

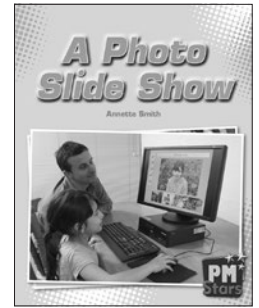
A Photo Slide Show

PM Levels 14/15

Green

Text Type Procedure

Running Words 122



Preparing for Guided Reading

Orientation to the Text

- Recall the three previous books featuring Meg and her family (PM levels 5/6, 8/9 and 11/12).
- Inform students that this book explains how to make a slide show from family photos. Revisit the purpose of a procedural text.

Prior Knowledge

- Explain to students how we can utilise and embrace changes in technology. For some students, making a slide show may be new learning, whereas others may already be familiar with the steps involved.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *Put the slide show on the television so they can all see it.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ask, pick, plug, send

Content Words

camera, computer, folder, program

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Read the title of the book. Discuss the cover photograph. Explain that Dad helps Meg to make the slide show using family photos taken with a little camera, and a computer.

- Turn to the title page. Discuss the difference between a fiction and non-fiction book. Read the list of contents and note the corresponding page numbers. Talk about the structure of a procedure, i.e. *goal, materials, steps*.
- Discuss each step, making connections between the photographs, vignettes and written text. Introduce key interest words. Talk about why the steps in a procedure must be ordered sequentially.
- Discuss the glossary on page 16. Recall that glossary words are in bold font within the book.
- Find adjectives in the book that describe size or quantity.
- Identify the placement of these present-tense verbs at the beginning of sentences: *Take, Ask, Turn on, Make, Call, Plug*.
- Locate prepositional phrases, e.g. *with a little camera; into the computer; to the new photo folder*. Make a list of common prepositions, e.g. *at, by, into, for, from, with*.
- Revisit these sounds: *-ch, -ck, -er, -st*. Find words in the book that end with these sounds.

Comprehension

- What materials do you need to make a photo slide show? (*Literal*)
- What is the first thing you have to do? (*Literal*)
- What does the camera get plugged into? (*Literal*)
- Why couldn't Meg make the slide show without help from Dad or Mum? (*Inferential*)
- Why did Meg put the photos into a new folder? (*Inferential*)
- Why is it important to look at all the photos before choosing some for the slide show? (*Inferential*)

Follow-up Activities

- Teach students how to put photos onto a computer. Demonstrate how to make a photo slide show on a classroom computer or send copies of the book home for home reading. Include a note to parents, suggesting students make a slide show on home computers with their guidance.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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