

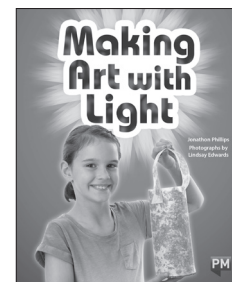
# Making Art with Light

PM Level 25

Emerald

**Text Type** Procedure (Informative)

**Running Words** 1488



## Preparing for Guided Reading

### Prior knowledge

- Talk about the use of light in art, e.g. in projections and translucent artworks like leadlight windows. Ask students to name any other examples of light-based art that they have made or seen.

### Orientation to the text

- In this book, students learn how to make three types of artworks that make good use of light – lanterns, sun catchers and constellation pictures.

## Building the Balanced Reader

### Grammatical conventions

- Highlight the author's use of instructional verbs to tell the reader what to do, e.g. *Use the scissors to cut...*, *Roll some plasticine into a ball...*, *Make holes in the paper...*

### Vocabulary

#### Key vocabulary

*activities, admire, assortment, beneath, clear, constellations, cylinder, finished, galaxy, grater, lantern, navigate, portrait, positions, somewhere, sunlight, together, warm*

### Spelling

- Draw students' attention to the use of the suffix *ly*. After searching for words with this suffix, have students consider how this suffix changes adjectives to make them describe actions more clearly, e.g. *carefully, slightly, clearly*.

### Visual literacy

- Direct students to look at the Materials list and photos on p. 3. Identify the importance of this type of list at the start of a procedure.

### Focusing on the book – guided reading

- A grater might seem like a strange tool for making a lantern. Before reading on from p. 3, have students guess how it might be used in this procedure.
- Have students guess why the girl is peeling the paper off the crayons on p. 5.

- Talk about the wide variety of patterns that can be made with the wax shavings. How do the students think these patterns might change after they are ironed?
- Discuss why it is important that the tealight candle is an LED candle rather than a flame-based candle.
- After reading the Materials list on pp. 15 and 16, discuss why PVA glue would be particularly good for making this type of sun catcher.
- Discuss why it is a good idea to use a ball of plasticine to make the hole in the top of the sun catcher. Ask students how they think this would protect their fingers.
- Discuss why it would be important to use black paper to make the constellation name and picture. Ask, *Why is it so important that the holes are not made too close to each other?*
- Other than a window, have students think of places where they could hang their name and constellation artworks for maximum effect.
- Discuss the word *navigate*, and how navigation can be done in many different ways, including by the stars, by a compass or with help from a GPS device.

### Comprehension

- How are the wax shavings for the lantern made? (*Literal*)
- Why is the paper for the lantern cut into a zigzag shape at the top? (*Inferential*)
- Why did people long ago imagine that stars formed pictures? (*Applied Knowledge*)

### Follow-up activities

- Have students choose one of the activities in the book and follow the procedure to create the work of art. Encourage them to add their own unique touches to it.
- Ask students to choose one of the procedures in the text and rewrite it as a recount, imagining that they have already performed the procedure.

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## Learning Intentions

- We are learning to understand themes that are explored through information presented in the text.
- We are learning to make predictions about the text and can use prior knowledge to derive greater meaning from the text.

• \_\_\_\_\_

## Success Criteria

- I can identify themes that relate to the information presented in the text.
- I can use prior knowledge and experiences to derive greater meaning from the text.

• \_\_\_\_\_

## Guided Reading Notes

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