


Special Effects

	Stage Tricks, Mirrors, Lighting				
How Does it Work?	George Melies used a combination of the three techniques to create science-fiction movies. Movies were black-and-white and silent.				
Movie Examples	<i>Voyage to the Moon</i> (1897) <i>Voyage Beyond the Possible</i> <i>Journey into Space</i> <i>Conquest of the North Pole</i> <i>20,000 Leagues under the Sea</i>				

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Special Effects

→ FOCUS STRATEGIES

→ **Metacognitive Skill**

As they read, good readers make connections between what they already know about a topic and new information in the text. This helps them be active readers and increases their understanding of the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you relate information in the book to your knowledge and experience. Most students will be familiar with many of the movies used as examples in this text. They may also have seen TV programs that demonstrate how effects were created. They can draw on this background information as they read the text.

→ **Comprehension Skill**

This book provides information about several different types of special effects and uses different movies to demonstrate the effects. Students need to know how to classify the various bits of information into meaningful groups using a graphic organiser. This will help them understand and remember what they read. Visual texts are an important feature of nonfiction text. Students need to know not only how to interpret visual information provided in the text, but also how to visually organise text information in order to develop their own comprehension of the material. Organising information on a graphic organiser provides another way for students to demonstrate their understanding of the text. Providing a visual interpretation is often more clear and memorable for students than simply writing what they have learned in sentences.

→ **Vocabulary Skill**

Many of the words in the English language have their origins in Greek or Latin. Students can widen their vocabulary if they can recognise common roots and their meanings. For example, recognising the root **cine** (Greek: move) and **graph** (Greek: write) allows them to read and understand words such as **cinematograph**, **cinema**, **Cinerama**, and **cinemascope**. Learning to recognise the most common Greek and Latin roots will expand students' vocabularies and help create an interest in words.

Focus Vocabulary Skill: Content words

cinematograph	p 3	pneumatics	p 11
animation	7	extraterrestrial	13
animators	7, 24, 25, 26	audiences	13, 22
animatronics	11, 20	technology	16
photograph	8, 23	digital	16, 24
octopus	8	photography	23



x-zone

→ SUMMARY

The thrill of monsters coming to life, space ships dodging meteors, and amazing animation is something we are all familiar with through movies and television. *Special Effects* traces the development of techniques used to make movies more and more realistic. From the early attempts at creating special effects by using stop-motion, to the present day use of computer-generated images, the book explains how some of the most familiar effects from well-known movies were created.

→ OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make connections between prior knowledge and new information.
- Organise text information in a visual format.
- Recognise common Greek and Latin roots.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can group information on a chart. Note whether they can independently categorise text information on a chart as they read the rest of the book.
- Monitor whether students can make connections between what they know about movies and the information in the text.
- Note whether students understand that many words in our language come from Greek and Latin roots. They should understand that recognising and knowing the meanings of common roots will expand their vocabulary.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Write these questions on the board: What movies have you seen that use special effects? How do you think these effects were created?
- Allow students a few minutes of thinking time before asking pairs of students to discuss the questions.
- Bring the group together and have students share ideas. Create a web on the board to record their information about special effects.

Apply Metacognitive Strategies

- Have students preview the cover of the book and the table of contents. Have them tell you what special effects techniques they predict they will read about in this book.
- Preview the book with students, encouraging them to connect what they see to what they know about movies.
- Model making connections.

Think-Aloud: Whenever I read a book, I think about what I already know about the topic or what similar experiences I have had. This is a very useful reading strategy that helps me relate to the text and make sense of it as I read. As I look at this book, I recognise some of the movies the text uses as examples. If I can draw on what I remember about the effects I saw in these movies, I will be better able to appreciate and understand how these effects were created.

Preview Text Features

- Point out the captions and discuss their purpose.
- Explain that the sidebars will provide interesting information about special effects.

→ Introduce the **Focus Vocabulary Skill:** *Greek and Latin Word Origins and Derivations*

- Point out the word **cinematograph** on page 3. Explain that recognising that a word has a suffix and then finding the root word can help them read difficult words. Tell students that **cine** comes from Greek and means *move* and **graph** comes from Greek and means *write*. Have students explain how the two Greek roots create the meaning of the word **cinematograph**. Then read the sentence in which the word is found to use the context to confirm the meaning of the word. Tell students that they can widen their vocabularies if they learn to recognise common Greek and Latin roots, and then confirm meanings by using the context.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–15 of *Special Effects*.

Visually Organising Key Information

- Tell students that they will be reading pages 2–15 silently. Explain that the book describes many different special effects techniques. When they finish reading, they will classify the movies according to the techniques used.

Making Connections to Prior Knowledge

- Remind students to be active readers by monitoring whether their reading makes sense and by making connections between the text and what they already know whenever they can.

Word Skills

- Remind students to look at the structure of unfamiliar words to help them figure out the meaning and then check by using the context clues.

During Reading

→ Focus the Reading

- Provide prompts every few pages, or encourage students to form their own questions. Have them read silently to find the answers. Briefly discuss the questions and answers before providing another prompt and having them continue reading.

Pages 2–5: Ask students what they know about the very first movies. Then have them read to find out whether the text matches their ideas. Have students briefly share what they find out.

Pages 6–9: Model making connections to the text.

Think-Aloud: This photo reminds me of old science fiction movies I have seen on TV. The monsters move but they don't look very real. I wonder how they were created and what stop-motion is.

Have students read to find out about stop-motion.

Pages 10–13: Ask students if they have seen the movie *E.T.* Then have them read to find out how *E.T.* was created. Point out the word **animatronics** and explain that **anim** is a Latin root meaning *life*. Discuss how knowing this root could help them understand the word.

Pages 14–15: Have students find out what special effects were used in the *Star Wars* movies. Have them share what they found out.

- Have students reread pages 2–15, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that reminds them of something they already know, contains a difficult word, or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Ask students to share any parts of the text that reminded them of personal experiences or for which they could draw on prior knowledge. Discuss how this helped them be active readers.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the **Focus Comprehension Skill:** *Visually Organising Key Information*

Model

- Make an overhead of the graphic organiser or draw it on the board. Model how to set up classifications for the types of special effects and organise them on the chart.

Think-Aloud: There were several different types of techniques described in the book so far. There will be other techniques discussed in the rest of the book as well. It helps to understand and remember the information if I organise it into groups and then provide a brief summary on a chart like this one. That way I can easily see the important points and how the information relates to other information. I need to go back to the text to find the different types of effects and write them across the top row on the chart. The first technique I read about was a combination of stage tricks, mirrors, and lighting. This was described on page 4. I will write that in the first box in the top row. Then I will record examples of the technique under it.

Guided Practice

- Give students the graphic organiser and guide them to find the other techniques they have read about so far. Have them write the techniques in the boxes in the top row: stop motion, animatronics, a combination of stop motion, animatronics, and costumes. They will read about computer-generated images later. Then help them begin sorting the movies into the categories and providing a summary of the technique.

→ Independent Practice

- When you feel students are able, have them complete the graphic organiser on their own.

→ **Vocabulary Skill:** *Greek and Latin Word Origins and Derivations*

- Write the root **cine** on a chart labelled Greek and Latin Roots. Review the meaning and write it next to the root on the chart. Then challenge students to think of words using this root. Have them first brainstorm from memory and then use a dictionary to find other words. Record the words on the chart.
- Repeat with the roots **graph**, **photo**, **anim**, and **digi**. Remind students to use the chart as a reference while they read and encourage them to add other examples to the chart.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Classify new information on the chart.
 - Look for other words with roots from Greek or Latin.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.