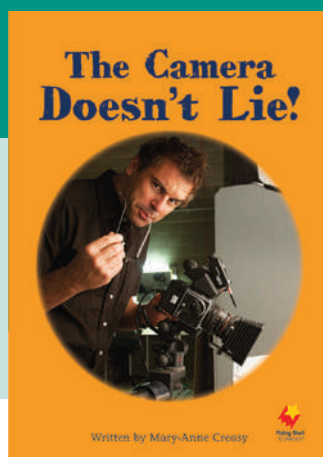


Lesson Plans

Advanced Fluent
Upper Primary
reading stage

Level U



The Camera Doesn't Lie! is an interview with a photographer. He describes his job, “tricks of the trade” and how photography has changed.

Running words: 1981

Text type: Interview



While looking for a breaking story for their newspaper, Jackie and Mateo stumble upon some clues that help to solve a crime.

Running words: 2888

Text type: Narrative

Content vocabulary

angle client computer software digital camera drone film images lighting photo shoot photographer shutter speed social media upload

Literary language

Verbs (saying): added announced complained confessed muttered shouted suggested whispered

Nouns (abstract): advice clue distance imagination interest luck position question scoop story surprise theme

Nouns (concrete): burglar camera cameraman hero mayor newspaper pedestal photographer plaque police reporter storeroom studio

Reading strategies

The Camera Doesn't Lie!

- Inferring the author's point of view

The Scoop

- Linking character development to events in the plot

Curriculum links

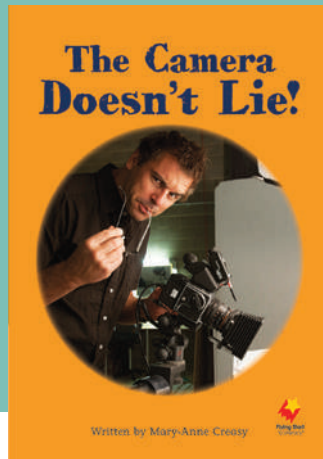
The Camera Doesn't Lie!

- Design and Technologies: Technologies and society

The Scoop

- Design and Technologies: Technologies and society
- English: Literature

Lesson Plan The Camera Doesn't Lie!



Key concepts

- Photography has changed since the introduction of digital technology.
- Photographers use a range of techniques that allow them to take the “perfect” photo.

Before reading

Exploring vocabulary

Give each student a copy of *The Camera Doesn't Lie!* Say: *This is an interview with a professional photographer. If you could ask him some questions, what would they be?* Discuss students' responses. As the conversation proceeds, scribe a list of words related to photography. Read the words as a group. Ask: *What other words might be in this book?*

★ Ask: *What words might be in a book about photography?* Discuss the definitions of these words.

Establishing the strategy focus

Say: *This book gives information about photography and about Mike. As you read, use this information to make predictions and assumptions, and to draw conclusions. This is called making inferences.* Ask: *What inferences can you already make about Mike?* Have students explain their responses.

During reading

Reading with teacher support

Have students read the introduction independently. Ask: *Will Mike make a good interview subject? Why?* Have students read Chapter 1 independently. Ask: *What have you learnt about photography and technology? What do you think Mike believes? Why?* Guide the conversation, encouraging students to form opinions and use evidence from the text to justify them. In pairs, students take turns to read Chapter 2. Ask: *What did you learn? What do you think Mike believes?* Have pairs discuss what they've read and make inferences.

Check for understanding

Students read Chapter 3 independently. Say: *Being a perfectionist is a good quality for a photographer to have. How have I inferred this?* Discuss students' responses.

★ Discuss: *Mike is a very knowledgeable photographer. What leads me to infer this?*

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

Have students read Chapter 4 independently. Monitor and support them where appropriate. After reading, have students meet with a partner to discuss what they have read. Ask: *What new information did you learn? What can you infer from this?* Have the pairs record the inference. Repeat this process with Chapter 5. Have pairs take turns to read pages 28 to 32.

Quick write

Recap what it means to make inferences. Invite students to add their ideas. Draw out that making inferences means to draw conclusions based on the information in the text. Say: *Making inferences allows the reader to gain a deeper understanding of the text.* In pairs, students complete Graphic Organiser 1: Making inferences. Have pairs share their charts with the group and discuss.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Does the camera “lie”? Explain your answer.* (Inferential) *Would you like to be a photographer? Explain your answer.* (Synthesising) *Do you think all photographers have the same attitude toward their job as Mike does? Explain.* (Critical) Invite students to ask their own questions.

Vocabulary reflection

★ Ask: *What words related to photography do you now know?* List students' ideas and then ask them to browse through the book to find further words for the list.

Strategy reflection

Reflect: *How did making inferences help you to better understand what you have read?* Discuss students' responses and draw out that making inferences allows us to think more deeply about a topic; to learn more than just the obvious stated facts.

Lesson Plan The Scoop



Key concepts

- Characters develop as events in the story occur.
- The actions, thoughts and words of a character indicate what their personality is like.

Before reading

Exploring vocabulary

Give each student a copy of *The Scoop*. Have them browse through it. Give pairs of students five minutes to brainstorm words that might be in the book. Use these to compile a class list.

★ Ask: *What is a scoop?* Through the discussion, draw out that a scoop is news that is broadcast first by a media outlet, ahead of anyone else.
Say: *As a story unfolds, we learn about the characters — what they are like and what qualities they have. As you read this book, think about the development of the characters as events in the story unfold.*

During reading

Reading with teacher support

Introduce Graphic Organiser 2: Know the characters. Say: *After you have read this text, you will choose adjectives that describe the main characters, Jackie and Mateo. So, while you're reading, think about what sort of people they are.*

Students read Chapter 1 independently. Monitor and support them where appropriate.

Check for understanding

Ask: *What do you know about Jackie and Mateo so far?* Discuss and encourage students to support their ideas with evidence from the text.

★ Say: *Jackie comes across as an enthusiastic person. I know this because of the way she acted around her hero, Sylvia.* Ask students to offer their own thoughts about Jackie.

Working with a partner

Have students read Chapter 2 independently. In pairs, students discuss the characters and record two or three words to describe Jackie and Mateo.

Have students read Chapter 3 independently and again meet with their partner to discuss it. Say: *Can you add other qualities to your lists?*

Reading with teacher support

Read the Chapter 4 title aloud. Ask: *What do you think the surprising scoop might be?* Discuss students' responses and then have them read Chapter 4 independently.

Reflect on the story as a group. Ask: *Did this ending surprise you or was it predictable?*

Check for understanding

Ask students to take turns retelling the story to a partner. Have pairs share their ideas and scribe a list of the main events in the story. Ask: *How did the characters act when these main events happened? What does this tell you about them?*

Working with a partner

In pairs, students complete Graphic Organiser 2: Know the characters. Say: *Think about the characters. Use what you know about them and the notes you made during reading to fill in the chart.* Have students share their charts and discuss their responses.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why did Jackie and Mateo jump to conclusions about Mr. Kowalski?* (Inferential)

Would you like to be a journalist — a reporter, writer, photographer? (Synthesising)

Was this a realistic story? Explain your response. (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Refer to the class list of words made prior to reading. Ask: *What other words can we now add to this list?*

Strategy reflection

Discuss: *Do you feel like you know Jackie and Mateo well? Why?*
Say: *The way the characters act in a story allows the reader to understand what they are like.*

Synthesising: Talk about the pair

Say: *Think about The Camera Doesn't Lie! and The Scoop. What have you learnt about photography? How is it used? How can it be helpful?* Encourage students to refer to evidence in the books to justify their ideas and opinions.

Have students read each statement below. *Do you agree or do you disagree? Why do you have this opinion?* Students place

a mark on the line to show their opinion and then write their reasons.

Have students discuss their completed opinion continuum with a partner. Then invite students to share their thinking with the whole group.

Name: _____

The camera doesn't lie.

← Strongly disagree Strongly agree →

Why?

It is good that photographs can be changed.

← Strongly disagree Strongly agree →

Why?

I would like to be a photographer.

← Strongly disagree Strongly agree →

Why?

Assessment

Can students form opinions about a topic? Can they justify their opinions with reasonable arguments?

Graphic Organiser 1: Making inferences

Name/s: _____

Reflect on what you have read in *The Camera Doesn't Lie!* Use three examples from the text to make inferences about the listed topics.

What Mike says ... (evidence from the text)		What you infer from this (form opinions and draw conclusions)
... about changes in photography since the start of his career.		
... about being able to change and manipulate photographs.		

Graphic Organiser 2: Know the characters

Name: _____

Choose qualities from the box, or think of your own, to describe Jackie and Mateo. Provide evidence (something that happened in the story) to support your choice.

ambitious bossy careful determined easygoing enthusiastic excitable friendly
honest outgoing particular passionate quiet relaxed suspicious trustworthy

Character	Quality	Evidence from the text (words, actions, thoughts)
Jackie		
Mateo		

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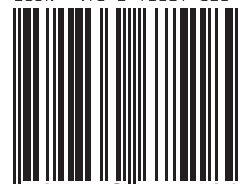
Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultants: Susan Hill and Lyn Reggett
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76067-518-9



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