TEACHER READING GUIDE

Lucy Lopez: Coding Star

written by Claudia Mills
illustrated by Grace Zong

This is book #3 in the **After-School Superstars** series.

Essential Question: How does a character's perspective change throughout the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Realistic Fiction

Themes/Topics: Family, Technology, Forgiveness

Lexile: 810L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work
ELA.3.F.1.3 (b)
Decode words with common derivational suffixes. (-er)

Vocabulary
ELA.3.V.1.1
Use grade-level academic vocabulary. (Tier 2)

Comprehension
ELA.3.R.1.3
Explain different characters' perspectives.

BUILDING BACKGROUND

In *Lucy Lopez: Coding Star*, Lucy learns that computers are like robots. They need explicit instructions to accomplish a goal.
- For example, if you told a human to walk three steps, they would understand the directions. However, a robot/computer must be told, "Put one foot twelve inches in front of the other. Repeat three times."

Engage students in a robot activity.
- Divide students into groups of three to four. Ask students to write instructions for a robot to draw a butterfly. Review each group's instructions, and discuss which group wrote the most explicit ones.
- Discuss the variations in perspectives between a robot and a human when reading and comprehending instructions.

STUDENT LEARNING TARGETS

Today I am: identifying Lucy's and Elena's perspectives.

So that I can: explain how their perspectives develop throughout the story.

UF | Lastinger Center for Learning
UNIVERSITY *of* FLORIDA

WORD WORK – COMMON DERIVATIONAL SUFFIX *-er*

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.
  b. Decode words with common derivational suffixes, and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est)

Students will identify the **suffix** *-er* and describe how it changes the word's meaning and part of speech when the suffix is added to a **base word**.
  • A **base word** is the part of a word that cannot be broken down and has its own meaning.
  • When a **suffix** is added to a base word, it changes the meaning and in this case, the part of speech.

Review the terms *base word*, *suffix, noun,* and *verb* with students.
  • Display the suffix *-er.*
  • Say, "This suffix is *-er.* It means *one who.* When I add the suffix *-er* to a base word that is a verb, it will turn it into a noun and change the meaning of the word."
  • Create a chart, like the one below, on the board or chart paper. In the first column, write the word *teach*. Say, "The base word *teach* is a verb because it describes an action." Write the word *teacher* in the middle column. Say, "When I add the suffix *-er* to the base word *teach*, it becomes a noun, *teacher*. The word *teacher* is a noun because it refers to a person. *Teacher* means *one who teaches*." Write the meaning in the third column.
  • Clarify that when the base word ends in an *e*, the *e* must be dropped before adding the suffix *-er*.

What is the verb base word?	Add the suffix *-er*. What is the noun?	What is the meaning of the noun?
teach	teacher	one who teaches

Repeat the activity with the following words from the book. Use the Gradual Release of Responsibility Instructional Framework to model the activity, support students' learning with guided practice, and provide opportunities for independent practice.

diver (p. 43)	**dancer** (p. 58)	**speaker** (p. 58)	**coder** (p. 92)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

demonstrated (p. 22): To **demonstrate** something, you show people how it works or how to do it. Nixie **demonstrated** to his peers how to take a step rather than explaining it using words.

accomplished (p. 42): When you **accomplish** a goal, you succeed in completing it. The bunny **accomplished** his mission of walking down the dock and climbing into a sailboat.

cooperate (p. 89): If something or someone **cooperates**, they do what they are asked or told to do. Vera managed to get her letters to **cooperate** to spell her name on the screen.

astonished (p. 104): If you are **astonished** by something or someone, you are very surprised by them. Lucy would have been **astonished** by Vera and Boogie deciding to make a game together, but they have now become good friends.

Did You Know?

Cloze sentences are sentences where key vocabulary is deleted, and students must use context clues to determine the missing word(s). This best practice brings students' attention to a specific word in a sentence and helps them to understand how language works. Cloze sentences require students to monitor for meaning while reading and to think critically about a text.

Vocabulary Extension Activity
  • Make connections with the targeted words by doing a cloze sentence activity.
    • Ask students to write cloze sentences with the vocabulary word omitted. Then have students exchange their cloze sentences with a partner for them to determine the missing vocabulary word.
      • For example, Bobby _____ how to fold a perfect paper airplane to the class.

ELA.3.R.1.3: Explain different characters' perspectives in a literary text.
- **Clarification 1:** The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
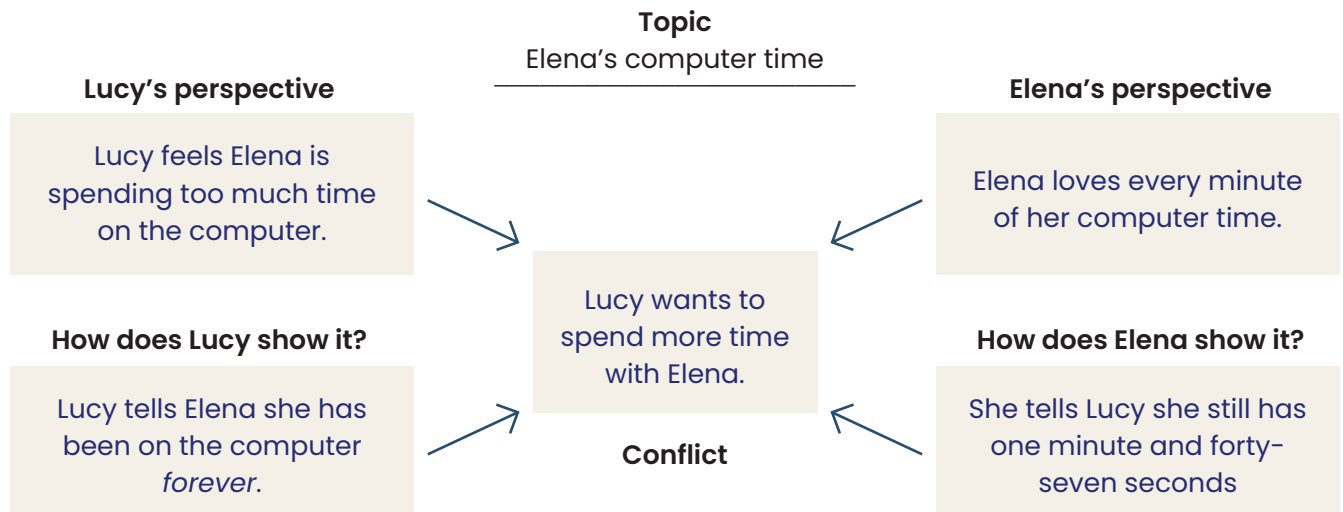
Before:

The purpose of this read aloud is to explain how different **characters' perspectives** contribute to conflicts in the story.

- Introduce the story and the purpose to students.
- Explain what the term **perspective** means.
  - **Perspective** refers to one's attitude toward or way of thinking about a particular topic.
- Engage students in a discussion about their perspectives toward different topics. Provide topics such as vegetables, video games, or indoor recess.
- Explain that having different perspectives is normal and does not usually result in conflict. However, in *Lucy Lopez: Coding Star*, the different perspectives often do result in conflict.

During:

As you read *Lucy Lopez: Coding Star,* use the characters' perspectives graphic organizer below to track how each conflict develops from the different characters' perspectives.

Topic
Elena's computer time

Lucy's perspective

Lucy feels Elena is spending too much time on the computer.

Elena's perspective

Elena loves every minute of her computer time.

Lucy wants to spend more time with Elena.

How does Lucy show it?

Lucy tells Elena she has been on the computer *forever*.

How does Elena show it?

She tells Lucy she still has one minute and forty-seven seconds

Conflict

Recreate the graphic organizer for the following story topics:
- Elena's computer time (p. 1 – 4)
- Coding camp (p. 7 – 12)
- Let's Have Fun Club badges (p. 30 – 31)
- Sharing computer time (p. 57)
- Coding badge requirements (p. 90 – 92)
- Getting the same badges (p. 92 – 95)

Suggested questions to guide students in creating a graphic organizer for each topic:
- How does Lucy feel about _____ (topic)?
  - What does she say or do to show her perspective?
- How does Elena feel about _____ (topic)?
  - What does she say or do to show her perspective?
- How are their perspectives different?
- Their differing perspectives result in what conflict?
- Which perspective do you identify with more?

After:

Engage students in a collaborative discussion about how the characters' perspectives develop throughout the story.
- Divide students into groups of three to four.
- Below are prompts to guide the discussion. Provide one prompt at a time for students to discuss with their group. Then have each group share their thoughts with the class.
  - In the beginning of the story, Lucy's perspective toward her sister is _____.
    - I know because _____.
  - At the end of the story, Lucy's perspective toward her sister is _____.
    - I know because _____.
  - Lucy's perspective changes from _____ to _____.
    - This is important because _____.

Students will construct a one-paragraph response to the following prompt: **How does Elena's perspective toward Lucy change in the story?**
- The paragraph will include:
  - A sentence stating Elena's perspective toward Lucy in the beginning of the story.
  - A sentence stating Elena's perspective toward Lucy at the end of the story.
  - A sentence explaining how Elena's perspective toward her sister changes.
  - Text evidence supporting Elena's perspective.
  - A sentence explaining why Elena's change in perspective toward her sister is important to the story.

Cross-Curricular Connection
Lucy Lopez: Coding Star encourages students to learn to code. It supports the 3rd - 5th grade Science standards **SC.35.CS-CP.2** and **SC.35.CS-CP.3**.