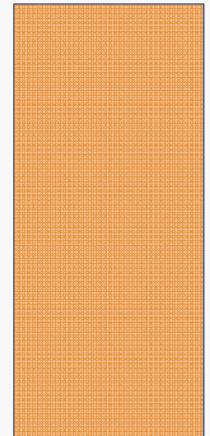


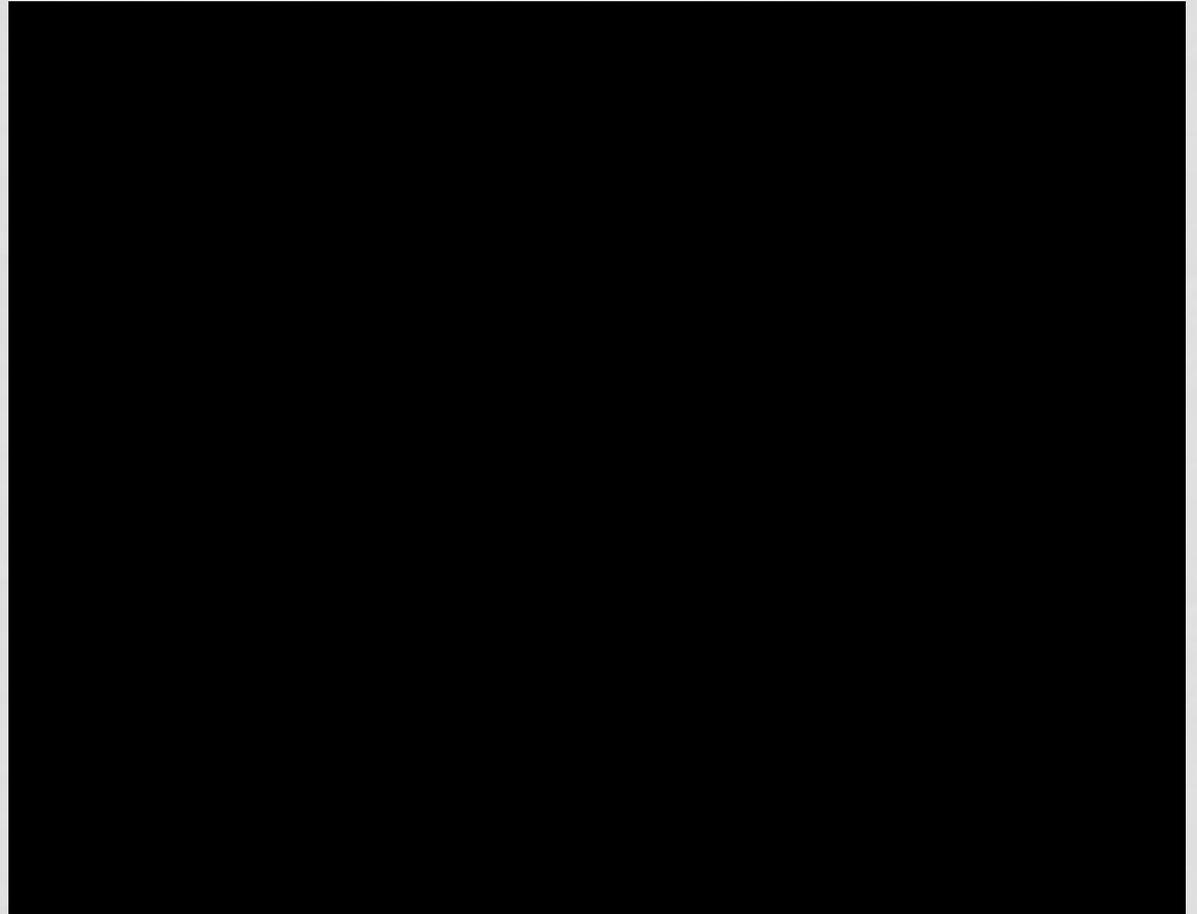
“THE BROKEN TUSK”

CLOSE READING STRATEGIES & THEME



WATCH THE THREE LITTLE PIGS AS YOU WATCH, TAKE NOTES ON THESE QUESTIONS...

- Who are the characters in the story? What are their different personalities?
- What is the conflict?
- What do the pigs learn by the end of the story?



WHAT IS THEME?

- a **theme** is what the author intends for you to learn from their work.
- It's an **insight** into life. A **universal message** that can be understood across cultures and time.
- When writing thematic statements, you should **avoid** clichés, morals or lessons. Also, it should be a sentence, **NOT just one word.**

NOW IT'S YOUR TURN

- Discuss with your group what you think the theme of “The Three Little Pigs” is... make sure you're not coming up with one word answers.
- Write a thematic statement for the “Three Little Pigs.” Remember it must be:
 - What the author wants you to learn or “take away” from their work.
 - A universal statement or insight into life
 - A sentence that is not a cliché or a moral
- Write your group's final answer down and be prepared to share with the class.

HOW WE INTERACT WITH A TEXT (TO FIND DEEPER MEANING & THEME)

*

Use a star for significant information, devices, and strategies you notice.

!

Use an exclamation point to indicate what you feel strongly about in the article.

?

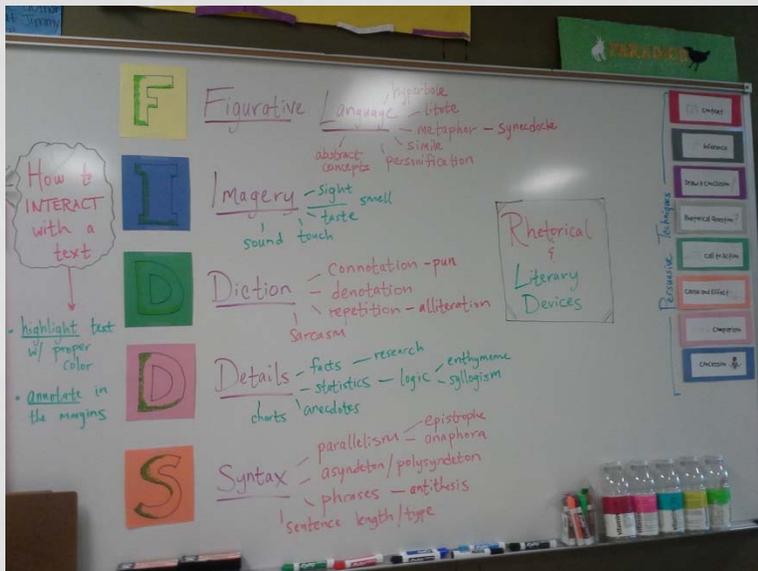
Use a question mark next for parts that are confusing or next to any information that you'd like to explore further.

- This year, we're going to use two main methods of interacting with a text or close reading.

- First, we'll use shared inquiry.

- During this process, we'll be annotating using FIDDS.

- Both of these methods will help us find out how these elements contribute to theme, tone, purpose and meaning.



SHARED INQUIRY: STEP ONE

- For this process we'll read through the piece twice. On the first reading, mark your story like this:



Use a star for significant information, devices, and strategies you notice.



Use an exclamation point to indicate what you feel strongly about in the article.



Use a question mark next for parts that are confusing or next to any information that you'd like to explore further.

SHARED INQUIRY STEP TWO: FIDDS

- On the second reading, we'll look for specific elements in the story. Often, we will look for literary devices. For this, we use the FIDDS method.
 - Figurative language (literary devices including similes, metaphors, allusions, personification)
 - Imagery (words or phrases that evoke the sensations of sight, hearing, touch, smell or taste)
 - Details (bits of specific information, especially characterization, setting and action)
 - Diction (word choice) Repetition, connotation, denotation; Levels of diction (formal, colloquial, archaic, slang, erudite, etc.)
 - Syntax (the way words and phrases are arranged to form phrases and sentences)

FIDDS

- For now, we're just concentrating on the first three letters of FIDS. Later in the year, we'll add more.

F

Figurative
Language

I

Imagery

D

Details.

LET'S TRY IT OUT...

- We're going to read "The Broken Tusk." On the first reading mark your story like this:



Use a star for significant information, devices, and strategies you notice.



Use an exclamation point to indicate what you feel strongly about in the article.



Use a question mark next for parts that are confusing or next to any information that you'd like to explore further.

NOW, LET'S SHARE

- First, let's talk about questions... pair share and then we'll share out to the class.
- Okay, now "noticings..." pair share and then we'll share out to the class.
- Finally, what do you feel strongly about and why? Pair share and then we'll share out to the class.

SECOND READING

- For the second reading of “The Broken Tusk,” mark your story like this:

F

**Figurative
Language**

(literary devices including
similes, metaphors, allusions,
personification)

I

Imagery

(words or phrases that
evoke the sensations
of sight, hearing,
touch, smell or taste)

D

Details.

(bits of specific
information,
especially
characterization and
action)

NOW, LET'S SHARE

- In your groups, share your findings. Compare what you each found.
- Then decide **one of each device** to share with the class. Choose the best examples.
- Remember, our goal is to decide **the deeper message or theme of the story**, so pick elements that you think hint at theme.

SO, WHAT'S THE THEME?

- In your groups, discuss possible themes for “The Broken Tusk.”
- Then, decide on one and write a thematic statement that you will share with the class.

WRITER'S NOTEBOOK REFLECTION

- Write a response to “The Broken Tusk.” Be sure to reflect on what you think the theme that the author intended. Also, why do you think I chose this piece to start the year?
- Or... you can reflect on your learning for today. What did you learn? How will you use it in the future? What was difficult about the process? What came easily to you?