



Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- headings
- text boxes
- bold print
- glossary

VISUAL LITERACY

- speech balloons
- inset photographs with captions
- table of contents

TEXT SUPPORTS

- illustrations
- narrator

POSSIBLE TEXT CHALLENGES

- subject-specific vocabulary, e.g., 'game designer,' 'drawing tablet,' 'digital image,' 'animators'

MAKING THE GAME

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TEXT TYPE: Non-fiction: Description—Report
GUIDED READING LEVEL: S

SUMMARY: This book outlines the process of beginning with an idea for a video game and taking it through all the steps to the finished product. Some of the topics covered are: starting with an idea, giving shape to characters, animation, special effects, sound and music, and testing the game.

FOCUS COMPREHENSION STRATEGY

- making connections: text to self

FURTHER COMPREHENSION STRATEGIES

- evaluating
- sequencing

ORAL LANGUAGE OPPORTUNITIES

- Place Mat strategy
- discussing with a group
- Radio or TV advertisement (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: uses context and some basic strategies such as background knowledge to work out word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- use background knowledge to make connections
- evaluate the author's craft
- retell main steps to create a video game in sequence

ASSESSMENT TOOLS

Select from the following:

- Making Connections Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–6)

TEACHING TIP: Prepare pieces of chart paper prior to the lesson. Draw a large circle in the middle of the paper and divide the remaining area into equal sections, one for each student in the group.

**Making Connections:
Text to Self and Evaluating**

Text Features

BEFORE READING

Activate and build prior knowledge

- Engage students in a Place Mat activity (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*) to activate students' prior knowledge about video games. Ask, *What do you know about how video games are made?* Create groups of four and provide each group with a piece of chart paper. Ask students to record what they know in their own section of the paper. After a few minutes, have them stop and talk about their recorded ideas. Have each group identify the common ideas, record them in the circle, and then share them with the other groups.

Introduce supports and challenges

- Show students the front cover of the text and tell them they will be reading a book about how video games are made. Read the title, author's and illustrator's names, and back cover text. Say, *This book reminds me of video games I used to play. I know a little about video games, but I'm interested in reading about how they are made. I can turn to the Table of Contents to learn more.* Hand out copies of the book and ask students to turn to the Table of Contents.
- Review the purpose of the Table of Contents. Say, *The 'Brave New Worlds' section reminds me of 'Super Mario Brothers' and the different levels or worlds I had to pass.* Have students find where the section *Ready, Set, Play!* begins. Direct students to page 3 and explain that this non-fiction text is told by a character. Ask, *Why do you think the author used a character as the narrator?*
- Point out the bold-faced words: 'brainstorming' (page 4) and 'pitch' (page 5). Have students turn to the glossary and use it to find the meanings of the words in bold-face type. Explain that information can also be learned from other text features and supports including photographs with captions, text boxes, and speech bubbles.

TEACHING TIP: Have students put a sticky note on the glossary page so they can refer to it when needed.

**Making Connections:
Text to Self**

Set a purpose for reading

- Instruct students to read pages 4 to 6. Say, *While you are reading, think about what you already know about video games and how they are made.* You may want to display a list of response stems such as: *'It makes me think about...,' 'This reminds me of...'* (See *Grade 4 Literacy Support Guide*.)

- Provide each student with two sticky notes. Ask them to place a sticky note near a piece of information that they relate to. Encourage them to jot a word or phrase to remind them of the connection later.

ESL NOTE: Allow students the choice of making a web while reading, using headings from the Table of Contents for better comprehension. The notes can be used later as a guide for retelling.

Provide for early finishers

- Ask students to look at the information they recorded on their sticky notes and discuss their connections with another early finisher.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Offer prompts to help students solve problems as they read. For example, *When you were reading about brainstorming ideas for a video game, did one video game you know about stand out? What did reading this section about ideas remind you of?*
- Give feedback to the student on successes and any areas that may need attention.

Observe

- Make observations on your assessment tools. (See the *Making Connections Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)
- You may have a second student read or spend time observing other group members and provide them with comprehension prompts. Be sure to ask students to provide evidence for their answers.
- Note any successful reading strategies you observe, e.g., making a connection to the text or using the glossary.

AFTER READING

Revisit the purpose for reading

- In small groups, ask students to share the connections they made on their sticky notes. Encourage them to use the text and their own ideas to support their connections. Afterwards ask, *How did talking and sharing your ideas and sticky notes help you understand the book?*

**Making Connections:
Text to Self**

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify any challenges at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I like how Connor checked the glossary to learn what ‘back story’ meant. It can really help you understand the text when you check what a word means in the glossary.*

Optional Approach

Making Connections: Text to Self

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 7). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Tell students to think about what they already know about video games and how they are made as they read the rest of the text. Provide each student with two sticky notes. Have them place the sticky notes near two connections as they are reading.

Second Session (pages 7–13)

BEFORE READING

Activate and build prior knowledge

- Have students retell what they have read so far. Encourage students to refer to the text to aid in their retelling.

Introduce supports and challenges

- Have students revisit the Table of Contents and read the heading beginning on page 7. Ask, *What do you think you will read about in this section?* Discuss how the information in a Table of Contents can help when reading non-fiction texts.
- Have students turn to page 9. Instruct them to find the word ‘**animation**’ and explain its meaning. Encourage students to use various strategies, including reading the sentence in which the word is found and looking at illustrations. Direct students to page 13. Briefly discuss what ‘**interface**’ means using clues from the text.

Sequencing

Text Features and Predicting

Language Predictability

**Making Connections:
Text to Self**

Set a purpose for reading

- As students read pages 7–13, encourage them to think about what they know about video games and how they are made. Provide each student with two sticky notes. Ask them to place a sticky note near a piece of information they relate to. Encourage them to jot a word or phrase to remind them of the connection.

Provide for early finishers

- Ask students to revisit the text to find words with which they had difficulty and ask them to have them ready to discuss with the group after reading.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Provide prompts, e.g., *Have you ever felt ill after playing a video game for a long time? Why do you think this happened?*
- Give feedback to the student on successes and any areas that may need attention.

Observe

- Note any successful reading strategies you observe, e.g., students referring to the glossary to understand what a word means or making a connection to a video game they have played.

AFTER READING

Revisit the purpose for reading

- Ask students to share the connections they made on their sticky notes. Encourage students to use the text and their own ideas to support their connections.

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I really like how Zoë put a sticky note beside the sentence on page 11. She wrote ‘MC’ for making connections and then wrote ‘Bratz’ to remind her of the video game she played—‘Bratz.’*

**Making Connections:
Text to Self**

Third Session pages (14–20)

Sequencing

Text Features and Predicting

Language Predictability

Making Connections: Text to Self

BEFORE READING

Activate and build prior knowledge

- Have students retell what they have read so far, keeping the sequence in mind. Encourage students to refer to the text to aid in their retelling.

Introduce supports and challenges

- Ask students to read the heading on page 14. Ask students what they think they will be reading about in this section. Remind them that chapter or section headings will provide clues about the topic of the section they are about to read.
- Have students find the word ‘ambient’ on page 14 and ask, *What does ‘ambient’ mean?* Ask students to read the sentences containing ‘ambient’ to see if they confirmed what they believed it meant or helped them figure out its meaning.

Set a purpose for reading

- As students read the rest of the text, encourage them to think about what they know about video games and how they are made. Provide each student with two sticky notes. Ask them to place a sticky note near a piece of information that they can relate to. Encourage them to jot a word or phrase to remind them of the connection later.

Provide for early finishers

- Ask students to reread the section(s) they found most interesting and place a third sticky note beside what they found most interesting. Explain that they should be prepared to share this information with the rest of the group.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (making connections), e.g., *Does this remind you of a time when you asked a friend for help with a video game you were playing?*
- Give feedback to the student on successes and an area that may need attention.

**Making Connections:
Text to Self**

Observe

- Note any successful reading strategies you observe, e.g., looking up a word in the glossary or making a connection to a video game they have played.

AFTER READING

Revisit the purpose for reading

- Ask students to share the connections on their sticky notes. Encourage students to use the text and their own ideas to support their connections.

Check on outstanding challenges

- Your observations will help you work out challenges that continue to pose difficulty to some students. Discuss some of these at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I liked how Diego made a connection when he read about actors recording in a studio. He saw a documentary about how 'Shrek' was made and remembered seeing actors recording the voices of various characters. He remembered how they talked like the character, and how the characters moved like the characters in video games.*

**Optional
After Reading**

**Making Connections:
Text to Self**

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Sequencing

Have students share the personal connections they made on their sticky notes.

Evaluating

Ask students to retell how a video game is made using the text to help in their sequencing.

Ask, *What part(s) of the process of making a video game did you find most interesting? Would you enjoy performing this job? What makes you think so?* Encourage students to use evidence from the text and their own experiences to support their opinions.

FOCUSED REREADING

The following options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might prefer to choose a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Making Connections: Text to Self

Written

- Ask pairs of students to write a description on their favourite video game. Explain that they are to leave out the name of the video game. After each description is read, the rest of the class tries to guess which video game they have written about.

Evaluating

Artistic

- Show students covers of various video games and discuss what makes a good cover. Brainstorm ideas for their own video games and record them on a chart paper. Have students design their own cover for a video game.

Synthesizing and Making Connections: Text to Text

Oral/dramatic

- Talk about advertisements students have heard on the radio. Brainstorm what makes a good radio advertisement. Have students create (in pairs or in a group) a radio advertisement for a video game they've played or one they've created. Alternatively, students can create a TV advertisement. If they choose to create a TV advertisement, encourage students to utilize visual aids, such as a video game or some other prop, to capture the interest of their audience and to enable connections to be established by those viewing the ad.