Lesson 7 Teacher's Guide

Behind the Scenes
by Kaye Gager

Fountas-Pinnell Level P
Nonfiction

Selection Summary
It takes many people to make a movie. From the actors to the behind
the scenes people, all roles are important. The majority of work that
it takes to make a movie happens behind the scenes. These very
important roles are what help create the movies we love.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative divided into six short chapters</td>
</tr>
<tr>
<td>Content</td>
<td>Movie making</td>
</tr>
<tr>
<td></td>
<td>Lighting</td>
</tr>
<tr>
<td></td>
<td>Sound effects and Foley artists</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Most of movie making takes place behind the scenes.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Onomatopoeia: blup, blup (p. 3)</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some movie making related terms: actor, director, lighting, sound effects</td>
</tr>
<tr>
<td>Words</td>
<td>Multisyllable words: equipment, erupting, entertaining, silverware</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Full-color photographs with full-sentence captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Twelve pages of text, photographs on most pages</td>
</tr>
</tbody>
</table>

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Build Background
Help students use their knowledge of movies to visualize the selection. Build interest by asking questions such as the following: What types of movies do you like? Have you ever wondered how that movie was made? Read the title and author and talk about the cover photograph. Explain that the events we see in movies take the work of many different people to achieve.

Introduce the Text
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 3: Explain that this selection provides true information about how the sound and lighting effects in movies are made. Suggested language: Turn to page 3. Look at the picture. Do you think this volcano is real? Tell students that effects such as this are created by experts in special effects.

Page 4: What movies do you find the most entertaining? What kinds of special effects in movies are thrilling to you?

Pages 5–7: Actors are used to promote or advertise movies. Suggested language: Think about a movie preview that you have seen. How were light and sound important in creating that movie preview?

Pages 9–12: Remind students that captions provide more information about the text. Read the caption on page 10. What sounds do you think need to be generated for a scary movie?

Now turn back to the beginning of the selection and read to find out about how lighting and sound effects are important parts in creating a movie.

Target Vocabulary
advertise – to inform people about something, p. 5
angles – ways of seeing things, p. 6
critics – people who judge artistic creations, p. 5
entertaining – funny or enjoyable, p. 4
focus – to pay attention to something, p. 6
generated – created or produced, p. 9
jolts – shocks or surprises, p. 6
promote – try to make something popular, p. 5
target – a goal or aim, p. 9
thrilling – exciting, p. 4
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Summarize Strategy and to briefly tell the important parts of the text in their own words.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection.
Suggested language: What did you learn about movie making that you didn’t know before?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making movies takes the talents of many people.</td>
<td>• Most of movie making takes place behind the scenes.</td>
<td>• The bulleted lists help break the information down in an easy to read way.</td>
</tr>
<tr>
<td>• The sounds heard in movies are sometimes created after the movie has been filmed.</td>
<td>• Movies would not be the same if it were not for the lighting and sound.</td>
<td>• Captions help to explain the photos.</td>
</tr>
<tr>
<td>• The way scenes and actors look depend largely upon the lighting in a movie.</td>
<td></td>
<td>• The photos contain a lot of visual information.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• Fluency Invite students to choose a passage from the text to read aloud to a partner. Suggest that they try reading a couple of pages as if they were telling a family member about what they read about.
• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that adjectives are words that are used to describe, as in swinging hammock. Tell students that swinging is an adjective that describes what kind of hammock. Provide other examples, such as large, steaming volcano and lighting designer.
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 7.1.

Responding
Have students use their Reader’s Notebook to complete the vocabulary activities on page 15. Remind them to answer the Word Teaser on page 16. (Answer: jolts)

Reading Nonfiction
Nonfiction Features:
Captions and Bulleted Lists Remind students that nonfiction has many features to help readers find and understand important information. Captions and bulleted lists are two of these features. Explain that captions can be short phrases or longer sentences, as in this book. Captions tell what a photo, map, or diagram is about. Reading the captions in a nonfiction book is a good way to preview the book before reading the main text. Have students choose a caption and rewrite it in their own words.

Bulleted lists are another important source of information. They often add information that is not in the text and break it down to make it easier to read. Have students look at the bulleted list on page 13. Ask what information they can learn from the bulleted list (different sound effects used in movies). Then have students think of other ways different sound effects might be made by using everyday items.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They should notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts
• In the first paragraph on page 6, what does angles refer to?
• What is page 6 mainly about?
• Complete the sentence in your own words. The author organizes the book by

_________________________________________.


**English Language Development**

**Reading Support** Pair beginning and intermediate readers to read the text softly, or have students listen to the audio or online recordings. Or, have beginning speakers discuss the photos in their own words.

**Cognates** The text includes many cognates. Explain the English word and its Spanish equivalent: angle (ángulo), critic (crítico), entertain (entretenen), generate (generar), and promote (promover).

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker 1:</strong> What is the selection about?</td>
<td><strong>Speaker 1:</strong> What are lighting technicians responsible for?</td>
<td><strong>Speaker 1:</strong> What is the meaning of a “Foley artist”?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> movies</td>
<td><strong>Speaker 2:</strong> They are responsible for providing different types of lighting for the scenes in movies.</td>
<td><strong>Speaker 2:</strong> Jack Foley was a famous sound editor. A Foley artist creates sound effects for a movie.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> What do sound technicians do?</td>
<td><strong>Speaker 1:</strong> In what way are computers useful for lighting designers?</td>
<td><strong>Speaker 2:</strong></td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> make sound effects</td>
<td><strong>Speaker 2:</strong> Computers can control all the lights in a movie.</td>
<td><strong>Speaker 2:</strong></td>
</tr>
</tbody>
</table>

**Target Vocabulary**

Fill in the part of speech, example, and non-example for the remaining target vocabulary words. Possible responses shown.

<table>
<thead>
<tr>
<th><strong>Part of speech</strong></th>
<th><strong>Definition</strong></th>
<th><strong>Example</strong></th>
<th><strong>Non-example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>adjective</td>
<td>exciting</td>
<td>exciting</td>
<td>exciting</td>
</tr>
<tr>
<td>adjective</td>
<td>thrilling</td>
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</tr>
<tr>
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<td>entertaining</td>
<td>entertaining</td>
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</tr>
<tr>
<td>adjective</td>
<td>generated</td>
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<td>generated</td>
</tr>
<tr>
<td>adjective</td>
<td>target</td>
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</tr>
<tr>
<td>adjective</td>
<td>thinking</td>
<td>thinking</td>
<td>thinking</td>
</tr>
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</table>

**Write About It**

Text to World: Why do you think people spend so much time making movies? Write a paragraph explaining why movies are so important in the world today. Use one word from the Word Builder in your paragraph.

Name ______________________ Date ______________________

Lesson 7: Behind the Scenes Target Vocabulary

- Thrilling
  - Definition: exciting
  - Example: an amusement park ride
  - Non-example: a little bit of a pain

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Lesson 7: Behind the Scenes
Thinking About the Text

Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think about the text, you reflect back on the text. You notice and evaluate language, genre, literary devices, and how the text is organized.

On page 5, the book says that “…movies would not be very interesting to watch without lighting and sound.” How do the details in the selection support this opinion? How do the photographs and other graphics help you to understand this point of view? Use examples from the text in your response.
Target Vocabulary

Fill in the part of speech, example, and non-example for **thrilling**. Then complete a Four-Square Map for three of the remaining Target Vocabulary words.

<table>
<thead>
<tr>
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<th>Definition</th>
<th>Example</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>thrilling</td>
<td>exciting</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

- advertise
- angles
- critics
- entertaining
- focus
- generated
- jolts
- promote
- target
- thrilling

**Name** ________________  **Date** _______
Behind the Scenes • LEVEL P

Picture this movie set: Streams of lava bubble and flow over the top of a large, steaming volcano. The weird light and clouds of steam make the place look hot and dangerous! But it's not real. Colored lights and smoke help create the smoky effect. And would you believe that the “blup, blup” sound of the lava comes from someone behind the scenes blowing a straw into pudding?

You may not realize how many ways you are tricked each time you watch an entertaining movie.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✔</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>★</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>★</td>
<td>1</td>
</tr>
</tbody>
</table>

**Accuracy Rate**

(\# words read correctly/85 × 100)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut cat</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut ★ cat</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the cat</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>★ cat</td>
<td>1</td>
</tr>
</tbody>
</table>