

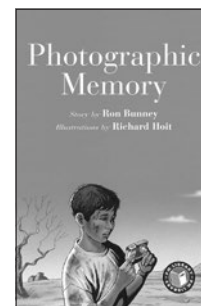
Photographic Memory

PM Level 27

Ruby

Text Type Narrative

Running Words 2070



Preparing for Guided Reading

Orientation to the text

- While on holiday in the desert, Sam is fascinated by the landscape and takes photos with his digital camera. As the day gets hotter, Sam feels it's time to get back to his parents, who are preparing lunch. Walking back in the heat, Sam suddenly realises he's lost. He starts to feel afraid and lonely. But he decides he's not going to give in, and he climbs the highest outcrop in order to find the track. It's no use – everything in the desert looks the same! Suddenly Sam realises he can use his digital camera to re-trace his steps.

Prior knowledge

- Look at the cover, blurb and title. Ask students what their understanding of a photographic memory is.
- Discuss the differences between a conventional single lens reflect (SLR) camera and a digital camera.

Building the Balanced Reader

Grammatical conventions

- Discuss synonyms used in the text, e.g. *photo*, *image*, *picture*.
- Identify specific adjectives used to describe nouns in the text, e.g. *hired*, *vast*, *occasional*, *coiled*, *forked*.
- Identify similes that liken one object with another, e.g. *like a sponge*, *like a cool breeze*.

Vocabulary

Key vocabulary

absolutely, absorbing, amazement, attentive, coiled, compasses, confident, digital, exhausted, hired, mirage, moisture, occasional, photograph, recognise, scanned, scrambling, sponge, squinted, surged, unfamiliar, unfortunately, viewfinder

Spelling

- Note the use of the prefix *-un* to create antonyms in the text, e.g. *unfamiliar*, *unfortunately*, *unusually*

Visual Literacy

- Discuss and justify the colour scheme used by the illustrator in the book.
- Look at the illustration on p. 15. Ask students to explain how Sam would be feeling at this point in time.

Focusing on the story – guided reading

- Turn to pp. 4 and 5 and ask students to silently read both pages. Build up a profile of the character Sam from these two pages.
- Direct students to read independently up to p. 7, then ask, *What was the image Sam was chasing and why did it change?*
What physical effect was the environment having on Sam?
- Ask students to use their dictionaries to look up the word *mirage*.
- In Chapter 4 – *All Alone* – we know Sam is all alone, but why is this such an appropriate title for this chapter?
- Direct students to read independently to p. 20, then ask,
Why wasn't Sam going to give in and cry?
Why was Sam trying to reach the highest outcrop?
What injuries had he received?
- Discuss students' responses.
- Discuss why people get lost in deserts. Ask, *What impact is the heat having on Sam's judgement? Sam is not Australian. Where does he come from?*
- Have students read the rest of the book independently, then ask, *What prompted Sam to use the digital camera to find his way back?*
What did Sam learn about himself after his dramatic day?

Comprehension

- What image did Sam see in the mirage? (*Literal*)
- Why did Sam feel afraid when he stepped into the dry waterhole? (*Inferential*)
- If you were Sam, what would you have done differently if you were lost in the desert? (*Applied Knowledge*)

Follow-up activities

- Ask students to make a list of things they should do when they trek into unknown areas. Discuss reasons for these choices.
- Allow students to use a digital camera to take photographs of children participating in various activities in and around the school. Encourage students to prepare labels and present the photos in a common area for other students to observe.

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Learning Intentions

- We are learning to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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