

Girls Who Code The Friendship Code #1
Discussion Guide
Grades 3-6

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Before reading, have a class discussion to activate prior knowledge about coding and terms that correspond
- Frontload vocabulary (see vocabulary list)

During Reading: to engage students, check for understanding, and make connections.

- What happened to Lucy's phone? (Ch. 1)
- Why do you think Mr. Clark's assignment involved writing in coding class? (Ch. 2)
- Why does Lucy want to learn how to code? (Ch. 3)
- What character trait is Lucy displaying in coding and why? (Ch. 4)
- What did Lucy find at her locker? What happens as a result? (Ch. 5)
- How did the class exercise relate to input/output? (Ch. 6)
- What was the misunderstanding between Sophia and Lucy? (Ch. 7)
- Based on the information presented, who do you think is being the clues? (Ch. 8)
- How did the girls try to find out who was behind the notes? (Ch. 9)
- Define the following coding terms: input/output, conditionals, loops, variables, {}, (), boolean, string, int. (Ch. 10)
- What plan did Lucy design? Why? (Ch. 11)
- How were they going to find out the person who left the notes? (Ch. 12)
- Who left the notes? What did the girls want to do for school? (Ch. 13)

After Reading: to summarize, question, and reflect.

- Think about the Lucy's main trait. What are some pros and cons of behaving this way?
- What's Your Problem*: Finding the problem through story elements and how the characters surrounding influence the problem. There could be more than one problem based on the connections.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.