



MAKING THE GAME

Written by Joanne Richter

Illustrations by Peter Lacalamita



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

SUMMARY: This text 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.

TEXT FEATURES

- headings
- text boxes
- captions

VISUAL LITERACY

- photographs
- illustrations

TEXT SUPPORTS

- narrator
- illustrations

POSSIBLE TEXT CHALLENGES

- subject-specific vocabulary, e.g., ‘game designers,’ ‘concept artists,’ ‘animators,’ ‘motion capture’

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

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

Language Predictability

**Making Connections:
Text to Self**

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 text, then read the title and author's and illustrator's names. Say, *This text 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.*
- Have students find where the section Ready, Set, Play! begins. Direct students to the intro paragraph 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?*
- Have students turn to page 2 and go to the Bringing the Game to Life section. 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.
Direct students to the Sound and Music section on page 3. Briefly discuss what 'ambient' means using clues from the text.

Set a purpose for reading

- As students read the text, encourage them to think about what they know about video games and how they are made. Provide each student with three 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.

ESL NOTE:

Allow students the choice of making a web while reading, using the subheadings for better comprehension. The notes can be used later as a guide for retelling.

Provide for early finishers

- Ask students to reread the section(s) they found most interesting and place another 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. 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 a video game they have played.

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 text?*

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 liked how Diego made a connection when he read about actors recording in a studio. He saw a documentary about how Frozen 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.*

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*.

Written

- Ask pairs of students to write a description of 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.

Artistic

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

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.

**Making Connections:
Text to Self**

Evaluating

**Synthesizing and Making
Connections: Text to Text**