

# The Best Photo

PM Level 13

Green

**Text Type** Narrative

**Running Words** 226



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the concept of photography and how to use a camera to take a photo.

### Orientation to the Text

- Lee needs to take photos of birds for school but all the birds keep flying away. Her sister Daisy spots a family of swans. The girls approach quietly and are finally able to get the best photo.

### Key Language Structures

- Adjectival phrases are used throughout the text. *e.g. big black cow, good photo, long grass*
- Punctuation is used to denote a variety of sentence types including questions and exclamations.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*our, ready, still, take, their, them, there*

#### Content Words

*crows, photo, sparrows, swans*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *sparrow*. Ask, *What is the blend at the start of the word? What smaller words can you see inside the word?*
- Look at the word *laughed* on p. 10. Ask, *What similar word can you find on the page? How are the two words similar? How are they different?*

### Fluency and Phrasing

- Model reading p. 10 for students. Ask, *What cues on the page helped me know how to read the words?* Practise reading the page together, using the punctuation and emphasising the word in bold.
- Encourage students to read the visuals on each page to help them anticipate what the text will be.

## Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students to suggest who is in the illustration and what they are doing.
- Read p. 2. Ask, *Why do you think the girls are moving slowly? What helps you to know this?*
- Ask students to read to p. 8. Ask, *What words are used to describe the crow? Look at the picture. How else might you describe it?*
- Look at p. 12 together. Ask students to find all the different types of punctuation on the page. Practise reading using the punctuation to help with the expression.
- Look at p 14 together. Ask, *What punctuation marks are the same as on the previous page? How do they change how we read the words?*
- Read to the end of the text. Ask students to look at the illustrations on p. 16. Discuss how these enhance understanding of why Lee says it is the best photo.

## Comprehension

- What happens when Lee tries to take a photo of the sparrows? (*Literal*)
- Why do you think Mr Crow flew away? (*Inferential*)
- Do you think Lee's teacher would be happy with the photo? Why or why not? (*Inferential*)

## Follow-up Activities

- Discuss what makes a good photo with students. In pairs, have students take some photos of everyday events around the school. Ask students to write a few sentences about what they took a photo of and why, and display the photos around the school.
- Read about some other types of birds together. Look at photos of birds and decide together whether they are good photos or not.
- Find and list all the adjectival phrases from the text. In pairs, have students illustrate one of the phrases and assemble their pictures to make a class chart.

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## Learning Intentions

- We are learning to use illustrations to help us understand a text.
- We are learning to use punctuation marks to help us read.

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## Success Criteria

- I can explain how the pictures add meaning to the words.
- I can change my voice when I am reading bold words or when there are exclamation marks.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up