Reading A-Z

Lesson Plan

Coding Camp

About the Book

Text Type: Fiction/Realistic   **Page Count:** 16   **Word Count:** 640

Book Summary
Nina, Jody, and Matt went to *Coding Camp* to learn how to make a computer game and compete to win the camp's game design contest. But when their computer crashes just two days before the end of camp, how will they design a new game in time? Lively illustrations and engaging text will keep students interested in this story. Students will also have the opportunity to make, revise, and confirm predictions as well as to identify the author's purpose.

About the Lesson

Targeted Reading Strategy
• Make, revise, and confirm predictions

Objectives
• Make, revise, and confirm predictions to understand text
• Identify the author's purpose
• Identify vowel digraphs *ai* and *ay*
• Identify and use subject-verb agreement
• Identify and use homophones

Materials
Green text indicates resources that are available on the website.

• Book—*Coding Camp* (copy for each student)
• Chalkboard or dry-erase board
• Paper
• Make, revise, and confirm predictions; subject-verb agreement; homophones worksheets
• Discussion cards

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

Vocabulary
*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA–Z.com.

• **Content words:**
    Story critical: ***animation*** *(n.),* ***coding*** *(n.),* ***counselor*** *(n.),* ***crashed*** *(v.),* ***design*** *(n.),* ***files*** *(n.)*
    Enrichment: ***arcade game*** *(n.),* ***backing up*** *(v.),* ***programming*** *(n.)*

Before Reading

Build Background
• Ask students to share the names of their favorite computer games and why they like to play them. Record a list of students' favorite computer games on the board.
• Ask students if they know how to create a new computer game. Discuss the steps they think go into creating a computer game, such as animating drawings and designing different levels. Introduce vocabulary words, such as *coding* and *programming,* during this discussion.

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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 (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, authors' names, illustrator's name).

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

- Explain to students that effective readers make guesses about what is going to happen as they read a story. These guesses are called *predictions*. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. Remind students that making predictions gives readers a purpose while reading.
- Model making a prediction, using the title and cover picture.
  Think-aloud: *I know that effective readers look at the title and cover picture to get an idea of what the story is about. The title of this story is* Coding Camp*, and I know that* coding *is a word used for making computer games, similar to* programming*. I see three campers and a camp counselor working on Level 3, so I predict these campers are designing a computer game while at computer camp. Making predictions about this book gives me a purpose for reading. I want to find out whether my prediction is right.*
- Have students use the title and picture on the cover page to make a prediction before reading the story. Invite them to share their predictions with a partner.
- Distribute the make-revise-and-confirm-predictions worksheet to students. Have them write their prediction in the first row on their worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Author's purpose

- Explain to students that the reason an author writes a story is called the *author's purpose*. An author might want to persuade, to inform, or to entertain the reader. Explain that to *persuade* means to convince someone to think or act in a certain way, to *inform* means to give information or facts about a topic, and to *entertain* means to evoke emotion from the reader.
- Write the words *persuade*, *inform*, and *entertain* on the board in this order, and highlight the first letter of each word. Then, share the mnemonic device with students: *the author's purpose is as easy as PIE.* Explain that authors provide readers with clues that will help readers determine the author's purpose.
- Model how to predict the author's purpose using the title and cover picture.
  Think-aloud: *I know that authors have a purpose when they write a story. They want to persuade us, to inform us, or to entertain us. I also know that authors give clues to help readers determine their purpose. After reading the title and looking at the cover picture, I predict the author's purpose for this story is to entertain us. I know that sometimes authors have more than one purpose when they write a story, so I will have to read the story to see whether my prediction is right and to see whether the author wants to persuade us or inform us as well.*
- Have students give reasons why they predict the author's purpose is to entertain on the basis of the title and cover picture. (Accept any answers that students can support with evidence.)

Introduce the Vocabulary

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *animation, coding, counselor,* and *design*.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.

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- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word* counselor, *I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. When I read page 6, I can see that the word must mean* a person who gives help and guidance to others.

Set the Purpose

- Have students read to find out more about what happens at Coding Camp. Encourage students to make, revise, and confirm predictions as well as to identify the author's purpose while reading.

During Reading

Student Reading

- **Guide the reading**: Have students read from page 3 to page 6. Encourage those who finish early to go back and reread.
- Model making, revising, and confirming predictions.
  Think-aloud: *Before reading, I made a prediction that this story was about campers designing a computer game at computer camp. After reading the first few pages, I confirmed that my prediction was correct. However, I did not predict that the campers' computer would crash and they would lose their game. Now, they have to make a new game before the end of camp. My new prediction is that they will not be able to finish their new game before the end of camp. I will keep reading to find out whether my prediction is right.*
- Direct students back to their make-revise-and-confirm-predictions worksheet. Have students reread the predictions they made prior to reading. Invite them to share the outcomes of their predictions with a partner.
- Encourage students to brainstorm a revised prediction, and have them fill in one of the middle boxes on their worksheet.
- Draw students' attention back to the words on the board: *persuade*, *inform*, and *entertain*. Remind students to think about the author's purpose as they read the story.
- **Check for understanding**: Have students read to the end of page 12. Encourage students to think about the outcomes of their predictions. Emphasize that knowing how to make a prediction is important, not whether the prediction was confirmed or not.
- Have all students make a new prediction for the end of the story and fill it in on their worksheet. Encourage them the share their predictions with a partner.
- Ask students to think about what they have read so far in order to determine the author's purpose. Guide their thinking with questions, such as, *Is the author convincing us to think a certain way about computer games? Is the author giving us facts and information about computer games? Is the author telling us a story about campers who are creating a computer game?* Help students come to the conclusion that the author's purpose is to entertain the reader with a story about campers who are creating a computer game. Circle the word *entertain* on the board.
- Have students read the remainder of the book. Remind them to continually make, revise, and confirm predictions as they read as well as to identify the author's purpose for writing this story.

  ✏️ Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Have students share with a partner whether their final predictions for the end of the story were confirmed or not. Invite volunteers to share their outcomes with the rest of the class.
- **Think-aloud**: *After reading the first few pages of this story, I predicted that the campers would not be able to create a new computer game before the end of camp. That prediction was not correct since they were able to create an arcade game using a unicorn, a toaster, and houseplants. I then revised my prediction and thought they would win the computer design contest after all of their hard work. However, the author didn't tell us who won the contest. Making and revising my predictions kept me interested in the story because I wanted to see whether my predictions were correct.*
- Reinforce with students how making, revising, and confirming predictions give readers a purpose for reading and keeps them engaged with the text.
- **Independent practice**: Have students complete the make-revise-and-confirm-predictions worksheet. Have them fill in the last row of their worksheet. When students are finished, discuss their answers aloud.

Reflect on the Comprehension Skill

- **Discussion**: Review with students the three main reasons an author writes a story: to *persuade*, to *inform*, or to *entertain*. Remind students of the author's purpose for writing this story, which is to entertain readers with a story about campers creating a computer game.
- **Enduring understanding:** In this story, you read about campers who lost their first computer game when their computer crashed and they had to create a new game in only two days. Have you ever faced a challenge that seemed almost impossible to complete? Did you give up, or did you keep trying until you accomplished your goal? How did you feel?

Build Skills

Phonics: Vowel digraphs *ai* and *ay*

- Write the word *days* on the board. Have students find the word on page 3 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (the long /a/ sound). Circle the *ay* in the word and review that the letters *ay* can stand for the long /a/ sound as in *days*.
- Explain that there is another way to make the long /a/ sound in words, and explain that the letters *ai* can also stand for the long /a/ sound, such as in *train*. Write *train* on the board and circle the *ai* in the word.
- Have students work with a partner to brainstorm to generate a list of other words with the long /a/ sound that are represented with *ai* or *ay* and write them on a sheet of paper. Invite volunteers to share their answers and record the words on the board. Then, have other students come to the board and circle the *ai* or *ay* in each word.

  ✎ **Check for understanding:** Have students search the book and circle the words that have the long /a/ sound represented by *ai* or *ay*. Record these words on the board, and have students circle the *ai* or *ay* in each word.

Grammar and Mechanics: Subject-verb agreement

- Explain to students that effective writing follows rules about how the verb in a sentence works together with the subject of the sentence. Remind students that the subject and verb must agree.
- Write the following subject-verb pairs on the board: *boy/plays, dog/barks, girl/eats*. Use each pair in a sentence, for example, *The boy plays with his cars*. Discuss how each subject refers to only one; it is singular.

- Change each of the singular subjects on the board to make it plural *(boys, dogs, girls).* Ask students to tell whether or not each new subject works, or agrees, with its verb *(no).* Have volunteers change each verb to make it agree with each new subject. Discuss how the endings of verbs must change to agree with each plural subject.
- Write the following sentences on the board: *The bird _____ in the sky. The fish _____ in the sea. The cats _____ the tree. The kids _____ around the track.* Have students work with a partner to think of a verb to complete each sentence. Have volunteers share their answers, and emphasize the need for the subject and verb to agree.
- **Check for understanding:** Write the following sentences on the board: *The girls draws pictures. The teacher eat lunch. The students reads books. My friend like me.* Invite volunteers to come to the board and correct the sentences so the subjects and verbs agree.
- **Independent practice:** Introduce, explain, and have students complete the subject-verb-agreement worksheet. If time allows, discuss their answers.

Word Work: Homophones

- Write the words *blue* and *blew* on the board. Read the following sentence aloud to students: *My favorite color is blue.* Ask a volunteer to circle the word on the board that he or she heard in the sentence *(blue).* Next, read the following sentence aloud to students: *The wind blew the leaves.* Ask a volunteer to underline the word on the board that he or she heard in that sentence *(blew).*
- Explain or review that *blue* and *blew* are *homophones,* which are words that *sound the same but are spelled differently and have different meanings.*
- Divide students into small groups. Write the words *flower/flour, dear/deer,* and *no/know* on the board and discuss each word's meaning. Have students work together to create a sentence for each word. Invite volunteers to share their sentences with the class.
- **Check for understanding:** Write the following sentences on the board: *Do you _____ me? (hear, here) _____ love my mom. (Eye, I) I ate the _____ pizza! (whole, hole) She _____ the game. (one, won)* Have students choose the correct homophone to complete each sentence.
- **Independent practice:** Introduce, explain, and have students complete the homophones worksheet. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have students demonstrate how a reader makes, revises, and confirms predictions while reading.

Extend the Reading

Personal Narrative Writing Connection

Have students think of a time when they faced a challenge, just like the campers in *Coding Camp.* Ask them to write a personal narrative detailing their experience.

Visit WritingA–Z.com for a lesson and leveled materials on narrative writing.

Art Connection

The campers in *Coding Camp* designed a computer game for their camp's computer game design contest. Have students design their own computer game, including characters, levels, and storylines. Then, have students draw (or animate) their ideas to bring their computer game to life.

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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.
- Conduct a class discussion as a review before the book quiz.

Monitor students to determine if they can

- consistently use the strategy of making, revising, and confirming predictions to understand the text during discussion and on a worksheet;
- accurately determine the author's purpose during discussion;
- accurately identify vowel digraphs *ai* and *ay* during discussion and in the text;
- correctly identify subject-verb agreement during discussion and on a worksheet;
- accurately identify and understand the use of homophones during discussion and on a worksheet.

Comprehension Checks

- Book Quiz
- Retelling Rubric