



About the Book

Text Type: Nonfiction/Informational Page Count: 26 Word Count: 2,104

Book Summary

This introduction to picture taking is loaded with information about cameras, film, composition, and fun photography projects. It also gives students a history of photography and an overview of how cameras work, how film is developed, and the fun of digital cameras. Each photography tip is accompanied by photos showing the dos, and humorous don'ts, of picture taking.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Compare and contrast text types
- Identify and use complex sentences
- Analyze word origins

Materials

Green text indicates resources available on the website

- Book—*The Art of Photography* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Word journal (optional)
- Compare and contrast, complex sentences, word origins worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: *amateur* (n.), *composition* (n.), *darkrooms* (n.), *exposure* (n.), *panning* (v.), *shutter* (n.)

Enrichment: *crude* (adj.), *cumbersome* (adj.), *daguerreotypes* (n.), *multipurpose* (adj.), *painstaking* (adj.)

Before Reading

Build Background

- Involve students in a discussion about photography. Ask for personal experiences with taking pictures. Ask students whether they know how a camera works.

Preview the Book

Introduce the Book

- Give students their copies of the book, and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Have students make a prediction about the kind of book this is before they open the book.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Have students turn to the table of contents. Remind students that the table of contents gives them an overview of what the book is about. Each section head provides an idea of what they will read.
- Ask students if the table of contents confirms their initial prediction about the book.
- Model using the table of contents to make predictions about the book.
Think-aloud: The cover and title led me to make the prediction that this book is a factual book and that I would learn how to take pictures. I think that the table of contents confirms my prediction about this being a factual book. I also think the section "Ready, Aim, Shoot" will help me learn about taking pictures.
- Have students preview the rest of the book, looking at photos, captions, and sidebar text. Have them add to, revise, or confirm their predictions.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the pictures. Reinforce the vocabulary words they will encounter in the text.
- Write the following content vocabulary words on the board: *amateur*, *darkrooms*, and *shutter*.
- Explain to students that most of the time, good readers use context clues to help figure out the meaning of an unfamiliar word in the text. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use a dictionary or glossary to locate a word's meaning. Have a volunteer read the definition for *amateur* in the glossary. Have students follow along on page 9 as you read the sentence in which *amateur* is found to confirm the meaning of the word.
- Point to the word *darkrooms* on the board. Repeat the process, reading the definition of *darkrooms* in the glossary and reading the sentence in which *darkrooms* is found on page 13. Ask a volunteer to explain why it would be necessary to look up the root word *darkroom* in the dictionary, without the suffix -s.
- Point to the word *shutter* on the board. Have students read the definition of *shutter* in the glossary and locate the sentence in which *shutter* is found on page 5. Remind students to check whether a word makes sense by rereading the sentence in which it occurs.

Set the Purpose

- Have students read the book to revise or confirm their predictions.

During Reading

Student Reading

- **Guide the reading:** Have students read through page 9. Encourage students to go back to reread the pages if they finish before everyone else.
- When they have finished reading, ask students if they were able to make any new predictions as they were reading. Ask whether any old predictions were confirmed or revised after reading these pages.
- Invite students to read the rest of the book, keeping in mind the predictions they have made.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how making, revising, and confirming predictions as they read keeps them actively involved with the text.

Teach the Comprehension Skill: **Compare and contrast**

- **Model:** Remind students that they can use the strategy of comparing and contrasting information to help them understand what they are reading. Explain that they can also compare and contrast different types of texts by looking at the way they are organized, the word choice, and the purpose of the text. Explain to students that this book contains different types of text.
- **Check for understanding:** Ask students to look at the table of contents to see if it provides a clue as to the different types of text. Ask them what they think the purpose of the section “History of Photography” might be. Then ask them what they think the purpose of “Try This! Make a Pinhole Camera” might be. Have them turn to pages 5 and 6 and point out how the text on the two pages looks different.
- **Discussion:** Ask students what kind of text the first section is (an information report). Ask what its main purpose is (to present facts about the development of the modern camera). Have students share interesting facts they learned from reading this section. Ask students how the text is organized (chronologically, or by time). Then have them compare this part of the book with the section called “Modern Photography.” Ask what the main purpose of this section is (to explain how photographs are made today). Ask them how this text is organized (it is in sequence according to the procedure).
- **Independent practice:** Have students compare and contrast the different sections of the text on the **compare-and-contrast worksheet**. When they are finished, discuss their responses. Students should understand that the first section is written to present facts about cameras, is organized into paragraphs, and uses “timeless present tense” to recount events in the past. The procedural section tells how to do something, is organized in sequence, and uses the command form of present tense. The sidebar text is organized in a list, and the section “Ready, Aim, Shoot” is organized by topic.



Extend the discussion: Instruct students to use the last page of their book to write two or three things they learned about taking photographs.

Build Skills

Grammar and Mechanics: **Complex sentences**

- Explain that every sentence needs to have a subject and a verb, or in other words, someone or something that does something. Select a simple sentence from the text, such as the first sentence in the second paragraph on page 5. Have students identify the subject and verb of the sentence (*camera, was invented*). Explain that this is a simple sentence because it has one phrase that contains a subject and a verb.
- Explain that sometimes a sentence can have two parts, called phrases or clauses, and that each phrase or clause has its own subject and verb. The phrases or clauses are joined by connecting words such as *when, although, after, or because*.
- **Check for understanding:** Point out the complex sentence on page 5 in the first paragraph that begins *When you click a camera, a shutter opens...* Have students identify the subjects and verbs (*you click; shutter opens*) in each phrase or clause and the word that links them (*when*).
- **Independent practice:** Introduce, explain, and have students complete the **complex sentences worksheet**. If time allows, discuss their answers.

Word Work: Word origins

- Have students revisit the book to find the origin of the word *camera* (see p. 5).
- Explain that many words in our language have their origins in the Greek and Latin languages.
- Write the word *graph* on the board. Explain to students that it comes from the Greek root *graphos*, meaning “written” or “drawn.” Have students brainstorm words they know that use the Greek root, such as *graphite*, *graphic*, *photograph*, or *telegraph*. Discuss the meanings of the words and have students check the meanings in the dictionary. Discuss how recognizing the root *graph* can help them understand unfamiliar words.
- **Independent practice:** Introduce, explain, and have students complete the [word origins worksheet](#). If time allows, have students share their list of words.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading
Writing Connection

Have students use the procedural text in the book as a model to write instructions on how to do something. They can instruct someone on how to play a game, cook a recipe, or how to behave in a particular situation.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment
Monitor students to determine if they can:

- consistently make, revise, and confirm predictions to understand text
- correctly identify different text types within the book and compare and contrast purpose, organization, and language during discussion and on a worksheet
- accurately work with complex sentences by linking two ideas using appropriate connecting words during discussion and on a worksheet
- correctly list words derived from Greek and Latin roots and explain their origins and meanings during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)