

At the Game

by Sharyn Jones

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This text is levelled at Purple 2.



OVERVIEW

Brady finds a wallet on his arrival at the stadium for a rugby game and is upset at the prospect of missing kick off when Dad insists on handing in the wallet right away. Luckily, their good deed is rewarded. The moral dilemma and author's message in this text will promote rich discussion, and you may wish to read and discuss it over more than one session.

There is an audio version of the text on the *Junior Journal 42 and 43 CD*.

RELATED TEXTS

Stories with moral dilemmas and/or a strong moral message: "Friends" (JJ 37), "Missing" (JJ 42)

TEXT CHARACTERISTICS

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

The main setting of a rugby stadium, which may be unfamiliar for some students



A variety of sentence structures, including complex sentences

There was a huge crowd at the stadium when they arrived. There was a buzz of excitement in the air. "Watch out for gate number six," said Dad, checking his ticket again. Brady felt very excited. He wanted the Lionhearts to win. "One day, I'll play for the Lionhearts," he said. "Yeah, right," said Sarah. "I will so," said Brady. "Hey, you two," said Dad. "Be kind to each other. It's good to have dreams."

Brady felt angry at Sarah. He walked in front of her, his shoulders slumped and his head down. That was how he spotted the wallet.

27

Frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page.

"Look, Dad! Someone's lost their wallet," he said, scooping it up and handing it to Dad. Dad opened the brown leather wallet looking for a name. There were three game tickets and fifty dollars tucked inside.

"We'd better hand this in as soon as possible," said Dad. "I saw a policeman by gate 40."

"But we'll miss kick off," said Brady. "Can't we just hand it in later?"

"No. We need to hand it in now. Sorry, Brady. This is important. Someone's lost their wallet and their tickets."

Colloquial language



A mix of explicit and implicit content that requires the reader to notice clues and make inferences, for example, about:

- Brady's feelings at key points in the story
- the choices he and Dad have and the possible consequences
- the main idea

The structure of the text as a narrative

Shifts in time and place

Several characters and events

Some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations

Reading standard: after three years at school

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

SUGGESTED READING PURPOSES

(What can the students expect to find out or think about as a result of reading this text?)

- To find out what goes wrong for the main character, why it is a problem in the story, and how it is resolved
- To identify the main idea (or message) and share our opinions about it.

SETTING A LEARNING GOAL

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

Some behaviours you could expect to see as the students read in order to meet the reading purpose are suggested below. **Select and adapt** from them to set your specific learning goal(s). Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

Students:

- identify and summarise the main events
- look for clues and make inferences about how Brady is feeling through the story
- identify and think critically about the main idea
- use word-solving strategies to decode and/or work out the meaning of unfamiliar words and phrases.

TEXT AND LANGUAGE FEATURES**VOCABULARY**

- Some unfamiliar words and phrases, including “Lionhearts”, “buzz of excitement in the air”, “shoulders slumped”, “scooping”, “brown leather wallet”, “tucked inside”, “miserable”
- Colloquial language including “home ground”, “Watch out for”, “Yeah, right”, “spotted”, “hand this in”

Monitor students’ **decoding** attempts by noticing their use of words from the text during discussion. Prompt the students to remember strategies they can use, for example:

- breaking words into syllables or familiar chunks or components (“Lion-hearts”, “mis-er-able”)
- drawing on knowledge of spelling patterns and phonics (“awesome” – as in “saw”)
- rereading the phrase or sentence around the unfamiliar word to confirm decoding attempts
- using knowledge of word structure (identify the root words in “excitement” and “grumbled”).

Monitor the students’ use of **word-solving strategies** to work out the meaning of unfamiliar words and phrases and how they use context and vocabulary knowledge to clarify which meaning is intended for words that have more than one meaning. Prompt students to remember the strategies they can use, often in combination, for example:


- thinking of the overall context and making connections to their own experiences, for example, to clarify the meaning of “gasped” and “tries”
- rereading or reading on so that they can use the next word or the overall context of the sentence or paragraph, (for example, the word “sound” is used in a less familiar way in the phrase “safe and sound”; “Watch out for” has a different meaning from “Watch”)
- using the illustrations and/or syntax (for example, on page 27, “spotted” means “saw”, not “covered in spots”).

Have a dictionary available to confirm or clarify word meanings.

INTRODUCING THE TEXT


- Read the title and discuss the illustrations on pages 26 and 27. Ask the students to share their experiences of going to a sports game of any kind. *Who do you go with? What do you need to take? How do you feel before the game?* Discuss things that might happen on the way to the game. Tell the students that they will review these ideas during the reading.
- If you know your students haven’t had this sort of experience, show them some newspaper photographs of a high-profile rugby match to build up their prior knowledge by focusing on what happens in terms of going to a big game at a stadium. Introduce terms such as “stadium”, “rugby team”, “home ground” and “kick off” into the conversation. For students who aren’t familiar with the context and/or the language, you could draw a diagram of a stadium, label it together, and describe the process and people (ticket, players, crowd, cheering), writing up the relevant vocabulary. If appropriate for your students, you could start a shared vocabulary list for this text. With the students, organise the vocabulary into categories such as rugby, going to a big game, feelings, actions, and so on.
- Share the reading purpose and learning goal(s). Set up a summary chart with columns for What Happened, Feelings, and Clues That Support Our Ideas to record the students’ observations as they read.

METACOGNITION




Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they used these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies that promote metacognitive behaviours, are threaded through the notes and indicated by .

EXPECTED STUDENT BEHAVIOURS

(what to look for, prompt, and support as the students work towards achieving their learning goal)

 As they read or reread this text, students notice when meaning has broken down. They draw on a range of strategies to correct the problem and can explain what they did.

HOW YOU CAN SUPPORT YOUR STUDENTS TO READ, RESPOND, AND THINK CRITICALLY

-  Ask questions: *How did you know that bit was wrong? Or I noticed that you reread that bit when you got confused. How did rereading help you?*
-  Use prompts: *How did you know that bit was right? Think about the strategy you used. How did it help you?*
-  Give feedback: *I noticed that you read this as... and then you fixed it up by ...*

READING AND DISCUSSING THE TEXT

In order to meet the reading purpose: **The students identify and summarise the main events and make inferences about how Brady is feeling through the story.**

EXPECTED STUDENT BEHAVIOURS

(what to look for, prompt, and support as the students work towards achieving their learning goal)

PAGE 26

The students use the illustration to predict the setting and context and then read the text to confirm. They identify the main event on this page.

They identify information about the game and who the family supports. They make inferences about how Brady (and the other characters) are feeling.

HOW YOU CAN SUPPORT YOUR STUDENTS TO READ, RESPOND, AND THINK CRITICALLY

Direct the students to read and find out what is the main thing that's happening on this page.

If necessary, make links to the introductory discussion and explain that "their rugby team" means that the family support the Lionhearts (not that they own them). Prompt the students to make connections to their favourite team (if they have one). *How are Brady, Dad, and Sarah feeling? How do you know?*

Begin recording the students' ideas on the chart.

PAGE 27

The students identify what has changed for Brady on this page and why.

They use explicit and implicit information to clarify how Brady is feeling.

They review their earlier hypotheses about the sorts of things that can go wrong, and they form new hypotheses about what Brady will do about the wallet.

Model your thinking: *Brady looks different in this illustration. I wonder what's happened ...*

If necessary, explain what a "buzz of excitement" is.

Prompt the students to make connections to their own experiences of feeling angry. They could act out "shoulders slumped and his head down" to support visualising.

Add the students' ideas to the chart. Prompt them to consider what Brady could do next and the possible consequences. Model your thinking: *I know he's keen to get to the game, and it will be starting soon ...*

PAGE 28

The students review their hypotheses and comment on Brady's dilemma.

They visualise how they would feel in this situation and use the dialogue and the illustrations to infer how Brady is feeling.

Allow plenty of time for the students to share their responses and ideas. Record the students' inferences on the chart, prompting them to identify exactly which parts of the text made them think that. If necessary, use this time to discuss and clarify the language in the text. Choose appropriate words and phrases to add to the class vocabulary list.

Ask questions to encourage critical thinking: *Why is Dad saying they need to hand the wallet in right away?*

You could choose to stop the reading here and have the students work on an "actions and consequences" chart before returning to the text in a subsequent lesson.

PAGES 29–30

The students identify several clues and make connections to their own experiences to infer how Brady is feeling.

The students feel the "dramatic tension" and review their hypotheses about what will happen in the light of the fact that the game is almost about to start.

The students summarise the events on these pages and form hypotheses about how the arrival of the owner of the wallet will change things.

Direct the students to find evidence to support their inferences. *How is Brady feeling? What tells you that?*

Ask questions: *Did Brady and Dad do the right thing? How do you think the story will end?*

Add the students' ideas to the chart.

PAGES 31–32

The students infer how Brady's feelings have changed and explain how they worked it out. Some may notice that Brady knows who player number 10 is. (Sarah recognises him too on page 32.)

If necessary, tell the students the name "Pritchard".

Ask questions: *How do you know Brady is excited about meeting Josh Pritchard? Why do you think he's so excited?*

To support students to understand why Brady is so excited, prompt the students to make connections to their favourite players or other "heroes".

If necessary, explain that "tunnel" refers to the covered area between the players' dressing rooms and the playing field.

In order to meet the reading purpose: **They identify and think critically about the main idea, considering how the story could have ended if Brady and his dad had acted differently.**

⚙️ The students think critically about the text in order to identify the main idea or message about doing the right thing or showing kindness to others.

Revisit the summary chart.

Have the students think, pair, and share their ideas about the possible consequences if Dad and Brady hadn't handed in the wallet after the game or not at all.

Thinking about what did happen, what message do you think the author was trying to tell us?

⚙️ With support, the students reflect on their learning. They revisit the reading purpose and learning goals and explain some of the strategies they used, for example, how they made inferences about Brady's feelings.

Revisit the reading purpose and learning goals.

⚙️ The students identify some challenges in the text and how they worked (or tried to work) them out.

⚙️ Ask questions: *What clues did you put together on page 29? When did you realise the story was going to have a happy ending? What helped you?*

⚙️ *Was there anything that you found difficult or confusing? If necessary, model or explain some strategies they could use.*

AFTER READING

- Students can reread the story as they listen to the audio version on the *Junior Journal 42 and 43* CD. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Have the students read the dialogue aloud or use the text for Readers' Theatre, with a focus on conveying feelings.
- Refer to the text and/or the chart constructed during the reading to explore how the author has conveyed feelings, for example, through dialogue, and verbs and phrases that describe how the characters are moving (Sarah **runs** down the stairs; Brady **slumps** his shoulders, and later, **pulls** Dad's arm), and explicit statements. Incorporate some of these ideas during shared writing, as appropriate.