

# Taking Photos

Written by Greg Lang

Photography by Michael Curtain

## Getting ready for reading

Discuss children's experiences: *Have you ever taken photos of other people? How did they feel about it? How did the photos turn out?*

## Talking through the book

You might say: *This book is about a girl who has a new camera. She took photos of all her family.* Turn through the book with the children, talking about what happens and modelling the form of the text. For example, you could ask: *Does Emma think her photo will be good? Yes, she says 'That will be a good photo.' But will it?*

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### **Being a meaning maker**

Discuss these questions. Encourage children to support their responses with evidence from the book.

*What did Emma do with her new camera?*

*Is Emma good at taking photos?*

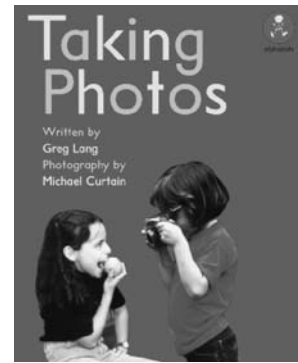
*How would her family feel about her photos?*

*Did Emma take funny photos of her family on purpose?*

### **Being a code breaker**

#### **Vocabulary**

- High-frequency words: *my, is, I, have, a, of, my, with, was, in, the, went, up, and, his, that, will, be, good, said, her, on, this, here, are*
- Word families: *click – brick, flick, lick, Mick, pick, quick, sick, stick, tick, thick, trick*  
*will – bill, dill, gill, fill, hill, jill, mill, pill, quill, sill, still, till*  
*took – brook, cook, book, hook, look, nook, shook*



## TEXT FEATURES

- **This book is written in the first person. It tells the story of Emma (from the E alphabet book) and Glasses (level 1) who is busy taking funny pictures of her family.**
- **Repetitive text using the sentence forms: \_\_\_\_\_ was in the \_\_\_\_\_.**  
*I went up and took \_\_\_\_\_ photo.*  
**CLICK!**  
*'That will be a good photo,' I said.*
- **Text supported by colour photographs.**
- **Text clearly separate from photographs and placed consistently on the page.**
- **Up to five lines of text on the page.**
- **Line breaks support phrasing.**

## Sounds and letters

- Hearing words: Children can put out counters for each word heard in a sentence.
- Hearing sounds: Children can hold up a finger each time they hear a word that starts with the /f/ sound: *photo, phone*. Discuss the use of *ph* to represent the sound. Compare to other words with this sound.

## Writing conventions

- Punctuation: capital letters, full stops, quotation marks, exclamation marks.
- Use of capitalisation of 'CLICK' to indicate sound (onomatopoeia)

## Being a text user

Discuss:

*What does this book teach you about taking photos?*

## Being a text critic

Discuss:

*This book shows Emma taking photos of her family? Is her family like yours?*

*How are they the same? How are they different?*

*Do all children have cameras?*

*Could this story happen in real life?*

## Literacy learning centres

### **Writing centre**

Have children use cameras or make drawings of people in the class. These can be used to create a book modelled on *Taking Photos*.

Mrs Green was in the bag room.  
I went up and took her photo.  
CLICK!  
'That will be a good photo!' I said.

Alternatively, children can create photo stories where they invent a new story.

### **Interactive literacy centre**

Children make masks by cutting out the top half of pictures of faces from magazines. The masks can then be used to create a retelling of the text. Have children read the text as others act it out.

### **Word centre**

Children can break, make and record words using onset and rime.

cl ick      br ick

## Keeping track

Books made by children can be collected for evaluation and added to individual student portfolios.