

# BLAST OFF

## Title of Close Reading Text: Behind the Camera

**Learning Intention:** I am learning how perspective and purpose is made evident through authorial choice in texts, at all levels including whole text, paragraph, sentence, and word level in order to emulate these techniques to improve my writing.

### Success Criteria:

- I can identify, discuss and provide examples of themes, challenges and skills explored through the text.
- I can explore how texts are shaped and constructed purposefully by authors to meet a specific audience and keep them interested.
- I can discuss how the overall organisation of the text contributes to the message of the text.
- I can analyse how the author has purposefully used vocabulary to convey their purpose and keep their audience engaged.

Reading	Text-Dependent Questions	Outcome:
<p><b>1<sup>st</sup> Reading</b> What it says.</p> <p><b>Key ideas and details</b></p>	<p><b>Connecting learning:</b> Engage students in a conversation about photography in general and wildlife photography. Elicit from students what they already understand about the topic and discuss the possible difficulties photographers might experience when capturing images of animals in their natural habitats.</p> <p><b>Teacher note:</b> Ensure children come to the first reading already familiar with the text. To support all learners, some children might be supported further by listening to the audio recording of the text available through a digital subscription.</p> <p><b>1) What are the main themes explored in this text? Provide evidence from the text to support your answer.</b></p> <p><b>Teacher note:</b> You might like to model the construction of a gist statement such as "The main themes explored in this text include the challenges of wildlife</p>	<p>EN2-OLC-01 EN3-RECOM-01</p> <p>AC9E4LY02 AC9E4LE03 AC9E4LY05</p>

	<p>photography, the importance of patience and research and the ethical considerations involved in photographing animals.”</p> <p><b>2) What are the main challenges the wildlife photographer came across in this text? List and discuss.</b></p> <p><b>3) How does the author express these challenges through word choice?</b></p> <p><b>Teacher note:</b> The author uses vivid descriptions of having to wait for long periods of time, the unpredictable nature of animals, and the need for extensive research and preparation. The author then describes very clearly the excitement of capturing these animals in their natural habitat.</p> <p><b>4) What are the three most important skills required by a wildlife photographer that are listed in the text?</b></p> <p><b>Teacher note:</b> <b>Patience</b> is emphasised as essential for wildlife photographers to wait for the right moment and allow animals to become comfortable in their presence. <b>Research</b> is crucial for understanding animal behaviour, and <b>Respect</b> involves maintaining a safe distance, minimising disruption to wildlife and prioritising animal welfare of animals.</p> <p>5) What message does the text try to pass onto the reader about the role of wildlife photographers in conservation?</p> <p><b>Teacher note:</b> The text suggests that wildlife photographers have a responsibility to raise awareness about endangered species and their habitats while also ensuring that their photography practices do not harm or hurt animals. By respecting animals and their environments, photographers can contribute to conservation efforts and help protect vulnerable species.</p>	
<p><b>2<sup>nd</sup> Reading</b> How it says it.</p> <p><b>Craft and Structure</b></p>	<p><b>1) Can you tell how the story is organised? How does the way it is organised help you understand what the author wants you learn about wildlife photography?</b></p> <p><b>Teachers note:</b> The story is like a journey. It starts with getting ready for the expedition, then waiting for the</p>	<p>EN2-OLC-01 EN2-CWT-01 EN2-UARL-01</p> <p>AC9E4LY02 AC9E4LE03 AC9E4LA03</p>

animals, and finally, it talks about what's important for a wildlife photographer.

- 2) The author chooses words carefully in this text to create vivid images and help the reader sense the setting of the text. Can you find examples in the text where you had a wonderful image in your mind because of the words the author has chosen to use?**

**Teacher note:** The author uses vivid descriptive language to make the reader feel like they are on an expedition evoking the sights, sounds and sensations of a wildlife expedition. For example, phrases such as 'waiting with your zoom lens pointed and ready' and 'the stampede of hooves bounding across the dusty plains' create a sense of anticipation and immersion in the environment.

- 3) Discuss the organisation of the text and how it contributes to the overall message of the text. Use the [Stage 2 Imaginative text rubric](#) and the [Stage 2 Informative text rubric](#) to assess and evaluate the text. Ask children to identify and explain the type of text that has been written here.**

**Teacher note:** Elicit from children that the text has elements of both imaginative and informative texts. This is called a [hybrid text](#). A hybrid text is one that has a mixture of elements from different text types, styles and modes. As is usually composed for the benefit of the audience. Ask children to think of other text they are familiar with that present a mix of genres, styles and modes.

- 4) Examine the author's tone through the text. Does the tone change or evolve to discuss different aspects of the photographer's experience?**

**Teacher note:** The tone of the text is written from a first-person perspective and aims to be informative, helpful and instructional. The author shares insights into tips for successful wildlife photography. However, there are moments of reflection. Overall, the tone conveys a sense of helpful enthusiasm and passion along with dedication to the craft of wildlife photography.

<p><b>3<sup>rd</sup> Reading</b></p> <p>What it means.</p> <p><b>Language features, vocabulary sentence structures, text cohesion and visual elements</b></p>	<p><b>1) Identify examples of specialised vocabulary related to wildlife photography used in the text. How does the author incorporate this vocabulary to enhance the reader’s understanding?</b></p> <p><b>Teacher note:</b> "The text includes specialized vocabulary such as 'telephoto lens,' 'remote shutters,' and 'motion-sensitive shutters' to describe equipment and techniques used in wildlife photography. By incorporating this vocabulary, the author provides specific details and insights into the technical aspects of the craft, enhancing the reader's understanding."</p> <p><b>2) How does the descriptive and sensory language help the reader feel part of the setting and experience wildlife photography up close?</b></p> <p><b>Teacher note:</b> The text includes descriptive language such as 'waiting with your zoom lens pointed and ready' and 'the flies are buzzing,' as well as sensory details such as temperature and sound. These elements contribute to the reader’s immersion in the setting and experience of wildlife photography, evoking the sights sounds, and sensations of being in the wilderness."</p> <p><b>3) Discuss the author’s use of imperative sentences and instructional language in the text. How do these language features convey authority and guidance? Can you highlight and discuss the examples you can locate in the text?</b></p> <p><b>Teacher note:</b> The author’s use of imperative sentences and instructional language in the text conveys authority and guidance by providing clear direction and commands to the reader. Imperative sentences are commands or requests that tell the reader what to do and how to do it. In this text, the author uses imperative sentences to give instructions on wildlife photography techniques and practices. Examples includes: 'Maintaining a safe distance is critical,' and 'Make sure to leave branches, rocks and logs exactly as you find them'.</p> <p>The instructional language positions the author as an expert in the field, someone who is knowledgeable and</p>	<p>EN2-OLC-01 EN2-CWT-01 EN2-VOCAB-01</p> <p>AC9E4LY02 AC9E4LA11</p>
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	that we can trust. The instructional language adds credibility to the author’s advice.	
General follow up questions for each of the readings:	<p>How do you know this?</p> <p>What evidence do you have to support that?</p> <p>Why do you think this?</p> <p>What examples can you find in the text?</p>	