



About the Book

Text Type: Fiction/Narrative Description Page Count: 14 Word Count: 401

Book Summary

In *The Mind Game*, a young boy is upset about having to entertain himself without computer games. The boy discovers the joy of reading books and the value of using his own imagination. He becomes hooked on reading and the illustrations he makes in his mind. Soon he forgets all about the computer, even after it gets repaired. Readers will enjoy this story and might grow to appreciate reading a little more.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions while reading to understand text
- Use a character map to analyze a character
- Identify consonant digraph *wh* in words
- Recognize quotation marks and punctuate correctly
- Alphabetize content vocabulary words

Materials

Green text indicates resources available on the website

- Book—*The Mind Game* (copy for each student)
- Chalkboard or dry erase board
- [Analyze characters, consonant digraph *wh*, quotation marks worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words: *chuckled, computer, forlorn, keyboard, monitor, mouse, screen*

Before Reading

Build Background

- Talk with students about computers they have at home. Ask: *Do you have a computer at home? What kinds of things do you do with your computer? How much time do you spend on the computer each day? Do your parents think you spend too much time on the computer?*

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about. (Accept any answers students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name.)

- Talk about the boy on the front and back covers and title page. Ask students how they think the boy is feeling in each illustration. Have them explain why he might feel that way. After they have given their feedback, tell students that this book is about a boy who spends a lot of time at the computer each day. Ask students to think about what might happen in the story.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that one way to understand what they are reading is to predict what will happen next in the story. As they read, they can confirm or revise their predictions. Emphasize to students that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Have students share their predictions about what will happen in the story, based on the illustrations they have looked at so far. Write these predictions on the board.
- Model using the cover illustrations to make a prediction.
Think-aloud: I know that good readers always look at the covers of a book to get an idea of what the book is about. Looking at the illustration on the front cover, I can see a boy with a computer, but the weather looks very windy. On the back cover, the boy is looking sad and there isn't a computer anywhere in sight. I am going to make the prediction that the boy loses his computer in a bad storm. As I read this book, I am going to look at the illustrations and think about what I have read. Then I will ask myself what might happen next, or make a prediction. After making a prediction, I will continue reading to see whether my prediction was correct or not. I will continue reading and making predictions throughout the entire story.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, reinforce new vocabulary by incorporating it into the discussion of the illustrations. Use as much of the language from the text as possible. Tell students to look for clues in the illustrations when they do not understand a word. For example, have students turn to page 5 in their book. Point to the word *flexed* and ask students how they might figure out the word. Have them think about what the illustration tells. Say to students: *What is the boy doing with his hands? Yes, he is flexing his fingers.* Read the sentence aloud and ask students whether the word *flexed* makes sense.
- Remind students to reread the sentence that contains a difficult word to make sure the sentence makes sense.
- Ask students for words that might be used in connection with computers (*monitor, keyboard, mouse*) and write them on the board. Have students look for these words as they read.

Set the Purpose

- Have students read to find out what happens to the boy and his computer. Remind them to stop, review in their mind what has happened, and make predictions about what will happen next. Then tell them to read on to confirm or revise their prediction.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish early to go back and reread.
- Model revising a prediction.
Think-aloud: After I looked at the book covers, I predicted that the boy would lose his computer in a bad storm. At the end of page 5, I revised my prediction. When I look at the illustration I can see that the computer is gone, but there hasn't been a storm. So, I want to revise my prediction. Now I think the computer is broken, and I predict that the boy will be upset when he realizes that the computer is gone. I will read on to confirm or revise my prediction.

Lesson Plan *(continued)*

The Mind Game

- Invite students to make, revise, and/or confirm a prediction based on what they have read.
- Have students read the remainder of the story. Encourage them to make, revise, and/or confirm predictions as they read the rest of the story.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Invite students to discuss whether their predictions turned out to be true or whether they need to be revised. Reinforce that revising or confirming their predictions about the book helps them better understand and enjoy what they are reading and remember the details.
Think-aloud: I predicted that the computer was broken, and my prediction was correct. I also predicted correctly that the boy would be upset and angry until the computer was repaired and returned. I had to revise that prediction because the boy seemed to forget about the computer as he read and enjoyed lots of books. Stopping to think about what might happen next in the story and reading on to check my prediction helped me understand the story better.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Analyze characters**

- **Discussion:** Discuss with students what they think the boy learned when his computer was broken. Talk about the illustrations the boy created in his mind. Ask students whether they use that strategy when they read books. Discuss the value of creating mind illustrations as they read.
- **Introduce and model:** Remind students that all stories have characters, setting, and plot. Remind them that they can learn about characters from what the characters say, do, and think, and what others say about them.
- **Think-aloud:** *When I read a story, I try to think of times when I felt like the character in the book. This helps me better understand how that character might be feeling. Characters can have lots of different feelings in stories, just as real people do. As things happen in the story, the characters react in different ways and have different feelings.*
- Direct students to page 3 in the book and reread pages 3 through 5 aloud. Explain to students that you want them to think of a fact about the boy in the story as they listen to you read. Say: *As I was reading those pages, I was thinking about what the boy was doing. He loved to play computer games, and he was so wrapped up in the games that he didn't know what was going on around him. I think one fact I know about the boy is that he is obsessed with computer games.*
- **Check for understanding:** Have students share one fact they know about the boy in the story. Ask them how they determined the fact.
- **Independent practice:** Give students the [analyze characters worksheet](#). Have them write the fact you shared with the group in the first box. Then have them fill in the other boxes with facts about the boy.



Have students use the inside back cover of their book to write one or two things they think the boy learned about computers and books.

Build Skills

Phonics: **Identify consonant digraph wh**

- Write the word *when* on the board and say it aloud with students.

Lesson Plan *(continued)*

The Mind Game

- Have students say the /wh/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letters together stand for the /wh/ sound in the word *when*.
- Circle the *wh* digraph. Explain to students that the letters *w* and *h* together stand for the /wh/ sound at the beginning of the word *when*.
- Write the words *wheat* and *heat* on the board. Ask students to say each word and identify which word contains the *wh* digraph. Make sure students can differentiate between the two initial sounds.
- Have students practice writing the *wh* digraph on a separate piece of paper as they say the sound the digraph stands for.
- **Check for understanding:** Write the following words that begin with the /wh/ sound on the board, leaving off the initial *wh* digraph: *where*, *whisk*, *which*. Have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [consonant digraph wh worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Quotation marks

- Have students to turn to page 7 in the story. Ask them what kind of punctuation is used in the last sentence on that page. Review or explain to students that special marks called *quotation marks* are used to show when someone is speaking. Say: *If I am writing and I want to show someone is speaking, I put quotation marks around the words they said.*
- Model using quotation marks when writing a sentence on the board: *I want to play on the computer, said the boy.* Read the sentence together as a group and discuss which words are spoken words. Add the quotation marks in the correct places.
- Have students look through the book and locate other places where quotation marks are used in the text. Discuss with students the other punctuation marks that are used with quotation marks.
- Encourage students to generate one or more examples of sentences that require quotation marks. Write their sentences on the board and have volunteers place the quotation marks in the correct places.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Write the words *keyboard* and *computer* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *k* or *c*.
- Review or explain to students that words are sometimes placed in a list by ABC, or alphabetical, order. Words are placed in alphabetical order by looking first at the initial letter in each word and deciding which letter comes first in the alphabet. Explain that *computer* would come first in an alphabetical list.
- Write the words *keyboard* and *mouse* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *k* or *m*. Explain that *keyboard* would come first in an alphabetical list.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Discuss with students what they find enjoyable about reading books. Share with them some of your favorite books. Have students write a story about a favorite book. Have them design a cover for the book. Display the covers on a bulletin board titled *Our Favorite Books*.

Math Connection

Ask students to keep track of how much time they spend watching television and using the computer for one week. Also, have them keep track of the amount of time they spend reading for the same week. When students bring in the times for the week, work together to make a class chart showing how much time they spend doing these activities. Discuss the information on the chart and whether they should make some changes to how they spend their time.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of making, revising, and confirming predictions while reading to make sense of text
- identify and effectively analyze the main character in the story during discussion and on a worksheet
- accurately identify the consonant digraph *wh* during discussion and on a worksheet
- correctly identify and use quotation marks during discussion and on a worksheet
- accurately alphabetize content vocabulary words

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**