

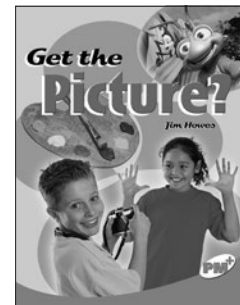
Get the Picture?

PM Level 25

Emerald

Text Type Information Report

Running Words 1363



Preparing for Guided Reading

Orientation to the text

- People have always made pictures. The first pictures were prehistoric cave paintings, and painting is still a popular way to make pictures. However, technological developments in the past 150 years have given us new ways to show our world in pictures. Different kinds of cameras take still photographs and record moving images on film or video. Animation has moved on from the time when each movement had to be drawn and photographed separately, to the use of computers to create ever-more realistic pictures and spectacular special effects.

Prior knowledge

- Ask students to write one fact that they know about each of the following styles of art: painting, photographs, movies, animation and computer art.

Building the Balanced Reader

Grammatical conventions

- Direct students to find examples of where the writer has used quotation marks. Discuss the way that some of the quotation marks are used to emphasise words and some are for titles.
- Identify words in the text that represent time, e.g. *for thousands of years*; *The first motion picture*; *Soon after*; *in the 1920s*. Explain why these words are so important in this text.

Vocabulary

Key vocabulary

accurate, acrylic, animation, audiences, continuous, decorate, effects, fantasies, parlours, portray, projector, separately, shutter

Spelling

- Identify words in the text that have a long a sound. Ask which letters make this sound? Make lists of words showing the different letter combinations for long a, e.g. *decorate, way, paint*.

Visual Literacy

- Assist students to understand the workings of a camera by referring to the pictorial explanation on pp. 8–9. Ask questions to assess the students' level of understanding.

- Taking care not to damage the book, flip the bottom corner of the recto pages to produce a moving picture.

Focusing on the story – guided reading

- Ask students to read to the end of p. 9 after setting the focus questions: *What are the advantages of taking photographs rather than painting pictures? What are the advantages of painting pictures rather than taking photos?*
- Encourage students to write about their favourite painting or photo, including the story they think it shows.
- Ask students to revisit their prior knowledge facts about painting, photographs, movies, animation and computer art. Invite them to add to or change these facts and share them with the group.
- As a group, construct a three-column chart with the headings: *Animation*, *Computer Animation* and *Regular Movie with Actors*. Brainstorm movies that students know which fall into each of the categories, e.g. *The Lion King* (animation), *Shrek* (computer animation) and *Matilda* (regular movie with actors).
- Ask students to read to the end of p. 19 after setting the focus questions:
How did a kinetoscope work? Look closely at the pictures.
Which movies became famous? Why?
Why do animated movies take so long to make?
- Discuss the following: *A picture is worth a thousand words*. Ask students whether they agree or disagree.
- Talk about why a labelled diagram is easier to understand than a separate written explanation.
- Have students search the text for the names of different jobs, e.g. *painter, animator*.

Comprehension

- How have movies improved over time? (*Literal*)
- How do movies trick the eye and brain? (*Literal*)
- In what way are computer-animated movies like cave drawings? (*Inferential*)
- How do computers help animators with their work? (*Applied Knowledge*)

Follow-up activities

- Provide students with small booklets suitable for making their own flip books. Discuss appropriate pictures for students to draw before they begin their illustrations.

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Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the contents or index to locate specific information in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

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