

Bringing books to life: The Kick Off

ABC ME screening details: Friday 22 May, 2020 at 11:10am

This episode can also be viewed on [ABC iView](#).

Key learning areas: English

Level: Upper primary/Levels 3-6

About: England Women's Football team player Eniola Aluko explains why she loves the book.

Before the episode

Action verbs express an action whether it be physical or mental. An action verb explains what the subject of a sentence is doing or has done (e.g. 'Jamie kicked the football).

Adverbial phrases gives more information about the main idea in a sentence by explaining *why*, *how*, *where*, or *when* an action occurred. (e.g. 'Jamie kicked the football, booting it all the way to the goal line).

1. Brainstorm a list of action verbs that would be seen in some of your favourite sporting activities. Then create a sentence by adding an adverbial phrase to give more information about the action that is happening.

Sport	Action verbs	Sentence
netball	squinted, held, aimed	Katie squinted as she held the ball and aimed for the goal ring.

During the episode

1. Take notes to record everything you learn about the setting, main character and storyline for the book 'Jamie Johnson - The Kick Off' by Dan Freedman.

After the episode

2. Football player Gareth Barry reads an action-packed passage from the book, where Jamie's team is drawing one all with the other team. Write your own climatic scene about a sporting activity and character of your choice. Remember to use interesting verbs and adverbs to create a sense of excitement for readers.

Follow-up activity: Design a book cover for the passage you wrote in the previous activity. Think about what the title of your book will be and what image of the main character you will use on the cover to grab the attention of readers. Include details of the publishers you might use as well as your author name.

Teacher notes

This resource contains self-directed learning activities that students can complete while learning at home or in the classroom. The activities align with the Victorian Curriculum F-10 and can be modified to meet the needs of your students. Teachers could collect student work for feedback and assessment.

Learning intentions

- To identify the ways in which language is used in imaginative texts
- To experiment with the techniques used by authors

Victorian Curriculum content description

	Levels 3 and 4	Levels 5 and 6
Expressing and developing ideas	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)
Creating texts	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)

Victorian Curriculum achievement standard

	Levels 3 and 4	Levels 5 and 6
Writing	Students demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.	Students demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.

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