

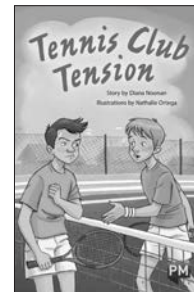
# Tennis Club Tension

PM Level 29

Sapphire

**Text Type** Narrative (Imaginative)

**Running Words** 6417



## Preparing for Guided Reading

### Prior knowledge

- Have students share any experiences of seeing parents or siblings put a friend under pressure on the sporting field. How did they feel seeing their friend in this situation?

### Orientation to the text

- Jake's family, pillars of the local tennis club, learn that they need to raise urgent funds to save the clubhouse. When Mr Sewell and his son Lucas move to town, Mr Sewell tries to bully his way onto the club committee so that he can arrange corporate sponsorship for the club. Soon, Lucas and Jake play each other in an important match to decide who will represent the school as a ballboy in a major tournament. Jake wins, but faints on the court during the tournament. Lucas shares footage of his collapse, but Jake realises that Lucas's father is behind this cyberbullying. Mr Sewell tries to buy control of the tennis club by paying for the clubhouse renovations, but an unexpected donation means that he will have to find another way to contribute to the club. Jake's parents offer him a mutually acceptable opportunity.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the varied use of italics throughout the story, e.g. for emphasis: 'we won't *have* a club'; and to denote characters' thoughts, e.g. '*It's not Lucas who's the bully*, Jake thought to himself.'

### Vocabulary

#### Key vocabulary

*announcement, autograph, clubhouse, cyberbullying, dehydrated, doubles, embarrassed, foundations, fundraising, gauge, opponent, professional, professionally, responsibility, sponsor, tennis, tournament, volunteer, willing*

### Spelling

- Discuss the word *do-it-yourselfers* – how it is not only a compound word held together by hyphens, but that it includes an invented word too.

### Visual literacy

- Have students look at the illustration on p. 51, and suggest what this illustration represents (i.e. Mr Sewell's vision for a more professional tennis club, named after himself).

### Focusing on the book – guided reading

- Have students share thoughts about why Mr Sewell is so determined for Lucas to be a great tennis player. Is it possible that Mr Sewell once wanted to be a famous tennis player himself?
- Ask students to justify why people at the annual meeting felt uncomfortable when Mr Sewell gave his opinion.
- What threats did Mr Sewell pose to the way the club was run? How would he have turned it from a community organisation into a more exclusive one?
- Ask students to explain why Jake didn't keep hydrated during the tennis tournament, even though his family and coach had reminded him to do this.
- Do students think the school principal was tough enough on Lucas after the awful thing he had done to Jake?
- Discuss Diego Fonseca's donation, and how it shows how much he values community-based sporting clubs.

### Comprehension

- How did Jake's family practise "community involvement"? (*Literal*)
- What could happen to the clubhouse in its current condition if there were an earthquake? (*Inferential*)
- What will Jake need to keep doing in future so that he doesn't faint on the tennis court? (*Applied Knowledge*)

### Follow-up activities

- Have students write some comments of appreciation that Jake may have left for Diego Fonseca on social media, a few days after the end of the story.
- Have students research the topic of cyberbullying, and write an exposition about it, titled 'Cyberbullying Is Dangerous'.

## Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.
- \_\_\_\_\_

## Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up