

# The Game



## Before Reading

This book forms the fiction reading record for Level 12

### Vocabulary:

air, blasted, computer, control tower, cyborg, disk, earphones, flashing, game, giant, keyboard, laser, noise, panel, screen, voice

- Discuss strategies for memorising words the letters, breaking the word into syllables, looking for smaller words, and visual letter patterns). Write a high frequency word on the board. Using letter tiles, the students make a word. Ask students to memorise the word. Erase the word. The students jumble their letters and remake the word. What strategies were most effective for memorising the words'

### Motivation/Purpose Date.../.../...

- The purpose of the text is to entertain with a story about Brad and Michael who end up inside a computer game.

## During Reading

### Vocabulary in Context Date.../.../...

- Discuss the meaning of each vocabulary word. Write 'Slowly, Brad opens his eyes' on the board.
- Identify the verb and its tense (present) - *opens*. Have the students rewrite the sentence in the past tense (i.e. Slowly, Brad *opened* his eyes). Repeat with other sentences based on the text (e.g. Brad *spins* around Brad *span* around; Brad *lands* on the ground - Brad *landed* on the ground).
- Write the vocabulary words on cards. Have the students place them in alphabetical order as they would appear in a glossary.

### Checking for Meaning

#### Literal: Date.../.../...

- What did Brad see and hear when he opened his eyes? How did he get into the game?
- What did Brad do to the cyborg?
- What did Brad do when he got home?

### Text Type Date.../.../...

Draw students' attention to the:

- author and illustrations
- illustrations
- chapter titles.

Ask. "What type of book is this?" (Narrative)

### Visual Literacy Date.../.../...

- Describe what is happening on the front cover. What type of game do you think this is about? What do you think the boy is sitting on? Browse the illustrations. What further ideas do you have about the story'

### Background Knowledge Date.../.../...

- Ask the students to describe computer games they enjoy playing. How do you win the game? How often do you play? What words do you know that relate to the topic of computer games'

### Phonological Awareness Date.../.../...

Make sure the students know these phonological patterns:

- -ee: asleep (p.4), need (p.5), screen (p.5)
- -ight: light (p.7), right (p.6)
- -ow: down (p.7), how (p.14), now (p.6), tower (p.14)
- -ck: back (p.19), quickly (p.16), rock (p.11)
- -oi-: noise (p.8), voice (p.4)
- Say 'quickly'. Ask students to stretch the sounds silently in their minds, i.e. qu-i-ck-l-y. How many sounds did you hear?
- What is the last sound in the word? Ask them to stretch the sounds again silently, tapping each sound they hear and verbalising only the last sound. Repeat with a selection of other words ending in consonants, such as 'down', 'ground', 'panel', 'disk', 'help' and 'giant'. Write an alphabet strip of the consonants on the board. Write scree\_ and dow\_. The students select one consonant from the list to fill the gaps to complete each word, i.e. 'n'. Repeat with other words from the text: asleep and help, light and out, span and pen.

### High Frequency Words Date.../.../...

- happening, jammed, know, quickly, spun, swooped, through, upside, whispered

### Inferential: Date.../.../...

- Who or what was firing the red laser?
- What did Brad do that was brave?
- How did Michael help them to get out of the game?

### Response: Date.../.../...

- Does this story remind you of any other stories? What type of narrative is the story - a fantasy, adventure, mystery? If you could be in a game, which would it be?

### Grammatical Patterns Date.../.../...

Ensure students understand the following components of a narrative:

Orientation - introduces the main characters and tells where and when the story takes place: *Brad is asleep at his keyboard when he is woken by Michael who is in the computer game.* (pp.4-7)

Complication - the sequence of events develops a problem for one or more of the characters: *Brad enters the game and they both try to escape and shut down the game while being chased by a cyborg.* (pp.8-22)

- " Resolution - the situation returns to normal: *Brad and Michael return home.* (pp.23-24)
- Adjectives and noun groups describing things in the story: *A loud voice* (p.4), *the computer game* (p.10)
- Action verbs and verb groups to describe action: *was asleep* (p.4), *was flashing* (p.7), *span* (p.9), *jammed* (p.19), *started to shake and spin* (p.19)

- Speaking verbs describe speech: *whispered* (p.12), *shouted* (p.10)

### Fluency / Punctuation Patterns Date.../.../...

- In this text, complex sentences containing an independent and dependent clause are punctuated with commas: *He looked down at his keyboard, where a red light was flashing.* Demonstrate how to read these sentences pausing in between the dependent and independent clause. *He looked down at his keyboard, where a red light was flashing.*
- Rhetorical questions explain what the character is thinking: *What was going on?* (p.5) *Why was he on the screen? What was happening?* (p.7) Demonstrate how to read these questions with appropriate tone and intonation

These patterns occur at various intervals throughout the text:

- Question marks and exclamation marks are used to indicate questions and emotions in direct speech: *"Run!" he shouted.* (p.16), *"How?"* (p.14)
- Ellipsis used to indicate interrupted speech: *"Brod, come in ..."* (p.5)
- Apostrophes used in contractions: *It's* (p.5), *You've*

(p.6), *Don't* (p.12), *let's* (p.14)

- Apostrophes indicate possession: *Brod's* (p.11 & 24), *cyborg's* (p.19)

### Critical Literacy Date.../.../...

- What speaking and action verbs build drama and excitement (e.g. whispered, shouted, swooped, jammed, ran, grabbed)? What less interesting verbs do they replace (e.g. said, went, put, got)? Why would the author choose more interesting, descriptive words?
- Where and when does the story start? What didn't the author tell you?
- How did Michael get in the game? Why might this have been left out of the story?

### Linking Visual and Written Date.../.../...

- Discuss the double-page spread illustration on pages 16-17. Which sentences in the text explain the action in the illustration? What extra story information does the illustration provide?
- Discuss the illustration on page 9. Which part of the text on page 9 has the illustrator chosen to illustrate?
- How does the illustration show the movement of Brad going into the game?

## After Reading

What if Brad and Michael couldn't get out of the game? What other ideas do you have for the ending of the story?

### Activities

After reading the text students will:

- sequence story events in order to retell the story.
- select from a list of final sounds to complete a series of words
- complete sentences using regular and irregular verbs in the past tense.
- identify and punctuate direct speech in sentences and using quotation marks.

Comprehension (meaning)    Phonics (visual)    Vocabulary (structure)    Writing (structure)

