

# Video Game

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## Getting ready for reading

Ask: *Do you ever play video games?* Discuss the games played. *What happens when Mum or Dad tells you to stop playing and go to bed?*

## Talking through the book

You might say: *This book is about a little girl who has a new video game.* Turn through the book asking children what they think is happening on each page. Where appropriate, respond by modelling the form of the text or by substituting a word from the text. For example, if a child says: *The girl thinks the video game is great,* you might respond: *Yes, she thinks it is excellent.*

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*When does the girl play the video game?*

*Do the mum and dad like having the video game? Why? Why not?*

*What might the video game help the girl to learn?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *what, got, a, I, play, it all, the, at, before, after, up, over, to, go, down, says, that, for, you, now, have, do, one, two, just*
- Word families: *game – blame, came, dame, fame, lame, name, same, tame*  
*school – fool, cool, pool, tool*

#### **Sounds and letters**

- Hearing sounds: short /e/ – *bed, guess, video, excellent, level, yes*



## TEXT FEATURES

- **This book tells the story of a girl who is so interested in her new computer game that she wants to play it all the time.**
- **Written in the first person.**
- **Introduces speech balloons.**
- **Colour illustrations support the text and carry some of the story.**
- **Capitalisation used to indicate emphasis.**
- **Line breaks support phrasing.**

## Writing conventions

- Punctuation: capital letters, full stops, exclamation marks, quotation marks
- Use of capitalisation of all letters in word for emphasis: *NOW*
- Use of ellipsis to indicate that text is unfinished
- Use of speech balloons to indicate direct speech
- Grammar: contractions – *we've, it's, I'm*

## Being a text user

Discuss:

*Does this book help you to learn about playing video games? Why? Why not?  
What information about the story do you get from the speech balloons? Do you need to read them to understand the story?*

## Being a text critic

Discuss:

*What picture of a family does the author give? Is it like yours?  
Do all families have video games? Do all children like playing video games?  
Do all parents have trouble getting their children to go to bed?  
Is having a video game a good thing? Why? Why not?  
How do you think the author feels about video games?*

## Literacy learning centres

### **Interactive literacy centre**

Children work in small groups to devise their own video game. Focus on using positional words *up, down, through, along, between, under, over*. Things to discuss and decide include:

- what is the aim of the game?
- how are points scored?
- are there secret things to find?
- who are your friends and enemies in the game?
- where is the game set – in space? underwater? on land?

Children should develop a leading character with a name as part of the game.

### **Writing centre**

Children work in pairs to think of and record 10 arguments for and 10 arguments against using video games. They then discuss these in small groups to reach consensus about the main reasons for and against.

### **ABC** **Alphabet centre**

Children browse through familiar books to find and record words with a short /e/ sound.

### Keeping track

Children can keep an individual log recording their understanding of the book and their response to it.

*This book is about ...*

*I liked it: a lot / a little / not at all*