Before Reading

Read aloud the title. Have the students look closely at the front cover, including images, typeface, colors, and other design features.

- Make text-to-self connections about where you have heard the phrase “Lights, Camera, Action!” used before.
- Use the cover image and your connections to predict what this book will be about.

Read aloud the back cover blurb.

- Revisit your prediction. What information changed or confirmed your prediction?
- What questions do you have about the discoveries that made movies possible?

Remind the students they should use the glossary to help them when reading the text.

During Reading

Set a purpose for reading the chapter “The Science Behind the Movies” (pp. 3–5):

- Read pages 3 to 5. Make a text-to-text connection about your favorite movie and any scenes that could have been made by using the science and technology described in this chapter.

Set a purpose for reading the chapter “Creating Images” (pp. 6–17):

- Read page 6. Draw an inference about what Alhazen would have used his camera obscura for.
- Read pages 10 to 11. Make a text-to-text connection about what is good about silent movies and what is good about movies with sound.
- Read pages 12 to 13. Visualize what the glass matte technique would look like if you were looking at the scene from the side instead of from the front. What would you see, taste, feel, smell, and hear?
• Draw an inference about why filmmakers would want to use this technique instead of real backgrounds.

• Read pages 14 to 17. Synthesize the information you have read so far and your own knowledge to explain some techniques filmmakers use to trick your eyes.

Set a purpose for reading the chapter “Adding Sounds” (pp. 18–19):
• Read pages 18 to 19. Visualize yourself as a Foley artist making sounds using the materials described in the text. What do you see, taste, feel, smell, and hear? What other materials could you use to create realistic sounds needed for movies?

Set a purpose for reading the chapter “From Computers to Virtual Humans” (pp. 20–23):
• Read pages 20 to 23. Determine the important ideas to explain how filmmaking is changing. How do you think technology in the future will be able to improve filmmaking?
• Make a text-to-self connection about how having a virtual teacher would be different from having a real teacher. What would be better? What would be not as good?

After Reading
• What remaining questions do you have about the text? If you cannot answer them using the text, how else could you get the answers?
• Revisit your predictions that you made before reading. What information changed or confirmed your predictions?

Work with the students to use the text to carry out the experiments on pages 7 and 16.
• Monitor your comprehension while carrying out the experiments. Where does your comprehension break down and how do you repair your understanding?
• Use the graphic organizer to plan an opinion piece about a movie you have seen recently. Describe the parts you liked or did not like and make connections with the text about how you think these parts were made.

The graphic organizer for this lesson can be found on page 3.
## Lights, Camera, Action!

**Movie:**

**My opinion about the movie:**

<table>
<thead>
<tr>
<th>I liked/did not like:</th>
<th>How it was made:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I liked/did not like:</th>
<th>How it was made:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I liked/did not like:</th>
<th>How it was made:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TO DO:**

Keep your audience and purpose for writing in mind at all times.

Use the following words from the glossary in your writing:

- illusion
- forced perspective
- virtual