

Shooting for the Stars

by Julia Wall

Summary

This report provides a brief history of acting. It explains how to become an actor, and it describes some of the skills an actor needs. It also profiles Deanna Lake, who describes her experiences and daily life as a young actor.

Features of the Text

- Specialized vocabulary
- Factual report with explanations and a personal story
- Introduction and ending written in second person
- Fact boxes and dialogue boxes
- Photographs with captions in the form of direct quotes

Purpose

Shooting for the Stars can be used to introduce and reinforce the following skills:

- S** analyzing the features of a report;
- S** exploring specialized vocabulary;
- S** evaluating information.

The Guided Reading Lesson

- S** Analyzing the features of a report
- S** Exploring specialized vocabulary

Introducing the text

Review what the students know about the features of reports and write their ideas on the board. Explain that they are about to read a report about acting. Brainstorm subheadings that they would expect to see in a report on this topic. Ask the students to share any experiences they have of acting or performing in public.

Reading and discussing the text

Ask the students to read to the end of page 5.

- How does the author start this report? Why do you think she did this?
- What do you notice about the organization of the information?
- How do you think the author chose which words to put in bold?

Review the features of reports on the board, and encourage the students to add to the list as they read the text.

Ask the students to read to the end of page 10.

- What is the purpose of the text box on page 6?
- What do you notice about the tense?
- Why has the author used Deanna Lake in this report?
- What special “acting” vocabulary have you noticed?

Discuss words that are specific to acting, such as “stage directions,” “offbook,” “dress rehearsal,” and “improvisation.” Try to work out the meanings of these words together before the students look at the glossary.

Ask the students to read to the end of the report, noting other features that the author has used.

- What kind of a person do you think an actor has to be?
- What kinds of pressure would an actor experience?
- Why did the author finish the report in this way?

Discuss the ways that authors “hook” their readers to engage them and help them make connections with the text. Give examples from this report, which could include the innovative beginning and ending, the use of an individual actor, and the dialogue boxes. The students can suggest other ways that the author could have presented this information.

Following Up

The students can:

- use the blackline master on page 21 to evaluate the advantages and disadvantages of being an actor
- plan a list of questions they would like to ask a favorite actor
- list vocabulary specific to acting and add to the list from further reading.