

## Digital Creations

by Bill Gaynor

### Summary

Making animated movies or writing novels could be time-consuming activities before computers were invented. From painting to writing music, digital technology has changed the way many artworks are created.

### Features of the Text

- Factual report with explanations
- Fact boxes
- Photographs, digital images, graphics, and captions
- Specialized vocabulary—3-D, abstract, animator, cell, clip, convert, distort, holograph, morph, palette, postproduction, software, stylus, typeface, word processor

### Purpose

*Digital Creations* can be used to introduce and reinforce the following skills:

- S** asking questions;
- S** figuring out words from context;
- S** evaluating ideas.

### The Guided Reading Lesson

- S** Asking questions
- S** Figuring out words from context

### Introducing the text

Discuss the photo on the cover. Ask the students what they know about creating pictures on a computer.

- *What tools do you think the artist used to create the picture? (stylus and tablet)*
- *Have you ever used a stylus and tablet? Do you know how they work?*
- *What other forms of “digital creations” do you know about?*
- *What questions do you have about digital technology?*

List the students’ questions on the board and explain that they can look for answers as they read the text.

### Reading and discussing the text

Ask the students to read to end of page 4.

Discuss any questions that have been answered.

- *Do you have other questions based on what you have read so far?*
- Write any new questions on the board.

Have the students read to the end of page 10 and ask them to list any words they have trouble understanding.

- *How can the context help you figure out unfamiliar words?*

Model this using the word “abstract” on page 9. Show the students how you can read on to gain meaning: abstract art must involve changing images to make them very different from the original. You can also model how to use what you already know. Discuss other strategies for figuring out unfamiliar words from their contexts, for example, using visual cues, relating vocabulary to the topic, and recalling other contexts.

Have the students work through their lists and use the strategies you have discussed to figure out their meanings.

Refer to the list of questions about digital technology. Encourage the students to share the answers they found in the text.

The students can now read to the end of the text.

- *What have you learned about digital technology?*
- *Have you deepened your understanding by figuring out unknown words from their contexts?*
- *Have all your questions been answered?*

### Following Up

The students can:

- use the blackline master on page 63 to evaluate ideas from the text
- carry out research on one aspect of this topic, using the library and the Internet
- use a computer to create an artwork of their own.