



Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

There are a lot of different codes in the world. This book is about some of them.

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Discuss what the word “code” means. Give the student some examples of codes and encourage them to share examples with you from their own experience. As you look through the pictures together, state what each code is (text message, bar code, Braille, and so on) and ask the student to tell you who would be likely to use each of these codes and why.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. What kind of code do computers in grocery stores read?
2. How is Braille for blind people written down?
3. How does a number code work?
4. Why does little brother Ben need a picture code?
5. What could be a problem with writing in code?

Answers to the Comprehension questions

1. Computers in grocery stores read bar codes.
2. It's made up of bumps on a page.
3. You write down the alphabet and then write a number beside each letter. You write your code in numbers. The person reading the code uses the page with the alphabet and numbers on it to help them read the code.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Writing for a variety of purposes in different forms

Introduce the concept and practice

Recognizing and using a variety of codes helps the student to understand and communicate in a variety of social situations.

When the student is familiar with *Code Breaker*, look through it together, reviewing the codes featured in the text. Rather than reading the text, encourage the student to summarize the information on each page orally.

Prepare a chart with the following headings: Kind of Code, Purpose, and Audience. Together, complete the chart for each of the codes referred to in the text. If necessary, encourage the student to use the text to find the right information to record.

Advanced students could write a message using one of the codes described on pages 8–9 and 11–12 as an extension activity.





Name: Date:

Introduction: There are a lot of different codes in the world. This book is about some of them.

Errors
M S

People use codes every day. When people send text _____ by cell phone, they shorten _____ words. That's a code _____ quick to write and _____ for people to _____. Clerks in the grocery _____ use a computer to _____ the bar code on _____ labels. Some blind people _____ their fingers to read _____ code called Braille. Braille _____ made up of bumps _____ a page. Each set _____ bumps is a different _____. Morse code was a special _____ used to send _____. In Morse code, each _____ is made up _____ short beeps and long _____. My little brother Ben _____ treasure hunts. He can't _____ yet, so I draw _____ codes for him. When _____ draw a picture of _____ table, Ben knows to _____ to the table to find the next picture.

Accuracy Chart (Exact word replacement only)

Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors

M = Meaning (makes sense) ____ S = Syntax (sounds right) ____

Heard Seen Unseen

Comments:





People use codes every day.
A text message, sent by cell phone, is a code.

That's a code that's quick to write and easy to read.
Some blind people use their fingers to read a code called Braille. Braille is made up of bumps on a page.

Each set of bumps is a different letter. My little brother Ben likes treasure hunts. He can't read yet, so I draw picture codes for him. I made up a code with my friend Joshua. We wrote down the alphabet.

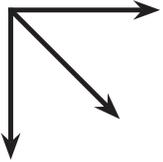
Then we wrote a number beside each letter. Now we can write to each other in number code. Codes are really good to use when you want to leave a message for a friend and you don't want anyone else to read it. Try using the mirror code and the jumble code.





Name: Date:

Words can be found in these directions:



The letter in each square can only be used in one word.

d	c	o	u	l	d	c	t	p	l
o	f	o	t	h	e	r	h	e	i
w	t	r	m	a	d	e	e	o	t
n	e	h	i	f	o	r	i	p	t
a	o	v	a	e	a	w	r	l	l
n	f	o	e	t	n	l	a	e	e
d	g	o	m	r	p	d	l	s	u
y	o	u	r	t	y	w	h	e	n
a	l	w	a	y	s	w	i	t	h
a	r	e	e	w	r	i	t	e	r

Words to find:

- | | | | | |
|--------|--------|--------|--------|-------|
| all | down | little | people | when |
| always | every | made | that | with |
| and | for | of | their | write |
| are | friend | other | was | your |
| could | go | | | |

Use the letters that are left to make the word that tells what clerks in the grocery store use to read bar codes.





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
People use codes every day.

1

2 A text message on a cell phone is easy to read. Go forward 4 spaces.

3

19

20 You forget to give your friend Joshua a copy of the number code. Go back to 18.

21

22

4

18

END
Codes are really good when you want to leave a message for a friend and you don't want anyone else to read it.

23

5 Clerks in the grocery store use a computer to read the bar code on food labels. Miss a turn.

17

30

24 You can't read the jumble code your friend sent you. Spin again. Go back that number.

6

16 You make up an alphabet code. Spin again. If you spin an even number, go on to 19.

29

25

7

15

28

27 Your friend hasn't got a mirror to read the mirror code you sent him. Go back 2 spaces.

26

8 Some blind people use their fingers to read Braille. Spin again. Go forward that number.

14 You draw picture codes. Name 2 numbers. If you spin one of those numbers, go on to 18.

13

12

11 In Morse code, each letter was made up of short beeps and long beeps. Go on to 15.

10

9





Name: **Date:**

Write a message to a friend, in code, at the top of the page. At the bottom of the page, to be sent under separate cover, tell your friend how to break the code.

Message

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How to break the code

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Write on the back of this page if you need more space.

REMEMBER You could make up a shortened word code, a picture code, a number code, a mirror code, a jumble code, or any other code you choose.

