

# Teaching Activity

## Scanning a narrative

Retrieve, 110-119

Curriculum code: AC9E4LY05, ACELY1692 [Select state curriculum](#)

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### Activity steps

#### Learning intention

For students to be able to scan a narrative to locate pieces of information that may not be where they are expected.

#### Explain

that *The Jungle Book* is a famous collection of tales about Indian animals. Briefly discuss what students know about wolves and jackals to orient them to the story.

#### Show

It was seven o'clock of a very warm evening in the Seeonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing cubs, and the moon shone into the mouth of the cave where they all lived. 'Augrh!' said Father Wolf. 'It is time to hunt again.' He was going to spring down hill when a little shadow with a bushy tail crossed the threshold and whined: 'Good luck go with you, O Chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world.'

It was the jackal—Tabaqui, the Dish-licker—and the wolves of India despise Tabaqui because he runs about making mischief, and telling tales, and eating rags and pieces of leather from the village rubbish-heaps.

*The Jungle Book* by Rudyard Kipling

#### Explain

that sometimes the answer to a simple question about a text cannot be found where you might expect it.

#### Ask

students to find the line in the text where Father Wolf says: 'It is time to hunt again.'

#### Ask

students what time of day or night it is when Father Wolf says this.

#### Ask

the students to highlight all the information that relates to what time of the day or night this story is taking place. Students should highlight: 'It was seven o'clock of a very warm evening' and 'the moon shone'.

 Need help?

## Discuss

with students why the following phrases do not help us to answer the question.

'It is time to hunt again' does not tell us what time of day the father wolf hunts.

'It was seven o'clock' on its own is not enough as it does not let the reader know if it is 7 am or 7 pm.

## Tell

students that they will be using the text to answer questions about the jackal. They need to make sure they have the relevant information. For most of these questions, the information is in one place. Students need to make sure they have the right place.

## Ask

the students to answer the following questions. They can do this by writing in the question number above the place in the sentence that contains the relevant information.

1. What is the jackal's name?
2. What does the jackal do?
3. What is another name for the jackal?
4. Who hates the jackal?
5. What does the jackal look like?
6. What did the jackal say?

## Discuss,

share and give feedback on the students' responses.

## Related activities below the level

- [Strategies for locating words \(+ extension\)](#)
- [Competing information in a narrative \(+ extension\)](#)

## Related activities at the level

- [Scanning an information text \(+ extension\)](#)
- [Similar information \(+ extension\)](#)
- [Competing information in a procedural text \(+ extension\)](#)

## Related activities beyond the level

- [Scanning a narrative text \(+ extension\)](#)
- [Scanning an information text using paragraphs \(+ extension\)](#)
- [Identifying similar information \(+ extension\)](#)

## Related annotated questions

- [Identifies the explicitly provided meaning of a technical term used in an information text](#)
- [Identifies an effect from explicitly stated information](#)
- [Retrieves an explicitly stated fact from competing information](#)
- [Infers a difficulty faced by a character by interpreting a description in a short narrative text](#)
- [Puts a selection of events from a narrative text into chronological order, where this order matches the order in which they are recounted in the text](#)