

Getting the Picture



Before Reading

Motivation / Purpose

The purpose of this text is to report on the history of photography and to explain the procedures for processing film and digital photos. The text links with the Science theme *Natural and Processed Materials*.

Text Type

Draw students' attention to the:

- chapter titles and page numbers
- subheadings
- photographs
- glossary and index.

Ask "What type of book is this?" (Factual). How do you know? What type of factual book is this? (Report/Procedure).

Visual Literacy

Look at the front cover and describe what you see. What is the difference between the two cameras on the front cover? Which camera are you familiar with? Try and predict what you think this text will be about. Browse the first few pages and discuss the effect of the page border and background images.

Background Knowledge

Show students some photographs. Ask them to explain how they think the photographs were created. What equipment is needed to take and make photographs? How has the way people take photographs changed?

Phonological Awareness

Make sure students are able to break words into syllables. Say and clap a high frequency or vocabulary word omitting one syllable: dig / i / _____. Students say the missing syllable: / tal /.

film: 1 syllable; ob / ject: 2 syllables;
dig / i / tal: 3 syllables;
pho / to / gra / phy: 4 syllables.

Draw a box on the board. Divide the box into two sections. Students locate a 2-syllable word in the list and write it in the box, writing one syllable in each section. What other words could have fitted into this syllable box? Repeat with 3- and 4-syllable words from the word lists.

Vocabulary

camera, chemicals, digital chip, electronically, enlarger, exposing, film, focus, image, information, light-sensitive, object, photography, pictures, processed, record, reflected, solution

High Frequency Words

although, century, cheaper, covering, differently, easier, following, however, instead, meaning, smaller, straightaway, themselves, through, used

Ask students to write a word from the list that matches a specific criterion (e.g. write a word from the list that has a suffix (differently); write a compound word (however)).

During Reading

Vocabulary in Context

Provide students with a dictionary. What information about words does the dictionary provide? (definitions, word origins, pronunciation, word families). Why is it important to identify base words when using a dictionary? Write the base words of words in the vocabulary list. Have students race to locate them in the dictionary, then read and interpret the information provided.

Checking for Meaning

Literal:

What is photography? (A way of making pictures by using light)

How does a camera take a photograph? (By focusing reflected light from an object or scene and recording the light onto film or a digital chip. The film, or information on the digital chip, can then be processed into a photo.)

Explain how film is processed. (See pp.14-15)

Explain how a digital photograph is processed. (See pp.20-21)

Inferential:

What developments made photography accessible to the public?

What equipment is needed to process a film?

What is the easiest way to take a photograph?

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

Response:

What does your family use to take photos?

Why do you think people like to take photos?

Why do you think some people still prefer to take photos using film?

How do you think photography will change in the future?

Grammatical Patterns

Make sure students understand the following components of a report:

- Introductory statement defining the topic: *Photography is a way of making pictures by using light.* (p.4)
- Passages of description relating to various aspects of the topic: the first photographers (pp.8-9), film photography (pp.10-13), digital photography (pp.16-19)
- Paragraphs with topic sentences to organise information: *By the 1880s, photographers started to use film instead of plates in cameras.* (p.10)
- Use of timeless present tense indicated by action and relating verbs: *A camera is used to take a photograph.* (p.5)
- Use of past tense action and relating verbs when reporting on past events: *They built their own cameras, and knew how to use chemicals to process their photos.* (p.8)
- Use of technical language: *photography* (p.4), *camera* (p.5), *light-sensitive* (p.6)

Make sure students understand the following components of a procedure:

- A statement of the goal/aim of the procedure: *Anyone with a computer and printer can process their digital photos in the following way* (p.20)
- Steps needed to accomplish the goal set in dot points: *make any changes that are needed* (p.21), *print out the photo* (p.21)
- Command and action verbs as the beginning theme: *place* (p.14), *shine* (p.15)
- Adverbials express details of reason: *to make the image appear* (p.14)

Fluency / Punctuation Patterns

Dot points are used to list information in a clear and concise manner. Lead-in sentences precede the dot points. *People like to use digital cameras for a number of reasons:* (p.18). Highlight the words that precede the lists. Demonstrate reading these lead-in sentences, pausing before the lists. Demonstrate pausing between each dot point to communicate information clearly.

These punctuation patterns occur in the text:

- Use of a colon to precede information in a list: *Film is processed in a darkroom in the following way:* (p.14)
- Use of lower case letters at the beginning of words in the list when using dot points: *they are small and easy to use* (p.18)

- Use of a full stop at the end of the last phrase in the list: *print out the photo.* (p.21)
- Use of commas to separate conjunctions and time connectives to link ideas between sentences and to sequence events: *However,* (p.6), *As a result,* (p.11), *These days,* (p.23)
- Use of commas to separate phrases that clarify or add information to a noun: *The film, or information on the digital chip, can then be processed into a photo.* (p.5)

Critical Literacy

Why has the author used dot points to explain why people like to use digital cameras? Why is a procedural text used to explain how to process photos? How do dot points help to make the information clear?

Linking Visual and Written

Compare the early cameras with today's cameras on pages 6 and 7. What are the similarities and differences? Which camera looks easier to use? Why?

Compare the first photograph on page 8 with the modern photographs on pages 4 and 5. Which is clearer? Why?

After Reading

Reread paragraphs of information in the text that are written as dot points. Identify the structural and grammatical features of these texts. Write on the board, 'People like to take photographs for the following reasons:' and record the students' ideas as dot points.

Activities

Students will:

- make and justify opinions about statements in the text
- locate and write words breaking them into syllables
- locate and write base words with suffixes added in a word find
- rewrite information in paragraphs as dot points.

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

