

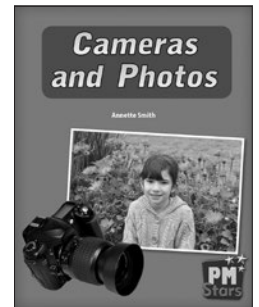
Cameras and Photos

PM Levels 11/12

Blue

Text Type Information Report

Running Words 135



Preparing for Guided Reading

Orientation to the Text

- Recall that Meg and her family are the characters in *Looking for Tigers and Monkeys* (PM levels 5/6) and *Meg's Family* (PM levels 8/9).
- Explain that this book provides information about cameras and photos.
- Read the title of this book. Discuss the photo on the cover. Recall that Meg and her family have an interest in books, computers and cameras.
- Turn to the title page. Build confidence in the use of the contents and glossary. Find the chapter headings on the appropriate pages. Read and discuss the chapter headings.

Prior Knowledge

- This book is an information report about cameras and photos.

Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *Photos are pictures. They are taken with a camera.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

called, move, moving, someone, taken, taking, them

Content Words

camera, cellphones, photographer, photos, slideshows, videos

Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised, say, *Try that again*. Remind students to check meaning by confirming that visual and meaning clues match.

Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the text. Introduce key interest words. Explain that videos are moving images.
- Ensure students understand that a slide show is a set of photos on a computer.
- Find each glossary word within the book. Talk about how a glossary aids meaning.
- Recall that someone who takes photos is called a photographer. Identify the names given to people who have different jobs, e.g. someone who paints pictures is called an artist; someone who fixes cars is called a mechanic.
- Locate the word *photos*. Discuss the sound made by the digraph *ph*. Notice the same digraph sound in *photograph, telephone*.
- Say these words slowly: *telephone* and *television*. Notice the similar visual pattern.
- Talk about the irregular verb *to take*: *take, takes, taking, taken, took*.

Comprehension

- What are photos? (*Literal*)
- What is someone who takes photos called? (*Literal*)
- What are photos that move called? (*Literal*)
- Why can some cameras fit into little bags? (*Inferential*)
- Why do photos look small on a camera? (*Inferential*)
- Why do some people make slide shows with their photos? (*Inferential*)

Follow-up Activities

- Invite students to share their own photos at school.
- Invite a photographer to visit the class and explain how his or her equipment is used. Follow up by writing a description of this person during shared writing.

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Learning Intentions

- We are learning to identify topic sentences and sentences that provide supporting information.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Success Criteria

- I can identify topic sentences and sentences that provide supporting information.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

• _____

Guided Reading Notes

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