



Overview

Jack finds himself in a dilemma when his friend Luke encourages him to take some juice from an opened box of cartons at school. This story gives insight into Jack's thinking and his feelings – in particular, his feelings about his own behaviour and why the other children don't seem worried about what they have done. The text explores concepts of honesty, bravery, and self-awareness and is well worth revisiting over more than one reading session.

"Free Juice" requires students to "confidently use a range of processing and comprehension strategies to make meaning from and think critically about" text (from *The Literacy Learning Progressions*, page 14). This text provides

opportunities for the students to make connections between the text and their own experience to make simple inferences and visualise Jack's feelings. The unfolding dilemma also prompts the children to think critically about the behaviour of the main characters and to consider the underlying themes and how they might relate to their own lives.

There is an audio version of the text on an MP3 file at juniorjournal@tki.org.nz

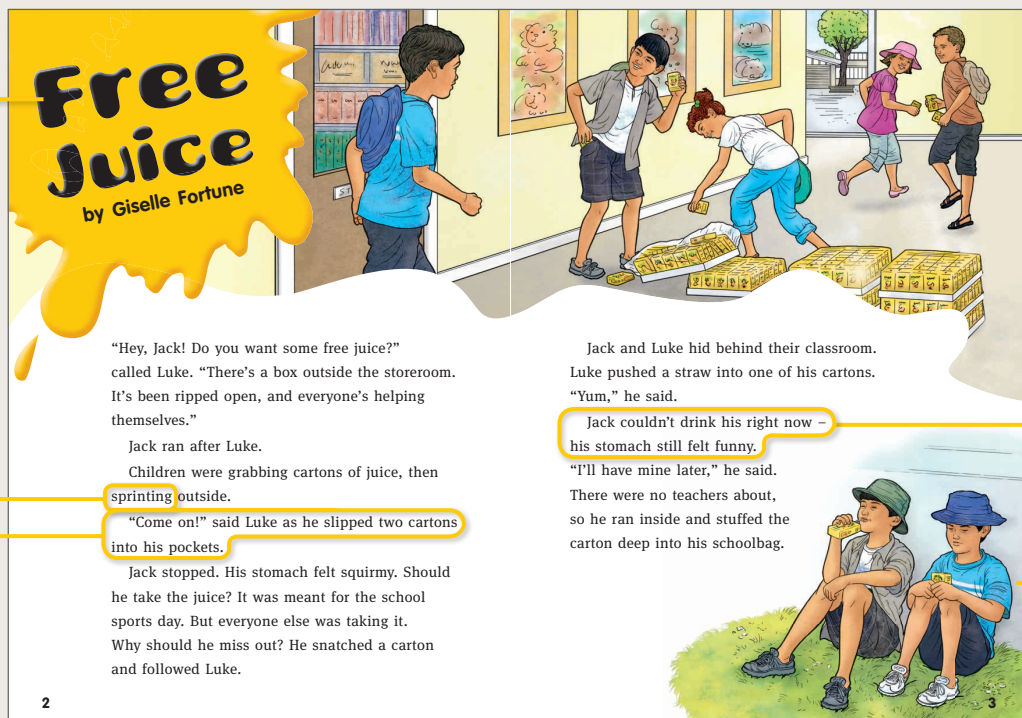
Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline.

Some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations, including descriptive vocabulary and commonly used words that have multiple meanings

The focus on Jack and his moral dilemma, with the story told from Jack's viewpoint

The themes of honesty, bravery, and self-awareness



"Hey, Jack! Do you want some free juice?" called Luke. "There's a box outside the storeroom. It's been ripped open, and everyone's helping themselves."

Jack ran after Luke.

Children were grabbing cartons of juice, then sprinting outside.

"Come on!" said Luke as he slipped two cartons into his pockets.

Jack stopped. His stomach felt squirmy. Should he take the juice? It was meant for the school sports day. But everyone else was taking it. Why should he miss out? He snatched a carton and followed Luke.

2

Jack and Luke hid behind their classroom. Luke pushed a straw into one of his cartons. "Yum," he said.

Jack couldn't drink his right now – his stomach still felt funny.

"I'll have mine later," he said. There were no teachers about, so he ran inside and stuffed the carton deep into his schoolbag.

3

A variety of sentence structures, including complex sentences

Frequent use of dialogue (including Jack's internal dialogue), some of which is not explicitly attributed

A mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge in order to make simple inferences and visualise how Jack is feeling

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Health and Physical Education (Personal Health and Physical Development)

Level 2 – Personal identity: Identify personal qualities that contribute to a sense of self-worth.

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

- To find out what Jack does and how he feels when he is faced with a difficult decision

Suggested learning goals for this text

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

Select from and adapt the suggestions below according to your students’ strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for Years 1–8, Knowledge of the Learner, page 6*).

- The students use information in the text and illustrations to make connections to their prior knowledge and visualise Jack’s feelings.
- They draw on their own experiences of having to make difficult choices and of feeling nervous or scared to form hypotheses about what Jack might do at key points in the story.
- They evaluate the actions of the characters and discuss the main themes of honesty and bravery.
- They use multiple sources of information to clarify meanings of unfamiliar words and ideas.

**Text and language features****Vocabulary**

- Possible unfamiliar words, such as “stomach”, “squirming”, “meant”, “snatched”, “slurping”, “giggling”, “nervous”, “pounding”, “sweaty”, “mumbled”, “crouched”, “worried”, “nervously”, “glanced”, “racing”, “reddened”, “honest”, “sternly”
- Common words with more than one meaning: “slipped”, “miss”, “funny”, “level”, “water”
- Colloquial language: “Come on”, “miss out”, “right now”, “so much for”, “owned up”.

Possible supporting strategies

Incorporate words that describe feelings of nervousness and guilt into the introductory discussion and encourage the students to act them out (see Introducing the text).

Monitor the students’ **word-solving** attempts by noticing their use of words from the text during discussion. Prompt them to remember the strategies they can use, often in combination, for example:

- use the context and their prior knowledge to work out the meaning of descriptive vocabulary, for example, “pounding” and “crouched” and of words with more than one meaning.

Have a dictionary available to confirm or clarify word meanings. Have bilingual dictionaries for students who have a first language other than English.

For English language learners who are not familiar with the colloquial language, provide the phrases with definitions and simple example sentences. Have the students work in pairs to use the example sentences to help them match the phrases with the correct definition.

Text features

- Jack’s internal dialogue
- The complex sentences
- The use of dashes (pages 3,6,9) and an ellipsis (page 5) to indicate Jack’s state of mind.

Model reading the first section of Jack’s internal dialogue on page 2 (“Should he take the juice?”) to clarify that these are his thoughts. Prompt students to notice that it sounds like talking but there are no speech marks because Jack is just thinking.

If necessary, model reading some of the complex sentences aloud to help students break them into parts and identify the meanings.

Explain that the dashes are being used to emphasise links between ideas and help show Jack’s dilemma.

Prompt the students to remember that ellipses are often used to slow the action in a story, giving the reader time to anticipate what will happen next. The ellipsis on page 5 also shows that Jack needs time to think.

**Metacognition**

Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they use these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies teachers can use to promote metacognitive behaviours, are threaded through the notes and indicated by

HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE

Ask questions: *How did you know that bit was wrong? Or: I noticed that you reread that bit when you got confused. How did rereading help you?*

Use prompts: *How did you know that bit was right? Think about the strategy you used. How did it help you?*

Introducing the text

- This is a story where one of the characters feels very nervous about something. *Can you show me what being nervous looks like? How does it feel?* During this discussion, support students by feeding in key vocabulary (for example, “stomach felt funny”, “heart racing”). You could record the vocabulary in the group modelling book.
- Prepare the students for visualising by asking them to recall a relevant experience. *What do you do if you don't agree with a choice a friend has made?*

- Read the title and have the students hypothesise what the story is about.
- Share the reading purpose and learning goal(s).
- Begin a graphic organiser like the example below to help students track the feelings of the characters and the evidence in the text. Explain that they will fill it in at selected points during and after reading.

Page	Character/s	How they are feeling	How I know

Reading and discussing the text

Instructional strategies you can use to support the students to achieve the learning goals are in the right-hand column. **Select from and adapt** the suggestions below according to your students' strengths, needs, and interests.

What to look for, prompt, and support as the students work towards achieving their learning goal

There is a lot for students to think about and talk about in this text. Some behaviours are more likely to be demonstrated on a second reading.

Pages 2–3

The students use information in the text and illustrations to identify what is happening and to infer that the juice is not really “free” and the children should not be taking it (for example, the children are sprinting away, Luke and Jack are hiding).

They make connections between information in the text and the illustrations and their own experiences to infer why Jack took the juice (“But everyone else was taking it”) and that he is feeling uneasy about what he did (“Jack couldn't drink his right now – his stomach still felt funny”, “[he] stuffed the carton deep in his schoolbag”). They think about what they would do next if they were in Jack's position.

Pages 4–5

The students use information in the text and the illustrations to notice Jack is behaving differently from the other children. They make connections between Jack's behaviour and their own experiences to infer that Jack is getting increasingly worried and uncomfortable.

The students use the unfolding story and their knowledge of spoken language to infer that when Jack thinks “So much for free juice”, he's thinking that it wasn't free at all because it's making him feel so bad.

At the end of page 5, they make connections to their own experience to consider what Jack will do and what the outcome will be.

How you can support students to read, respond, and think critically

Several suggestions for supporting students to think critically about the themes of honesty and bravery are provided below. Students are more likely to achieve this learning goal through a second reading, when they have had time to reflect.

Prompt the students to look for clues in the text and illustrations. *Is it OK for the children to take the juice?*

Why did Jack take the juice?

Show me the parts that tell you how Jack is feeling after taking the juice. Why does he feel that way?

What does Jack do after taking the juice? What could he do next?

I'm noticing that the other children are having a lot of fun with the juice. What is Jack doing?

What do the illustrations tell you about how Jack is feeling? Can you remember a time when you have felt like that?

How is Jack feeling about the juice when he says “So much for free juice”? You may need to prompt the students to reread the sentence or you could model reading it aloud using appropriate intonation.

Have the students work in pairs to highlight clues about Jack's feelings on photocopies of pages 4–5. Ask them to add them to their graphic organiser.

Page	Character/s	How they are feeling	How I know
4	Jack	Nervous	<i>He's not joining in. He looks over at his teacher. His face looks worried.</i>

Jack has a really difficult decision to make. What do you think is going to happen next? Ask the students to talk with a partner about what they would do and then to say what Jack will do. Encourage students who share a first language other than English to discuss their ideas in this language.

Pages 6–7

The students check their suggestions about Jack's actions and evaluate Mr Renata's response.

They use clues in the text ("mumbled", "Jack's eyes started to water", "he couldn't look Mr Renata in the eye") and the illustration and make connections to their own experiences to infer that Jack is feeling ashamed.

The students make connections to events in the story and their own experiences to suggest what Mr Renata will do.

Pages 8–9

The students use information in the text and illustrations and make connections to their own experiences to infer that Jack hasn't (and won't) tell Luke that he owned up.

The students infer that the question about being brave is part of Jack's thoughts and that it refers to Luke. They think critically about why Jack thinks Luke is brave and if he is right. (With support, the students begin to form their own opinion about what it means to be brave.)

The students think critically about the storyline so far and make connections to their own experiences to infer why Jack's heart is racing.

They make connections between the storyline and their own experiences to suggest what the children, the teacher, and the principal will do – now that they all know the children have taken the juice.

Pages 10–11

The students compare their suggestions with Mr Renata's response.

With support, they infer that Mr Renata and Mrs Strong understand how hard it was for Jack to own up and admire his behaviour. With support, the students identify that Jack is changing his ideas about what it means to be brave and honest.

The students make connections to the preceding discussion and their own experiences to make inferences about what Luke is thinking and what he will do.

During a second reading, to further explore the theme, the students identify what Jack did that was brave and what he did that was honest and notice they are the same thing in this story. They think critically about why Jack was so worried about owning up and infer that there are many ways of being brave.

☑ The students explain how making connections to their own experiences helped them to visualise how Jack was feeling and why he behaved as he did.

☑ The students identify some challenges in the text and explain how they worked (or tried to work) them out.

Were you right about Jack telling the teacher?

Do you think that's what he expected Mr Renata to say?

Ask questions to help students work out that Jack is feeling ashamed. *How does Jack talk? How is Jack standing? What does Jack do that tells us how he feels?* Have the students think, pair, and share about how Jack is feeling and how they know.

Tell me how Jack is feeling now that he's owned up. Prompt students to recognise that Jack is feeling better ("The feeling in his stomach was gone"), but he still feels bad. He knows he shouldn't have taken the juice in the first place (and Mr Renata has said they will talk more about it later).

What might Mr Renata do?

These two pages allow the students to consider the themes of bravery and honesty. You may choose to explore these themes in more depth in a second session.

Draw the students' attention to the question, "How could he be so brave?" *Who is asking this question? Ask the children to evaluate Luke's actions: Jack thinks Luke is brave. Why does he think this? Do you think Luke is brave?*

I wonder what Jack thinks being brave is?

Review the graphic organiser and the examples of how Jack feels and what he does. Draw out the idea that being brave is when you are scared of doing something but you do it anyway because it is the right thing.

Model your thinking: *I'm wondering why Jack's heart is racing. Does that mean he is worried, or scared, or excited?* Ask the children to think, pair, and share their ideas.

Why didn't Mr Renata and Mrs Strong say who owned up? Prompt the students to think about their own experiences and how hard it can be to do the right thing.

Have the students think, pair, and share their entries in their graphic organiser for this page. Discuss their ideas. Review and add to the group's shared version of the graphic organiser. *Why has Jack's face gone red? Did Jack feel brave when he owned up?* Draw out the idea that Jack has been so focused on thinking about what he did wrong that he has not been thinking about what he did right.

How is Luke feeling at the end of the story? What do you think he will do now? Will the other children own up?

During a second reading you might ask: *How have Jack's ideas about being brave changed? What did Jack do that was brave? What did he do that was honest? What made it so hard for him to own up?*

Revisit the reading purpose and learning goal(s).

☑ *How did thinking about a time when it was difficult for you to do something help you to understand the story?*

☑ *What strategies did you use to help you solve any difficulties in this text?* If necessary, model or explain some strategies the students could use.

After reading

- Students can reread the article as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide opportunities for the students to practise and consolidate their skills of thinking critically about the themes of bravery and honesty.
 - Have the students reread the text and identify parts where they think Jack is brave and/or honest and write a sentence saying why they think so: Jack was brave/honest when he ... I think this is brave/honest because ... (Provide these sentence starters as support where appropriate.)
 - Have the students refer to the text and discuss with a partner how thinking through his problem helped Jack make a good decision.
 - Have the students work in pairs to evaluate the ending. *Should Jack have been praised for returning the juice? What should the consequences for Jack be?* They can each write a sentence giving a reason for their opinion.
 - See the Related texts section below for examples of other texts you could use in a guided reading session to build further understanding of the bravery theme.

Related texts

Texts related to "doing the right thing": "At the Game" (JJ 43)

Texts related to bravery: "Hinemoa and Tūtānekai" (JJ 46)