# Bringing Books to Life – Jamie Johnson: The Kick Off

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

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/bringing-books-to-life) after the scheduled screening time.

**Key learning areas:** English

**Level:** upper primary

**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

1. 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.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

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

## NSW English K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Stage 2 | Stage 3 |
| Writing and representing 1 | plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language (EN2-2A) | composes, edits and presents well-structured and coherent texts (EN3-2) |
| Writing and representing 2 / Responding and composing | identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts (EN2-7B) | discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts (EN3-5B) |

[English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.