

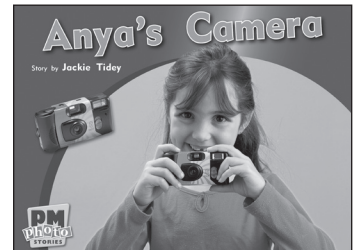
# Anya's Camera

PM Level 12

Green

**Text Type** Narrative

**Running Words** 184



## Preparing for Guided Reading

### Prior Knowledge

- Explain briefly how photos are taken with the camera.
- Have students share experiences of having photos taken.

### Orientation to the Text

- In this story, Anya decides to make a photo book about her kitten, Jojo. When Anya's photos are developed, she sees that they are all of different parts of Jojo, but none show him in his entirety. Anya and Grandma enjoy the humour in the situation.

### Key Language Structures

- Irregular past tenses: *made, came, said.*
- Phrases that tell when or where add meaning to the verbs in the sentences.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*call, don't, move, put, smile, take, time, want, won't*

Content Words

*Grandma, Anya, camera, Jojo, Kitten, sofa, box, tail, nose, paws*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by rereading or reading on to gain meaning.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said...? How did you know that word was...?*

## Focusing on the Book – Guided Reading

- Ensure that students use the photographs to predict meaning.
- Read the title together and discuss the cover photo.
- Introduce and expand the new elisions: *don't, won't.*
- Discuss the use of italics for Anya's photo book title on p. 2.
- Discuss with students the fact that, until a few years ago, photos taken on film had to be taken to a shop to be printed.
- Talk about the energy and restlessness of kittens. Ask, *Why might Jojo find it difficult to sit still?*
- Ask, *Why does Anya think her photos won't be very good?*
- On p. 12, Anya talks about the photos being of Jojo's tail and nose. Ask, *What sort of photos of Jojo do you think Anya will put in her photo book?*
- Ask, *Why does Anya think Grandma will laugh when she sees the photo book?*

## Comprehension

- Why do you think Anya's photos only showed parts of her kitten? (*Inferential*)
- What do you think Anya will do next time she takes photos of her kitten? (*Inferential*)

## Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct phrase to complete the sentences; breaking elisions into their composite words and rewriting in context; choosing correct time expressions to complete sentences from the story; choosing correct elisions to complete sentences from the story.
- Ask students if they've ever tried to take photos of their own pet, or a friend's pet. Did they have any trouble getting the pet to sit still? Have students draw a picture of the pet in a perfect photo pose.
- Discuss how Anya found a way to use imperfect photos to make a very special album. Have students imagine they have taken bad photos of an elephant at the zoo. Have them draw a page of an album that only shows parts of the elephant, similar to the parts of Jojo in Anya's photo book.

## Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.
- \_\_\_\_\_

## Guided Reading Notes

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