

Acting the Part

Vocabulary

actors, audience, comedies, communicate, communities, costumes, director, make-up artist, cinematographer, dramatic, Greek, ideas, musicals, producer, scenes, stories, teamwork, theatre, tradition



Before Reading

Motivation/Purpose

The purpose of this text is to report on acting and actors. The text links with the key learning area of *Social Studies* and with the strand *Identity and Values*.

Text Type Date...../..

Draw students' attention to the:

- chapter titles
- photographs
- glossary and index.

Ask, "What type of book is this?" (Report)

Visual Literacy Date...../..

What different types of acting can you see in the photographs?

What actors, shows or films do you recognise?

Which chapter will tell you about the history of acting?

What do the photographs in that chapter show?

Why do you think the text is framed by black and white boxes?

Background Knowledge Date...../..

Who are your favourite actors? What type of acting do they do?

What do you know about the work of an actor?

Who are some people that actors work with?

If you could be an actor, what roles would you like to play?

Phonological Awareness Date...../..

Make sure students know these phonological patterns:

- soft s: across (p.7), audience (p.7), also (p.8), scenes (p.12), cinematographer (p.13) producer (p.13), Greece (p.19)
- hard c lay (p.4), cool (p.5), comedies (p.21)
- sh: tradition (p.14), special (p.18), allowed (p.19)

Say three words containing a common sound from the list and one word that does not contain that sound. (e.g. lucky, school, comedies, tradition) Which is the odd one out? (tradition) Why? Repeat with the other phonological patterns.

Give the students a phonological sound from the list. Ask them to find words containing that sound on a particular page in the book. For example: What sound is made by the 'ce' in 'Greece'? (soft s) Find two words on page 13 that have the same sound. (producer, cinematographer) What letters make that sound?

High Frequency Words Date...../..

become, beginning, closely, first, important, moved, normally, other, sadness, show, special, work

Have students write the words using Look, Cover, Write, Check. Which words were easy to recall and write?

Discuss strategies for decoding and recalling words. For example: breaking a word into syllables (im-por-tant); identifying prefixes, suffixes and base words (normally -normal + y, become -be + come); looking for smaller words within words (others -the, her); identifying common phonological patterns (ii.how, f:irst).

During Reading

Vocabulary in Context Date...../..

Check students' understanding of words in the vocabulary box. Have them define familiar words. Highlight unfamiliar vocabulary so students can check the meaning using the glossary, or as they read the text.

Write the base words of high frequency words and words from the vocabulary box. Add prefixes and suffixes to build word families, e.g. act - acting, actor, action, acts, acted; come - become, becoming, coming; sad, -sadder, sadly, saddened, sadness. How might the base word change when prefixes or suffixes are added?

Checking for Meaning

Literal: **Date...../..**

What do actors do? (p.7)

Who do actors work with? (p.11-p.13)

Who were the first actors and what type of acting did they do? (p.15)

What different types of acting are there?

Inferential: **Date...../..**

Why do actors need to be able to work in a team?

How is acting today similar to and different from acting in ancient times?

Why can some actors sing and dance as well as act?

Make sure students understand the difference between literal and inferential information.

Response: **Date...../..**

What do you think it would be like to be an actor?

Would it be an easy or difficult job to do?

Grammatical Patterns Date...../..

Make sure students understand the following components of a report:

- Introductory statement defining the topic: *Many people love acting.* (p.4)
- Passages of description relating to various aspects of the topic: what actors do (pp.4-9), how they work in a team (pp.10-13), history of acting (pp.14-19)
- Paragraphs with topic sentences to organise information: *Acting is a very old craft.* (p.14)
- Use of verbs written in the past tense when describing past events: *The first actors were performers ...* (p.15) *The Greeks found it funny and dramatic plays ...* (p.17)
- Use of timeless present tense: *Teamwork is an important part of actors' jobs.* (p.10) *Most actors join a team when they start.* (p.11)
- Use of general nouns: *school* (p.5), *jabs* (p.10), *people* (p.12)
- Use of technical language: *movies* (p.4), *audience* (p.8), *producer* (p.13)
- Use of nouns and noun groups as the beginning focus of a clause: *Actors must work well ...* (p.13) *The Greeks were the first people ...* (p.18)

Fluency / Punctuation Patterns Date...../..

Model reading sentences containing commas. *Often, actors have to walk closely with other actors.* (p.11). Ask, "Did you hear how paused at the comma? Did you hear how I stressed the word 'often'?" *Actors must work well with their director, producer, cinematographer and even their make-up artist!* (p.13). Ask, "Did you hear how I paused at the commas? Did you hear how stressed even their make-up artist' because of the exclamation mark?" Have students reread these sentences three times to gain fluency.

These punctuation patterns occur in the text:

- Apostrophes indicate possession with singular and plural nouns: *actors' jobs* (p.10), *today's theatre* (p.16)
- Commas separate words, clauses and phrases: *In ancient Greece, the actors moved away from performing in groups.* (p.19)

- Capital letters are used in abbreviations and proper nouns: *TV* (p.4), *Greece* (p.16), *Greeks* (p.17)
- Italics are used for emphasis: *great* (p.20)

Critical Literacy Date...../..

What is the purpose of this text? What did you learn about acting that you didn't know before? Is there other information about acting that could have been included in the book?

Linking Visual and Written Date...../..

Look at the photographs on pages 12 and 13. What other people do actors work with who are not listed in the text? What is the purpose of the photographs on these pages?

Reread Chapter 5. Which photographs show dramatic roles, scary roles, a comedy or musical?

Look through the book to find other examples of each type of acting.

After Reading

Look back at the words in the vocabulary box. Have students orally define familiar and unfamiliar words based on their reading.

Read the glossary. Discuss the structure and features of glossary terms.

Model writing glossary meanings for a selection of the words.

Activities

Students will:

- use technical vocabulary to complete a cloze activity
- add suffixes to base words to fill the gaps in sentences
- find and record words containing a particular sound
- match parts of sentences to make statements of cause and effect, and write glossary definitions.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

