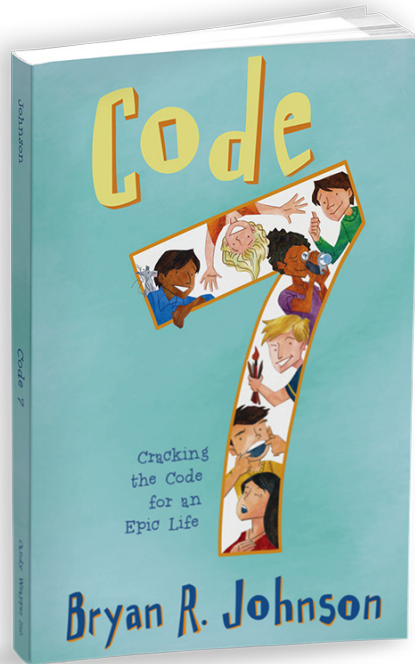


A Core Curriculum State Standards
Aligned Discussion & Activity Guide

An Educational Guide for



CODE 7
CRACKING THE
CODE FOR
AN EPIC LIFE

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CHAPTER 1

A WORLD OF POSSIBILITIES



“The usual,” Jefferson said. “What I see.”

- ❖ The word *usual* is defined as common, ordinary, and typical. Explain how Jefferson managed to transform commonplace subjects into the extraordinary.
- ❖ Jefferson took what he saw—usual, commonplace things—and transformed them into art. Discuss how focusing on these subjects helped Jefferson become well known as an artist.
- ❖ Take a moment and observe the space around you. List the objects you *see*. Identify objects that reveal something about you—your desires, aspirations, and goals. Discuss how you can transform the commonplace into the extraordinary.

Something that will stand out, Jefferson thought.

- ❖ Explain what Jefferson meant by the term “stand out.” Discuss his reasoning behind the comment. Tell why Jefferson feels that the project needs to be special enough to stand out.
- ❖ The word *originality* is defined as bold, fresh, and creative. Tell how Jefferson’s vision for the project was inspired by originality.
- ❖ Identify traits that made Jefferson an original thinker, one who sees opportunities in ways that others do not.
- ❖ Consider your capacity for originality. Originality can be applied to almost anything you do (not just art!). Have you ever done

something bold, fresh, and creative in your world? How did you or your work stand out in some way? Discuss your ideas with others.

Jefferson's ears burned. "Darren, quit it." How could he do the mural? He wasn't an artist, like the real grown-up people who got paid to do that.

- ❖ Do you agree with Jefferson that only grown-ups can be artists? Explain your answer.
- ❖ The word *obstacle* is defined as a barrier, a block, or a hindrance of some sort. Obstacles can be serious threats to one's creative abilities and self-confidence. Identify the source of the obstacles that cause Jefferson to second-guess his artistic capabilities.
- ❖ What about you? Discuss obstacles that hinder your vision. Consider how these barriers might be self-imposed. Identify what keeps you from fulfilling your true purpose. What's holding you back from really standing out?

"Everyone, we put Jefferson on the job because he is a true artist, right? And Flint Hill is not just any school. We are a proud school. We see possibilities in everyone . . ."

- ❖ Seeing possibilities means to believe in one's capabilities by understanding the promise of potential that lives within each person. Identify ways that Flint Hill supports the possibilities in all students.

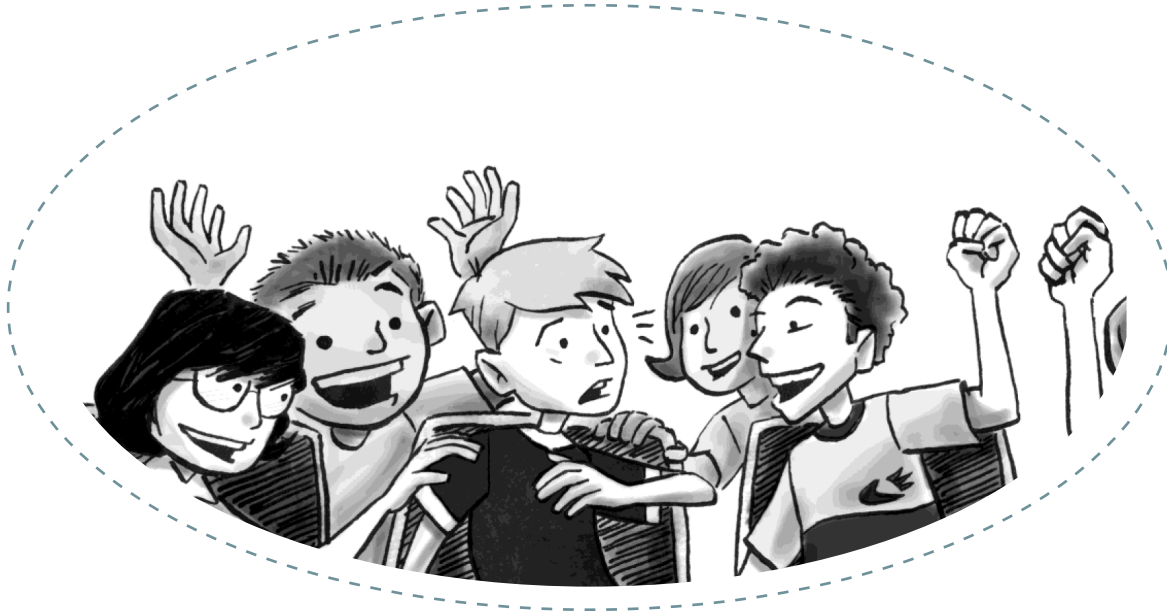
- ❖ Consider reasons why depending on Jefferson to complete the project might be a bad idea.
- ❖ Explain why Principal Cooler believes in Jefferson's abilities to complete the project.
- ❖ Discuss why Principal Cooler considers Jefferson to be a "true artist" while Jefferson seems to question his abilities.

"That wall is blank. Don't you have to paint something first? Where's your idea?"

- ❖ Consider the pros and cons of Jefferson's willingness to offer the students and faculty opportunities to give feedback regarding the artistic focus of the mural. Explain why doing this was beneficial. Give reasons why listening to too many ideas confused Jefferson.
- ❖ Review the notion of originality as it pertains to Jefferson's idea for the mural. Tell how his artistic choices were bold, fresh, and creative.
- ❖ Jefferson's efforts to consider the faculty's and student body's visions for the mural confused and frustrated him. Discuss how Jefferson's decision to be true to his vision for the mural transformed the commonplace into the extraordinary.
- ❖ What about you? Are you defined by your original ideas or by those that other people have for you? Explain how you plan to express your unique vision in a bold, fresh way.

Jefferson couldn't have felt more proud. He was an artist—a real artist with vision.

- ❖ Tell how being true to his vision allowed Jefferson to believe in his ability as a real artist.
- ❖ Explain how Jefferson managed to overcome the obstacle of self-doubt.
- ❖ To be *authentic* means to be true, genuine, reliable, and real. Discuss how Jefferson discovered his authentic self by being true to his vision.
- ❖ How about you? Define your authentic vision for your life. Where's *your* idea? Tell how you plan to make it happen.



Possibility Painting



Objective

To analyze a character's response to the challenges presented in a story through the exploration of their strengths, obstacles, desires, and vision to impact others in an epic way.

Materials

- ❖ Pinwheel Perspective template
- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 1—A World of Possibilities
- ❖ Pencil
- ❖ Markers
- ❖ Painting supplies

Procedure

- ❖ Instruct students to use the **Pinwheel Perspective template** found on page 5 to explore the following topics as they relate to Jefferson's character by writing or illustrating their responses.
 - * **Strengths:** List Jefferson's skills and assets.
 - * **Obstacle:** Identify an issue that Jefferson must overcome in order to fulfill his potential.
 - * **Desire:** Describe the type of individual Jefferson aspires to become.
 - * **Impact:** Define how Jefferson had an impact on others.
 - * **Vision:** Tell how Jefferson's vision for the mural was a reflection of his individuality. Explain how the mural came about as a result of Jefferson being true to his own artistic self.

Name _____ Date _____

PINWHEEL PERSPECTIVE

Strengths

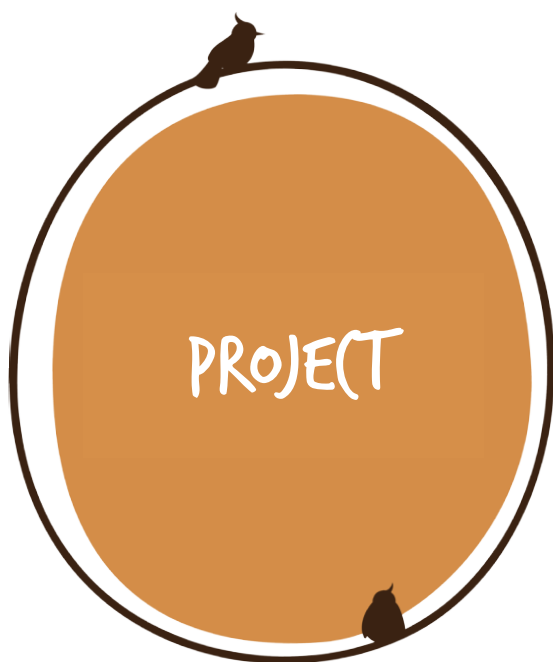
Impact

Obstacle



Desire

Vision



Possibility Painting

Objective

To offer an opportunity for students to develop personal visions for their lives by analyzing their strengths, desires, and obstacles as well as their plans to make a positive impact on others.

Materials

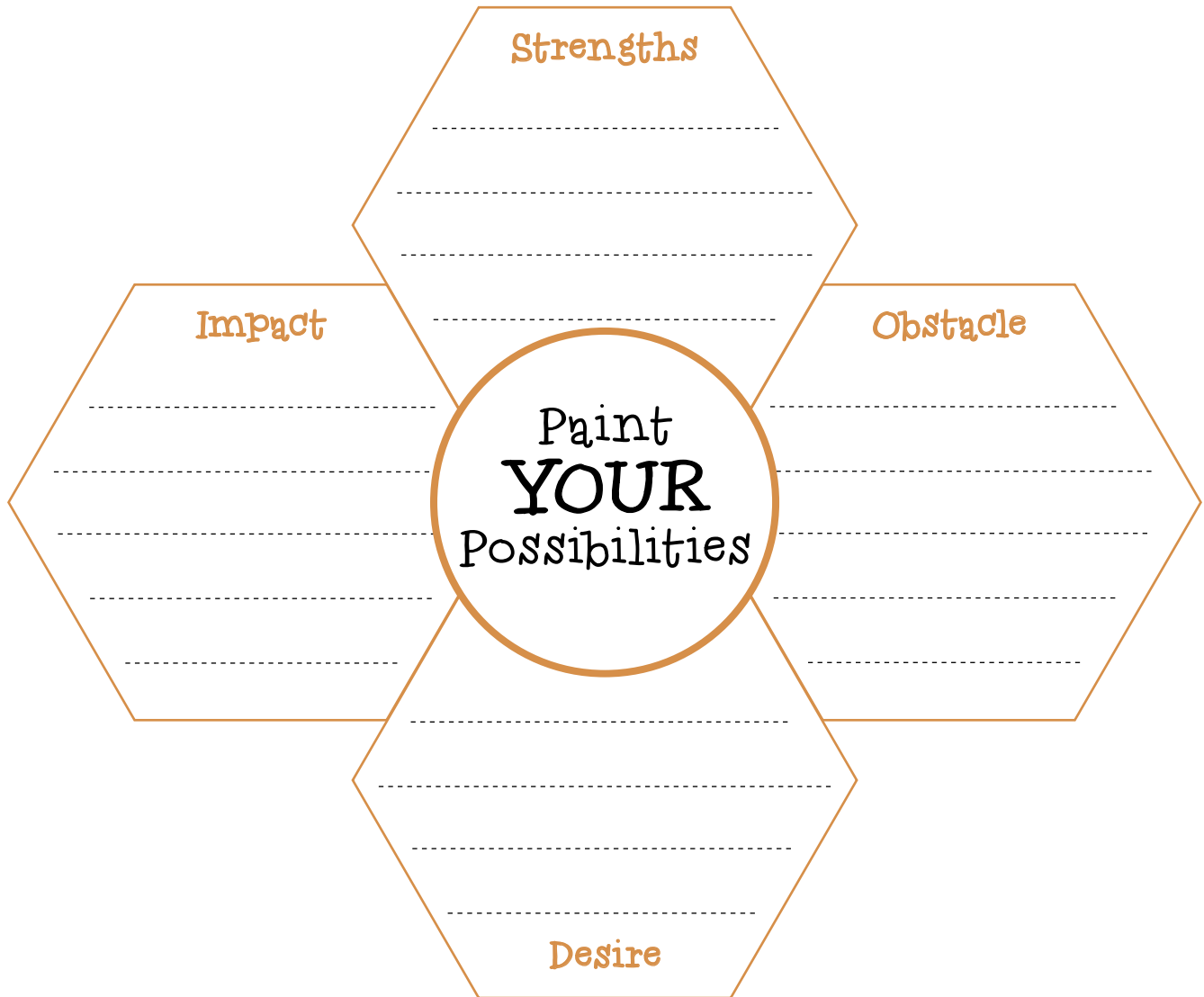
- ❖ Possibility Pinwheel template
- ❖ Pencil
- ❖ Markers
- ❖ Painting supplies

Procedure

- ❖ Instruct students to use the **Possibility Pinwheel template** found on page 7 to explore their personal creative character by writing or illustrating their responses.
 - * **Strengths:** List their skills and assets.
 - * **Obstacle:** Talk about something that they must overcome in order to fulfill their potential. This could be a situation, a person, or something they struggle with within themselves.
 - * **Desire:** Describe the type of individuals they aspire to become.
 - * **Impact:** Define how they can make an impact on others.
 - * **Vision:** Imagine painting a mural that reflects their individuality. List the items that would be included in the painting. Describe the colors that would be used and what the colors would represent. Explain how the mural would be an expression of the possibilities they hope to achieve in their lives.
- ❖ Encourage students to paint their vision of personal possibilities. Instruct them to write a summary describing the process and impact for the piece.

Name _____ Date _____

POSSIBILITY PINWHEEL



Vision

Four horizontal dashed lines for writing a vision statement.

CHAPTER 2

SMASH MOUTH TAFFY



*Aunt Martha sat on the edge of his bed.
“I was only trying to be helpful.”*

- ❖ The word *helpful* is defined as being beneficial, considerate, and useful. Discuss Aunt Martha’s intention in the quotation above. Consider how her desire to “be helpful” was misunderstood by others.
- ❖ Explore how the notions of help and being helpful are used throughout the story. For example, on page 19, Jason invited Sebastian to help him sell chocolate bars to raise money for his team. Later, on page 22, Sebastian asked for Jason’s help in making batches of Smash Mouth Taffy.
- ❖ Compare the intentions between the two requests. List ways that the motivations behind them are similar.
- ❖ Contrast the motivations between the two instances. Identify ways that they differ.
- ❖ Tell how the requests might be classified as being beneficial, considerate, and useful (or not).

Within seconds, Sebastian had three quarters in his hand. That’s when Sebastian knew: he was onto something.

- ❖ Discuss how Sebastian’s character changed after this moment in the story.
- ❖ Evaluate Sebastian’s business practices. Consider the safety risks and dishonesty involved in the production of Smash Mouth Taffy. Cite instances in which Sebastian’s business practices were faulty and troublesome.

- ❖ Explore the conflict between Aunt Martha's intention for the taffy to be helpful by offering a "world of good" for those who ate it and Sebastian's dishonest desire to make money with the same recipe.
- ❖ The word integrity is defined as goodness, honesty, and sincerity. Tell how Sebastian's business practices and behavior lack integrity.

Smash Mouth Taffy wasn't just a world of good anymore. It was a world of cold, hard cash.

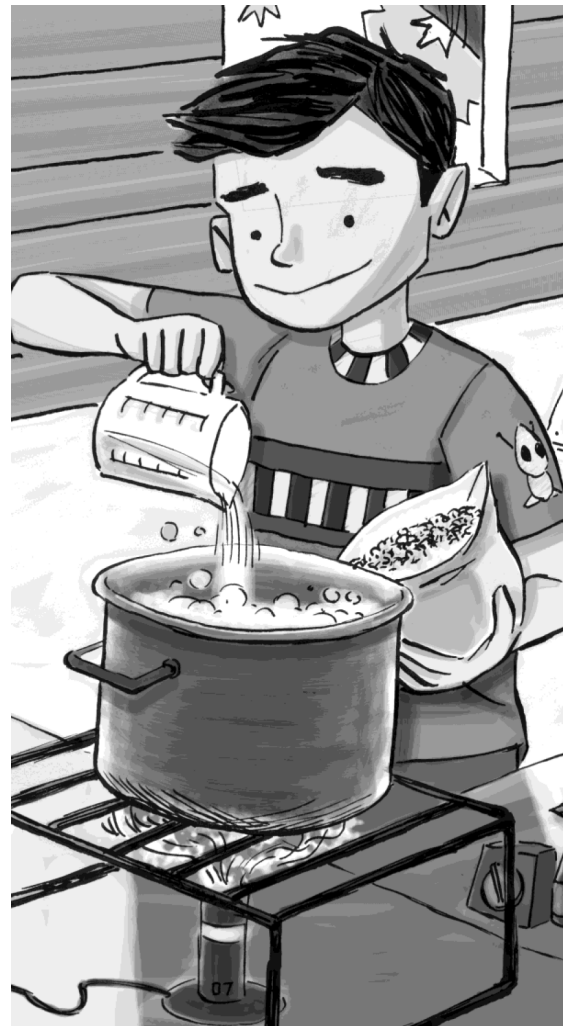
- ❖ The word *greed* means the overwhelming desire for more. Explain how this definition matches Sebastian's attitude in this scene.
- ❖ Antonyms for the word *greed* are controlled, content, and satisfied. Could the words *helpful* and *good* serve as antonyms for greed as well? Explain your answer.
- ❖ Is greed contagious? If so, identify an example of contagious behavior from the story.

"Swipe whatever you can get away with. I want everyone here at 4 p.m. sharp tomorrow."

- ❖ Explore Sebastian's lack of consideration for others. List those who are affected by his determination to produce Smash Mouth Taffy.
- ❖ Identify Sebastian's motivation to continue to produce Smash Mouth Taffy. If he has

made enough money to purchase the G-Force, why does he continue to make more candy? Explain the driving force behind his efforts.

- ❖ Tell why others might think it is okay to help Sebastian. Identify reasons why others are willing to participate in the enterprise. Do you think others would have produced Smash Mouth Taffy in this way without Sebastian's leadership? Explain your answer.



“You’ll make this right, Sebastian.”

- ❖ Explain why Aunt Martha believes in Sebastian despite his deception and dishonesty.
- ❖ Identify how Sebastian might begin to make things right. Where should he start? Who was affected most critically by his production?
- ❖ In your opinion, will Sebastian ever be considered trustworthy again? Explain your answer.
- ❖ Explain how someone can work to regain the trust of others. What sorts of things must an individual do in order to be considered dependable once again?

Maybe he was ready to make things right—not just for other people, but for himself.

- ❖ Explain what the phrase “not just for other people, but for himself” means.
- ❖ Discuss what the development of integrity and honesty have to do with Sebastian’s decision to make things right.
- ❖ Describe how being helpful will assist Sebastian in regaining a sense of respect for himself and others.



Foreshadowing the Truth

“By the time Sebastian makes enough money to buy the G-Force, our boy will be a changed man.”

“By the end of the week, Sebastian had earned more than enough to get the G-Force, but he couldn’t stop now.”

Objective

- ❖ To explore the use of the literary device of foreshadowing in the story.

Materials

- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 2—Smash Mouth Taffy
- ❖ Foreshadowing the Truth template
- ❖ Pencil

Procedure

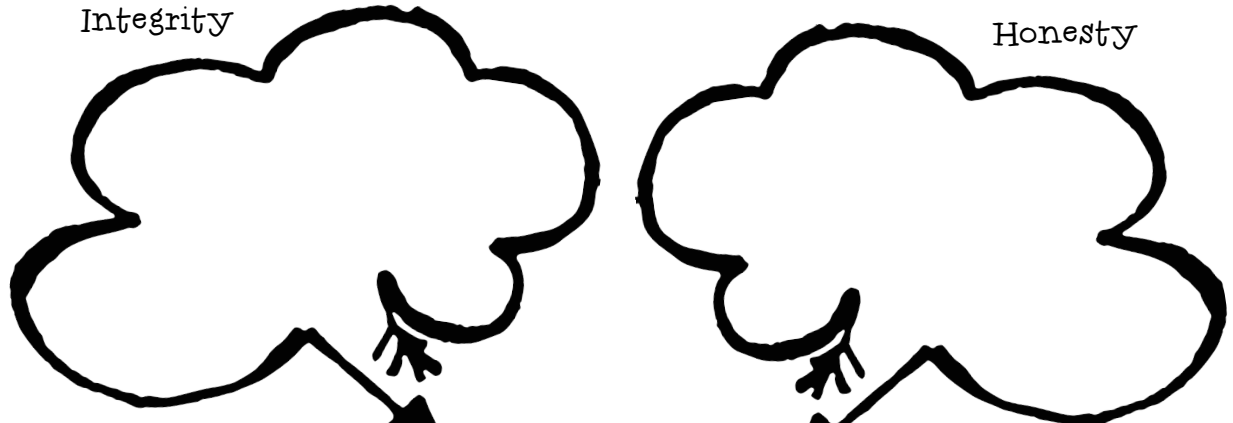
- ❖ Present the definition of *foreshadowing* as being a literary device predicting plot turns that will occur later in the story.
- ❖ Consider the quote *“By the time Sebastian makes enough money to buy the G-Force, our boy will be a changed man”*. Note that the statement was made by Sebastian’s father early in the story. Tell how the statement suggests the course of events that eventually take place in the story.
- ❖ Next, examine the following quotation: *By the end of the week, Sebastian had earned more than enough to get the G-Force, but he couldn’t stop now*. Discuss the change in Sebastian’s desire to purchase the G-Force. Explain how the quotation found on page 16 serves as foreshadowing for Sebastian’s change in character.
- ❖ Using the **Foreshadowing the Truth template** as a guide, investigate the effect Sebastian’s enterprise had on his integrity and honesty as well as his relationships with others and himself. Cite instances in the story in which these plot points occurred.
- ❖ Discuss citations and examples with others.

Name _____ Date _____

FORESHADOWING THE TRUTH

Integrity

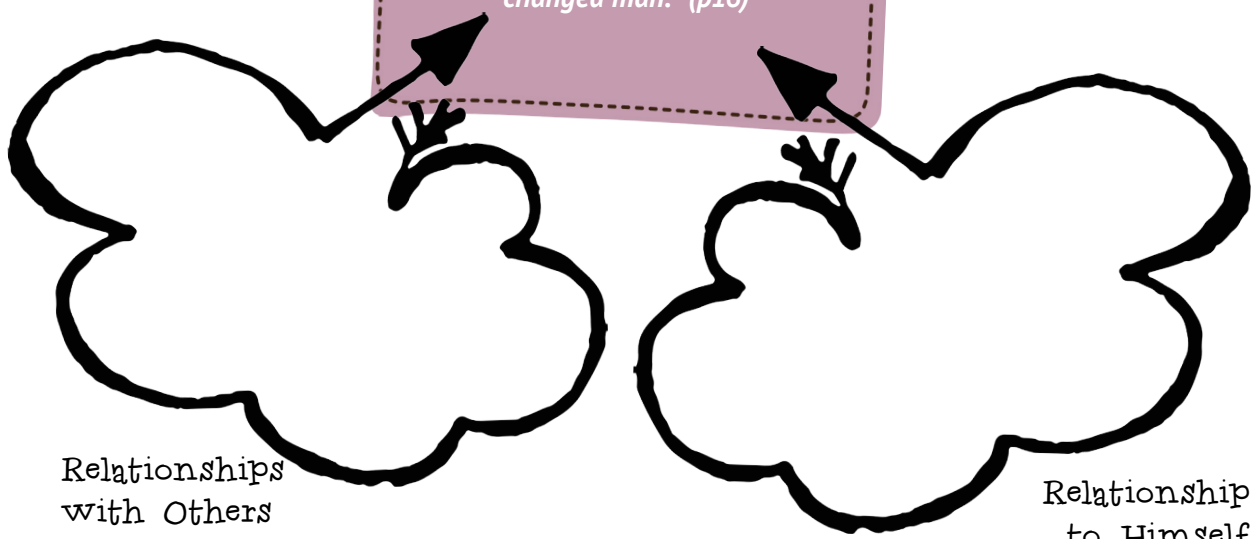
Honesty

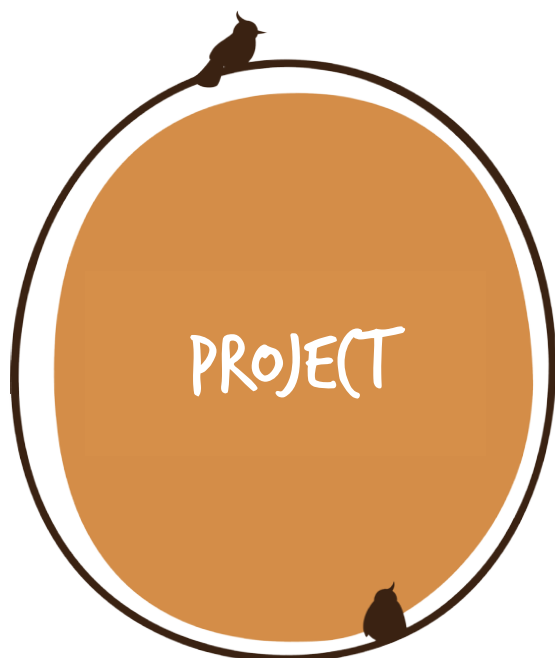


"By the time Sebastian makes enough money to buy the G-Force, our boy will be a changed man." (p16)

Relationships
with Others

Relationship
to Himself





Create a Business Plan

Objective

To construct a business plan through the identification of the plan's various components, including mission, core values, product development, marketing strategies, and customer service.

Materials

- ❖ Pencil
- ❖ Business Plan template
- ❖ Additional paper
- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 2—Smash Mouth Taffy

Procedure

- ❖ Print the **Business Plan template** to use as reference for the following definitions and discussions. Students may need additional paper to record thoughts during brainstorming sessions.
- ❖ Discuss the purpose of a business plan.
 - * It helps to plan for various aspects of a business.
 - * It helps a business owner clarify their vision regarding product development, purpose, customer needs, and financial practices.
 - * It allows for marketing and promotional planning.
- ❖ Identify the **Business Name**.
 - * Decide if the product sold is a service or an item to be purchased.
 - * Explain what the name reveals about the product.
 - * Is the business name catchy? Memorable? Unique?
- ❖ Identify the company's **Mission Statement**.
 - * Define the company's reason for being. Why should it exist? What are its aims?
- ❖ Define the company's **Core Values**.
 - * Explain the company's commitment to excellence—both in product development and in employee care.
 - * Explore the company's commitment to providing value. In other words, tell how the company will make a difference to its customers.
 - * Discuss the company's commitment to customer service.

- * A list of possible core value descriptors might be *dependable, loyal, honest, open-minded, creative, fun-loving, respectful, ethical, adventurous, passionate, and/or positive*.
- ❖ Describe the **Product**.
 - * Decide upon the product name.
 - * Define the product's purpose. Tell how it will make a difference in a customer's life.
 - * Where will this product be sold? At a physical location or over the Internet?
- ❖ Describe your **Customer**.
 - * Who will be purchasing this product? Describe your customers as clearly as possible.
- ❖ Consider aspects of a **Marketing Plan**.
 - * Explain your advertising plan. Will there be posters to print out, flyers to hand out, or will the advertising be done online?
 - * Explore ways to reach your potential customer base.
 - * Decide when and where the product launch should take place. Tell how this event will be promoted.
- ❖ Think through **Product Development**.
 - * List the types of equipment and **Materials** that will need to be purchased.
 - * Compute the **Expense per Unit**—the cost of making each product or the provision of the service.
 - * Consider **Labor costs**—how much employees will earn.
 - * Based on the **Expense per Unit**, decide upon the product's **Price per Unit**.
 - * Use the table below to calculate your **Profit**.
 - ◇ To compute the Cost of the item, add Expense per unit and Labor cost.
 - ◇ To compute the Profit amount, subtract Cost of item from Sales price of item.
 - * Transpose the information onto the **Business Plan template**. The template can be used to promote your business by seeking the aid of investors such as family, friends, and future business partners.

Name _____ Date _____

Expense per Unit	
Labor cost	+
COST OF ITEM	=
Sales price of item	
Cost of item	-
PROFIT	=

Name _____ Date _____

BUSINESS PLAN

Business Name

.....
.....

Company Core Values

.....
.....

Product Description

.....
.....

Benefits

.....
.....

Customer Description

.....
.....

Marketing

.....
.....

Product Development

Materials

Expense per Unit

Labor Costs

Sales Price

Profit

(CHAPTER 3 HANDLE WITH CARE



She dreamed of becoming a veterinarian, and now she was going to hatch a real chick.

- ❖ Describe the tasks involved in working as a veterinarian. Identify the types of individuals who are drawn to this profession.
- ❖ Explain what Genevieve's desire to become a veterinarian reveals about her character.
- ❖ Discuss how this quotation serves as foreshadowing for the story to come.

"The point of this project is to learn a few things about life, not the life cycle."

- ❖ List the "things about life" the students participating in the egg-caring project might learn.
- ❖ Predict the reasoning behind the week-long time frame.
- ❖ Explain why the students were instructed to name their eggs.
- ❖ Discuss the purpose behind creating a basket for each egg. Tell why simply placing the eggs in a Styrofoam cup wouldn't do.

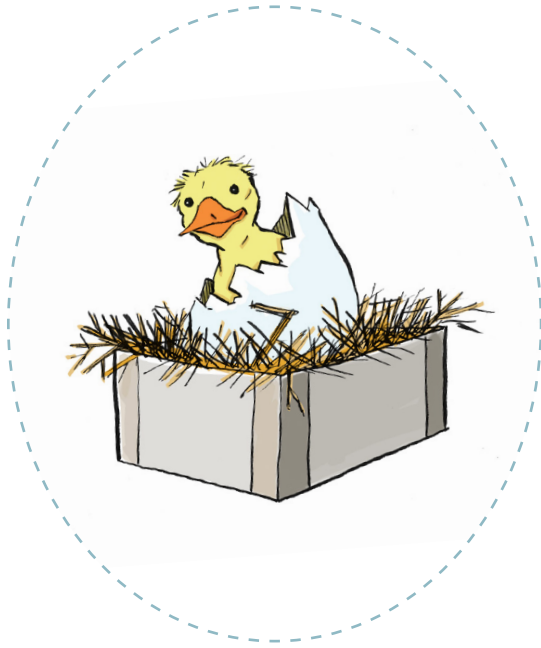
“You’re getting taken advantage of.”

- ❖ Tell what it means to be “taken advantage of.” Have you experienced being taken advantage of? If so, describe the situation and how it made you feel.
- ❖ Theo felt that Genevieve caring for other students’ eggs was overburdening her and that Genevieve was being “taken advantage of.” Do you agree with Theo? Explain your answer.
- ❖ Tell why Genevieve was willing to care for the large number of eggs. Identify her motivation to do so.
- ❖ Genevieve asked Theo why he cared about her being taken advantage of. Explain why he cares.
- ❖ Identify the character trait within Theo that differs from the other boys in the class.

Genevieve caught herself on Theo’s desk. The eggs!

- ❖ The *antagonist* of a story is a character who causes problems or conflicts with the main character of the story. Tell of ways that Josh opposes Genevieve in the story.
- ❖ Explain why Josh tripped Genevieve. Tell what motivated him to do such a thing.
- ❖ Consider the events that took place after the eggs were broken. Explore why the class quickly turned against Genevieve. Discuss Theo’s role in the misunderstandings.





“Chloe needs you.”

- ❖ Early in the story, Miss Skeen stated that the point of the egg-caring project was to learn a few things about life. Consider how this quotation might be an example of a lesson learned in the project.
- ❖ Explore Theo’s motivation to give Genevieve the fertilized egg. Describe what this action reveals about his character.
- ❖ Define the words *care* and *need*. Explain their similarities. Tell how the definitions are different. Cite examples in the text that support your definitions of the words.



Describing Character Traits

Objective

To describe characters' motivations, desires, needs, strengths, and obstacles by drawing on specific details in the text. Additionally, to guide students in a self-study by exploring how these character attributes are revealed in their own lives.

Materials

- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 3—Handle with Care
- ❖ Character Traits Description template
- ❖ Paper
- ❖ Pencil

Procedure

- ❖ Review Chapter 3—Handle with Care, specifically noting Genevieve and Theo's roles in the story.
 - ❖ Use the **Character Traits Description template** as a format to discuss and describe the aspects of character in the bulleted list below.
 - ❖ Write the name of the character being analyzed in the space provided on the template.
 - ❖ Explore the following traits for the chosen character:
 - * **Needs:** Tell what the character needs and what happened in the story to reveal these needs.
 - * **Strengths:** List the character's strengths and tell how they were enacted in the story.
 - * **Weaknesses:** Explain areas in which the character reveals weaknesses. Explain how these weaknesses were shown in the story.
 - * **Obstacles:** List and describe the obstacles the character faced in the story.
- Note: Encourage students to use the Character Traits Description template to analyze their personal character traits. Instruct them to list and describe their wants, needs, strengths, weaknesses, and obstacles.*

Name _____ Date _____

CHARACTER TRAITS DESCRIBING _____

Explain what the character **wants** and how this was revealed in the story.

.....
.....



Tell what the character **needs** and how this was revealed in the story.

.....
.....



Describe the character's **strengths** and how they were revealed in the story.

.....
.....



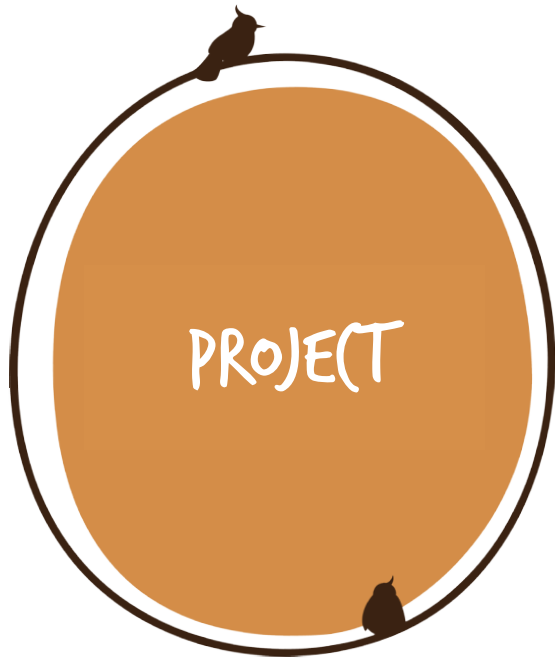
Explain what the character's **weaknesses** and how this was revealed in the story.

.....
.....



List the **obstacles** the character faced and how they were revealed in the story.

.....
.....



An Exercise in Caring

Objective

To connect with the theme of the story by reenacting an element of the plot.

Materials

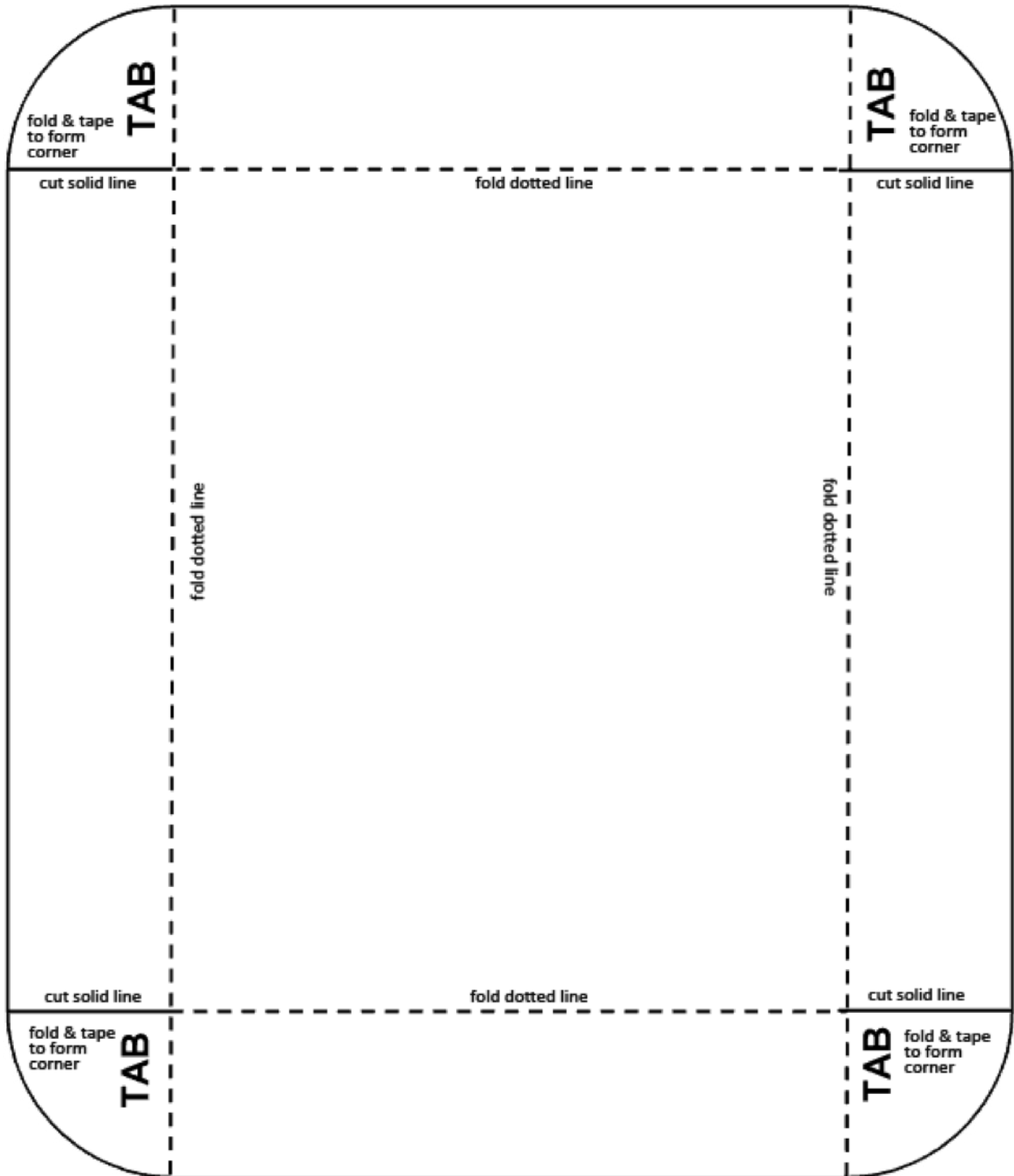
- ❖ Egg-Care Box
- ❖ Cardstock
- ❖ Scissors
- ❖ Tape
- ❖ Cotton balls
- ❖ Markers
- ❖ Egg
- ❖ 2 copies (print double-sided) of the Egg-Care Documentation Sheet
- ❖ Pencil
- ❖ Paper

Procedure

- ❖ Print the **Egg-Care Box** on cardstock.
- ❖ Use scissors and tape to construct the box by following the printed directions.
- ❖ Use markers to decorate the box.
- ❖ Use cotton balls to create a soft bed in the base of the box.
- ❖ Use markers to decorate the egg.
- ❖ Place the egg in the box.
- ❖ Print the **Egg-Care Documentation Sheets (Days 1 to 4 and Days 5 to 7)** as a double-sided sheet.
- ❖ Follow Miss Skeen's directions as printed below. Record your observations on the **Egg-Care Documentation Sheets**. Use the space labeled "Record Observations" to make reference notes.
- ❖ Write a summary paragraph describing your egg-care experience. Express your emotional reactions to the project, noting times of irritation, frustration, and delight.

"No hatching," Miss Skeen confirmed. "Instead, I want you to learn what it is like to care for something—or 'someone' in this case—and what better way is there than using an egg that is fragile and helpless? Treat your eggs as if they are your children. Give them names, take them wherever you go, and record your experiences. If, for any reason, you can't take care of the egg, you may have someone else egg-sit, like parents do when they can't be with their kids."

Name _____ Date _____



Name _____ Date _____

EGG-CARE DOCUMENTATION

DAYS 1 TO 4

	Day 1	Day 2	Day 3	Day 4
MORNING (Activity & Condition)				
AFTERNOON (Activity & Condition)				
EVENING (Activity & Condition)				
Evaluate your reaction to the events of the day				

Name _____ Date _____

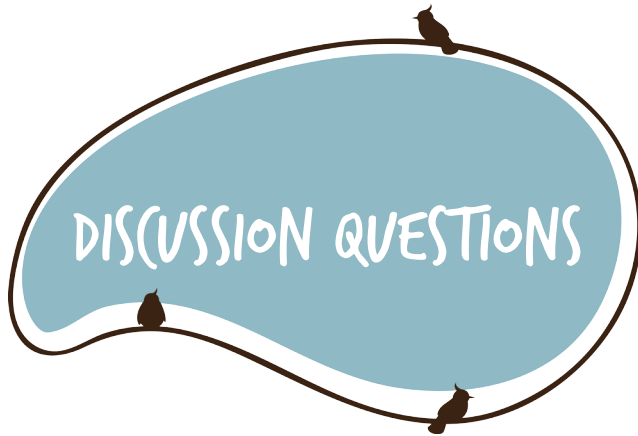
EGG-CARE DOCUMENTATION

DAYS 5 TO 7

	Day 5	Day 6	Day 7	Record Observations
MORNING (Activity & Condition)				----- ----- -----
AFTERNOON (Activity & Condition)				----- ----- -----
EVENING (Activity & Condition)				----- ----- -----
Evaluate your reaction to the events of the day				----- ----- -----

CHAPTER 4

THE MONSTER



“He’s a beast, all right,” Talmage’s dad had once said. “But he’s no killer. When I had him on the line, I stared him right in the eye, and all I saw was fear.”

- ❖ Talmage’s father once had the opportunity to catch the Monster and yet he let the fish go free. Explore reasons why he did so.
- ❖ Explain what Talmage’s father’s willingness to release the Monster reveals about his character. Describe the type of person he is.
- ❖ Discuss the fear Talmage’s father saw in the Monster’s eyes. If the fish was large enough to be called a beast, then why

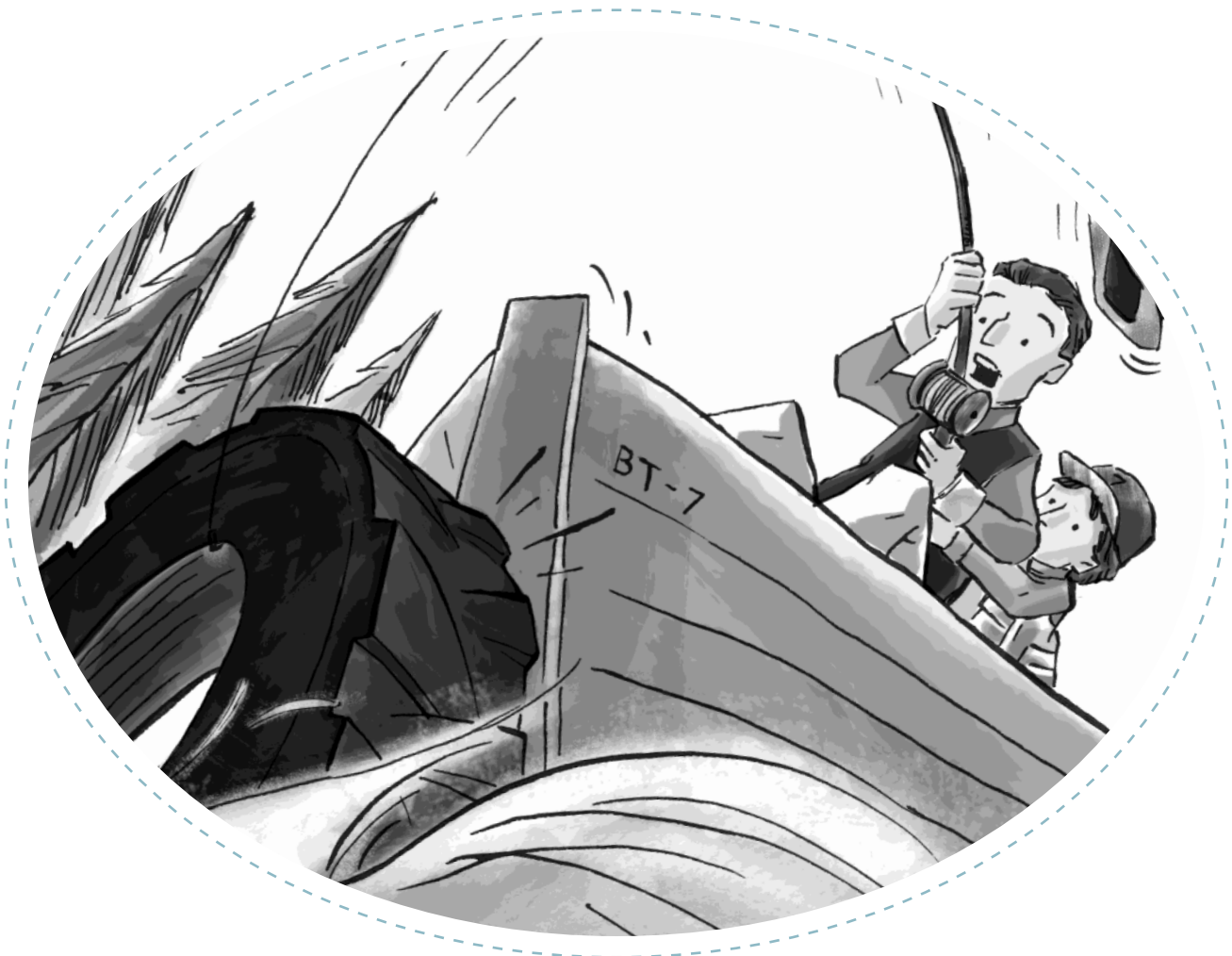
would it be frightened by being hooked on a fishing line? Could it be that the Monster is unaware of its strength and power? Explain your answer.



“We’ve got this.” Dad reeled the line as quickly as he could. “Just hold onto my waist, Talmage.” He bent the pole back to get some power over the fish. “He feels huge, bigger than I remember.”

❖ Analyze the dramatic action of this scene. Dad and Talmage are center stage, struggling with the line, fueled with determination and fight. Leonard and Paolo are nearby, watching and waiting in great anticipation to see what is hooked at the end of the line. And then...Dad hooked a tire.

- * Explore the emotional response to the scene from Dad’s and Talmage’s points of view. Tell how they felt when they found out what was hooked on their line.
- * Consider Leonard’s and Paolo’s reactions to this event. Explain why they found the event to be comical. Do you feel that their reactions were justifiable? Explain your answer.
- ❖ Could it be that Dad felt that, in the moment, the fish felt bigger than he remembered because there was more at stake this time? How so?



“And I saw the way Leonard and Paolo looked at us today. It wasn’t just me they were laughing at. It was us.”

- ❖ Explain why Dad is concerned about the targets of Leonard’s and Paolo’s laughter.
- ❖ Tell why Dad stated that Talmage is included as being a target of ridicule.
- ❖ Which of the two groups are most determined to catch the Monster—Talmage and his father or Leonard and Paolo? Explain your answer.

“You put the hours in and the day is done; it’s quittin’ time. But when it comes to getting what you want, from the moon to the sun, you never give up. You never give in.”

- ❖ Analyze the lyrics of the song. The song represents two differing approaches to the pursuit and achievement of a goal. Identify the differences.
- ❖ The word *determination* is defined as perseverance, boldness, and dedication. Using these terms, examine the lyrics of the song. Tell how the definition of determination is revealed in the lyrics.

Just like the day his father had hooked the Monster. What a curse!

- ❖ Explain how a curse became a blessing.
- ❖ Talmage had put in hours and hours of time making observations and calculations prior to realizing that weather conditions were perfect to catch the Monster. Tell how his persistence prepared him for the discovery.
- ❖ Consider the lyrics of the song once again. Tell how the lyrics relate to Talmage’s determined focus to discover the perfect conditions to capture the Monster.
- ❖ Explore Talmage’s motivation to capture the Monster. Discuss why catching the fish was so important to him.

“It doesn’t matter,” Dad said. “I got what I wanted.”

- ❖ Explain Dad’s reasoning in this statement. Tell why he was satisfied even though he did not catch the Monster.
- ❖ Identify Talmage’s desire. In the end, did he get what he wanted?
- ❖ Examine how Talmage’s determination affected the outcome of the story.



Scene Sketching

Objective

To analyze character motivation through illustrating and citing plot points that reveal the protagonist's wants, weakness, and strength as well as the obstacle and how it was overcome.

Materials

- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 4—The Monster
- ❖ Scene Sketching
- ❖ Pencil
- ❖ Markers
- ❖ Paper

Procedure

- ❖ Use the **Scene Sketching template** as a guide to analyze Talmage's response to the conflict in the story.
- ❖ Instruct students to cite examples in the text that reveal the following aspects of Talmage's character and role in the story.
 - * **Character Wants:** Note the sample graphic on the right. Discover a quotation in the story that best reflects Talmage's deepest desire. Write the quotation in the lower rectangle of the block labeled *Character Wants*. In the circle provided in the block, cite the page number. Illustrate the scene reflecting Talmage's deepest desire in the upper portion of the block.
 - * **Character's Weakness:** Repeat the process printed above in the block labeled *Character's Weakness*.
 - * **Character's Strength:** Repeat process in the block labeled *Character's Strength*.
 - * **Character's Obstacle:** Record Talmage's obstacle in the same manner as shown in the sample graphic.
 - * **Character Overcoming Obstacle:** Document how he overcame his obstacle in the same manner as described above.

Name _____ Date _____

SCENE SKETCHING

Character's
Wants

A large rectangular box with rounded corners, divided into two horizontal sections. The top section is white and the bottom section is purple. A white circle is positioned on the left side of the purple section.

Character's
Weakness

A large rectangular box with rounded corners, divided into two horizontal sections. The top section is white and the bottom section is purple. A white circle is positioned on the left side of the purple section.

Character's
Strength

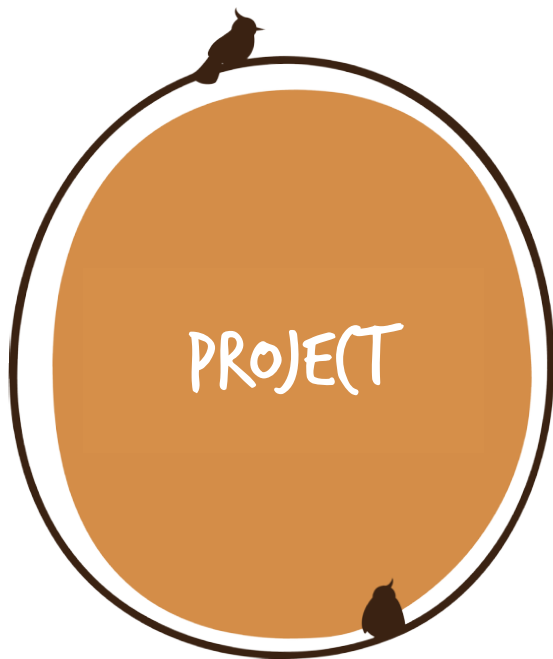
A large rectangular box with rounded corners, divided into two horizontal sections. The top section is white and the bottom section is purple. A white circle is positioned on the left side of the purple section.

Character's
Obstacle

A large rectangular box with rounded corners, divided into two horizontal sections. The top section is white and the bottom section is purple. A white circle is positioned on the left side of the purple section.

Character
Overcoming
Obstacle

A large rectangular box with rounded corners, divided into two horizontal sections. The top section is white and the bottom section is purple. A white circle is positioned on the left side of the purple section.



Forecaster's Findings' Keeping a Weather Log

Objective

To use data obtained through the observation of weather patterns over a defined period of time to make predictions for future weather occurrences.

Materials

- ❖ Pencil
- ❖ 2 copies (print double-sided) of the Weather Watch Log
- ❖ The Beaufort Scale—Wind Speed Descriptions
- ❖ Cloud Watch
- ❖ Newspapers or online weather website and/or app

Procedure

- ❖ Print a double-sided copy of the **Weather Watch Log (Week 1 and Week 2)**.
- ❖ Print one copy of the **Beaufort Scale—Wind Speed Descriptions** and **Cloud Watch**.
- ❖ Date the **Weather Watch Log** beginning with dates for Week 1. Continue with the dates for Week 2 on the back side of the sheet.
- ❖ In the designated spaces, record daily weather patterns. Use the newspaper, a weather watch website and/or an app as well as the **Beaufort Scale—Wind Speed Descriptions** and **Cloud Watch** worksheets as reference.
 - ✧ Record daily temperature.
 - ✧ Record wind direction.
 - ✧ Record wind speed and then describe the speed using the Beaufort Scale as directed below.
- ❖ Use the **Beaufort Scale—Wind Speed Descriptions** guide to further clarify information regarding the wind speed. For example, record an 11 mile per hour recording as being Level 3—Gentle Breeze on the Beaufort Scale.
- ✧ Make note of the precipitation of the day.
- ✧ Observe the cloud type (use the **Cloud Watch** for identification). Include a small sketch of cloud shape and type, if desired.
- ❖ Record weather observations for a two-week period of time. Use the data collected to observe and forecast weather patterns for the next consecutive day in the final block, labeled **Prediction**.
- ❖ Share and compare weather predictions with others.

Name _____ Date _____

WEATHER WATCH LOG (WEEK 1)

	Date _____	Date _____	Date _____	Date _____
Temperature				
Wind Directions				
Wind Speed				
Precipitations				
Cloud Type				
	Date _____	Date _____	Date _____	Observations
Temperature				
Wind Directions				
Wind Speed				
Precipitations				
Cloud Type				

WEATHER WATCH LOG (WEEK 2)

	Date _____	Date _____	Date _____	Date _____
Temperature				
Wind Directions				
Wind Speed				
Precipitations				
Cloud Type				
	Date _____	Date _____	Date _____	Observations
Temperature				
Wind Directions				
Wind Speed				
Precipitations				
Cloud Type				

THE BEAUFORT SCALE - WIND SPEED DESCRIPTIONS -

0 CALM
Smoke rises
0 mph

1 LIGHT AIR
Smoke drifts
1-3 mph

2 SLIGHT BREEZE
Leaves rustle, wind
vanes move
4-7 mph

3 GENTLE BREEZE
Leaves & twigs move
8-12 mph

4 MODERATE BREEZE
Branches move flags flap
13-18 mph

5 FRESH BREEZE
Small trees sway;
white caps on water
19-24 mph

6 STRONG BREEZE
Large branches
move; flags beat
25-31 mph

7 MODERATE GALE
Whole trees move;
flags extend
32-38 mph

8 FRESH GALE
Twigs break;
walking is difficult
39-46 mph

9 STRONG GALE
Signs, antennae
blow down
47-54 mph

10 WHOLE GALE
Trees uproot
55-63 mph

11 STORM
Much general damage
64-73 mph

12 HURRICANE
Widespread destruction
74+ mph

CLOUD WATCH

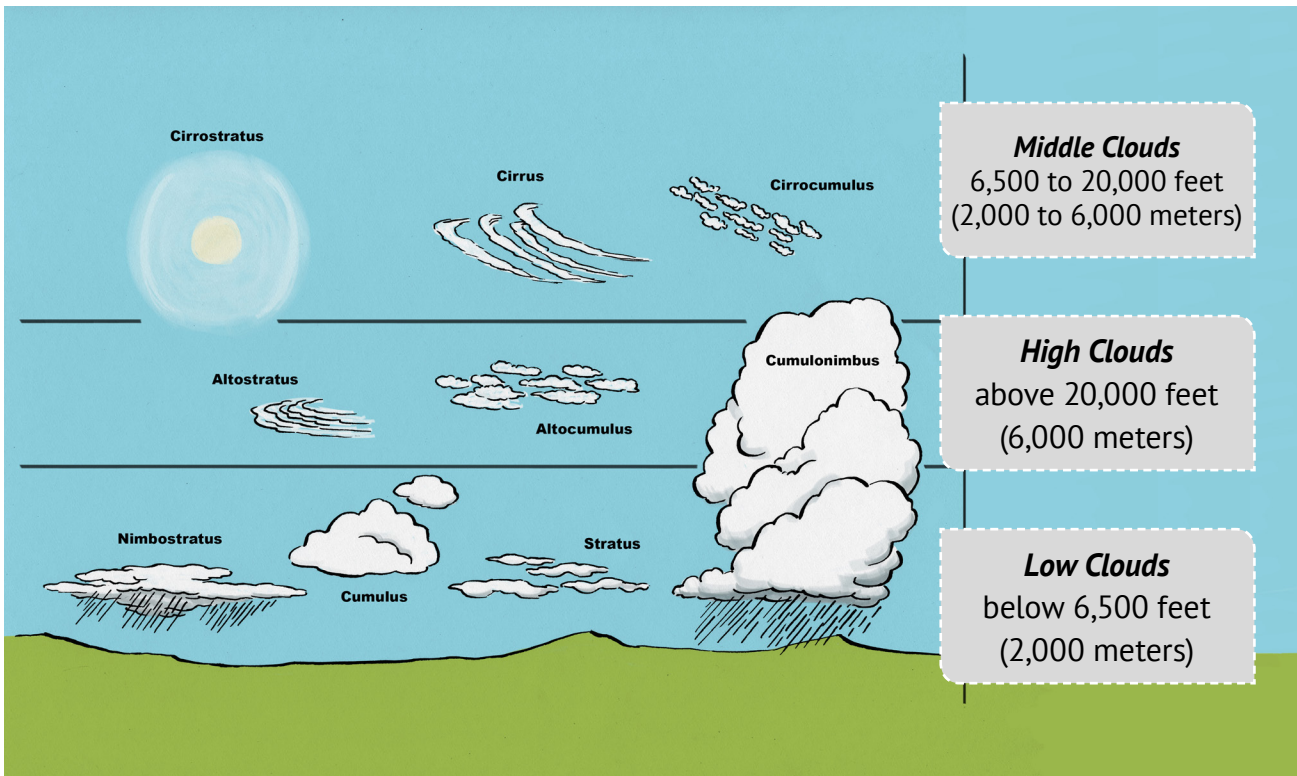
Cumulus clouds signal fair weather.

Stratus clouds will linger, perhaps bringing a little drizzle.

Cirrus, **cirrocumulus**, and **cirrostratus** clouds signal that a storm is due in 12 to 24 hours.

When **altostratus** clouds show up by themselves, they usually just mean that light precipitation will fall here and there.

Nimbostratus clouds are packed with rain and snow.



(CHAPTER 5)

BREAK A LEG



Yes! Samantha loved that story. It was so full of hope, so full of dreams.

- ❖ Explain how Samantha’s identification with the *Little Shop of Horrors* theme mirrors her own inner desire to achieve her dreams.
- ❖ Contrast Samantha’s enthusiastic response to the musical choice announcement with her later resistance to try out for a role. Tell why she is second-guessing herself.
- ❖ Tell what the phrase “accident-free” has to do with Samantha’s resistance to try out for a role.

“Besides,” Trista added, “my dad says if I get the lead, he’s going to fly in Mr. Mason, a big talent scout from New York, to see me perform. You wouldn’t want to ruin that opportunity for me, would you, Sam?”

- ❖ Do you think Samantha is concerned about ruining an opportunity for Trista? Explain your answer.
- ❖ Describe Trista’s character. Tell why she intimidated Samantha.
- ❖ Explain why Samantha allowed Trista to bully her.
- ❖ Describe the risks involved for Samantha if she chose to try out for a role in the play.

Reina raised an eyebrow. “Is that so? Being a stagehand is not why you’re in drama club, and you know it.”

- ❖ Samantha tells Reina that she likes “doing the stagehand stuff” (p. 70). Interpret Reina’s response to Samantha’s comment. Is she convinced that Samantha is best suited to work behind the scenes? Explain your answer.
- ❖ In your opinion, is Samantha fulfilling her desires by being a stagehand? Explain your answer.
- ❖ The phrase *playing small* is defined as not being true to one’s authentic self, being fearful, and avoiding taking action to live up to one’s potential. Tell how Samantha is *playing small* in this scenario.



“Don’t let Trista take away your dreams. You’re scared of her.”

- ❖ Do you agree that Samantha is scared of Trista? Support your answer by citing examples from the text.
- ❖ Explain how a person can take away someone else’s dreams.
- ❖ Tell who owns the true power to let “dream stealing” happen—Trista or Samantha? Explain your answer.

Her heart felt a tug of regret.

- ❖ The word *regret* is defined as ashamed, disappointed, and mournful. Explain why Samantha felt regret when she saw that that the audience was packed.
- ❖ How does holding back and playing small contribute to a feeling of regret? Explain your answer.
- ❖ Discuss what Samantha eventually decided to do in order to be true to her dream.

Samantha swallowed. Then, suddenly, she was tired of being afraid. Her hands clenched into fists. She couldn’t give it any more power. The stage was meant to be hers.

- ❖ Explain what the phrase “couldn’t give it any more power” means.
- ❖ Identify the true source of Samantha’s fear. Evaluate how much of the feeling of fear was a result of Trista’s intimidation or Samantha’s belief in her own potential.

- ❖ Imagine in this scene that the *stage* is serving as a metaphor for living life to the fullest potential. Tell how Samantha stepped out from the behind the scenes to star in her own life. Explain the changes in her character that happened to allow for this final scene to take place.





Owning the Stage

Objective

To consider character motivation from three alternate points of view by expressing each in a distinctly different first-person voice.

Materials


- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 5—Break a Leg
- ❖ The Stage template
- ❖ Pencil

Procedure

- ❖ Discuss Samantha's, Reina's, and Trista's motivations regarding performing on stage.
 - * Identify how they felt about performing.
 - * Explain what performing meant to each of these characters.
 - * Describe how performing demonstrated how they felt about themselves.
 - * Examine how performing was a reflection of their dreams of fulfilling their true potential.
- ❖ Using the **The Stage template**, consider how each character would respond in an interview focused on their role in the story. Write these considerations using the *first-person* voice.
 - * Describe how each character feels about performing as if they were speaking in a conversational manner.
 - * Have each character explain what performing means to them.
 - * Identify each character's obstacle to fulfilling their desires.
 - * Define the characters' dreams for themselves as reflected in their attitudes toward performing on stage.

Name _____ Date _____


THE STAGE *Writing from the designated character's point of view, describe how they feel about stepping out on the stage.*




Samantha's
Point of
View

Handwriting practice area for Samantha's point of view, featuring a large rectangular box with four horizontal dashed lines.

Handwriting practice area for Trista's point of view, featuring a large rectangular box with four horizontal dashed lines.

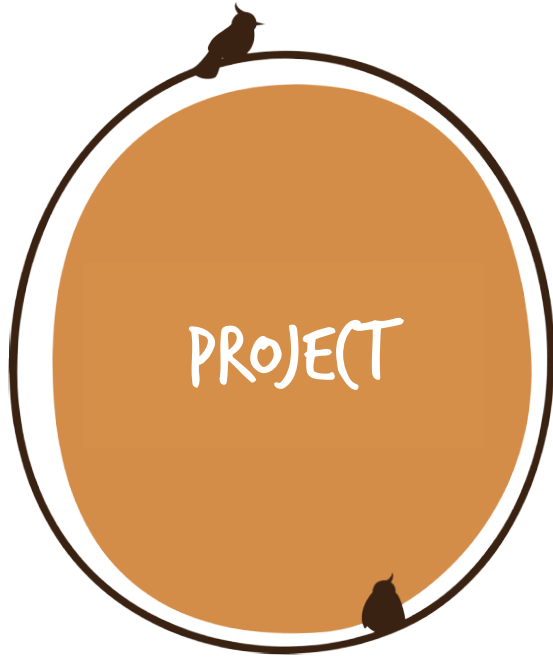


Trista's
Point of
View



Reina's
Point of
View

Handwriting practice area for Reina's point of view, featuring a large rectangular box with four horizontal dashed lines.



Diorama Dreaming' Starring YOU!

Objective

To create a craft establishing the setting, characters, and dialogue of an envisioned dramatic scene in which the student plays the starring role in the performance of a lifetime.

Materials

- ❖ Define Your Dream template
- ❖ Shoe box
- ❖ Construction paper
- ❖ Glue
- ❖ Tape
- ❖ Scissors
- ❖ Markers
- ❖ Found objects
- ❖ Paper
- ❖ Pencil

Procedure

- ❖ Instruct students to imagine a production in which they are cast in the starring role, living out one of their dreams for themselves (as Sam did in the story).
 - ✦ Discuss what a production such as this would look like.
 - ✦ Explore what starring in this role would feel like.
 - ✦ Imagine what that role would be. Describe the role.
 - ✦ Make a decision regarding the genre. Would the production be a musical? A western? A drama?
- ❖ Explain that, in this lesson, students will create a diorama depicting a scene that shows them acting out their dreams from their imagined productions.
- ❖ Use the **Define Your Dream template** to clarify the production vision.
 - ✦ Describe the setting in detail. List the details in the backdrop.
 - ✦ Decide who the members of the cast will be. List the characters. Explain how these characters relate to the star of the performance.
 - ✦ List the objects in the scene to be used as props.
 - ✦ Describe the costumes.
 - ✦ Action: Starring YOU! Describe the action of the scene. Explain what is taking place on stage with you poised front and center.
 - ✦ Dialogue: Include a few lines from the script that would be spoken during this scene.
- ❖ Use the shoebox to create a diorama stage.
- ❖ Gather craft supplies to create a scene from the dream production.
- ❖ Write a short narrative describing the action in the scene. Share it with others.

Name _____ Date _____

DEFINE YOUR DREAM

**Describe
Setting**

**Cast of
Characters**

**Prop
List**

Costumes

**Action:
Starring YOU!**

Dialogue

CHAPTER 6

OH RATS!



“Son, you need to show some responsibility,” his father warned.

“Your mother won’t keep cleaning up after you anymore.”

- ❖ In your opinion, was it fair for Alec’s mom to refuse to clean his room? Explain your answer.
- ❖ Consider Alec’s reaction to his parents’ threat. Why should he think they would be serious about the threat at this time?
- ❖ Identify who, in this instance, is behaving with the least amount of consideration for the other—Alec or his parents? Explain your answer.
- ❖ Define the word *responsibility*. Discuss how responsibility relates to events and circumstances in your life.

If he picked up after himself, he would be sending the wrong message; his parents might actually believe he was capable of such a task, and then things would really change.

- ❖ Examine the phrase “he would be sending the wrong message.” Tell what Alec means, from his point of view.
- ❖ Do you think that Alec really feels that he is not capable of cleaning his own room? Explain your answer.
- ❖ The word *accountable* means to be obliged or responsible for one’s actions. Investigate reasons why Alec does not feel accountable for keeping his room tidy.
- ❖ Alec states that if he picked up after himself, then “things would really change.”

List the sorts of thing he is referring to in this statement.

To Alec's complete astonishment, his mother and father did . . . absolutely nothing.

- ❖ Rats have infiltrated Alec's room. Filth is mounting daily. Neighbors are complaining. And yet, his parents are doing and saying nothing about these issues. Explain why Alec is completely astonished by his parents' lack of interest in the situation, which is beginning to spiral out of control.
- ❖ Compare and contrast his parents' disinterest in Alec's mess and Alec's unwillingness to assume responsibility for cleaning up his room.
 - * Consider ways that motivations for the two attitudes are similar.
 - * List ways the two motivations are different.
- ❖ Identify how Alec's parents are being accountable for their actions.



"Dude, I wrote about you as 'My Hero' in English class," said a classmate as they passed in the hall.

- ❖ Examine Alec's celebrity status with his peers and the five o'clock news.
 - * Discover the similarities between the two.
 - * Tell how they differ from one another.
- ❖ Identify how they both affect Alec's commitment to avoid cleaning his room.
- ❖ Consider how the public's awareness of the issue influenced his parents' resolve to insist that Alec be responsible for his room's cleanliness.

Due to recent events, City Council has begun a new government initiative aimed to protect the health and safety of our citizens—CLEAN (Children Living, Eating, and Acting Neatly).

- ❖ Following the issuance of the City Council's Public Health Notice, the kids in the town turned on Alec. Explain why his celebrity status with his peers diminished.
- ❖ Examine Alec's concern for Serena's future. Discuss why her crawling around rat-infested piles of trash troubled him.
- ❖ Consider reasons why Alec lost his sense of pride for his mess.

Was this what he wanted? For other people to take care of it?

- ❖ Examine the shift in Alec's perspective regarding accountability.
- ❖ Identify who Alec feels should be responsible for the cleaning of his room.
- ❖ Explain what event ultimately led Alec to assume responsibility for his actions.
- ❖ List reasons why people assume responsibility for their own actions or inaction.



Backstory & Inference

Objective

To predict the backstory and infer the action that might take place after the story has been told from two distinctly different points of view.

Materials

- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 6—Oh Rats!
- ❖ Backstory & Inference template
- ❖ Pencil
- ❖ Paper
- ❖ Markers

Procedure

- ❖ Review the **Backstory & Inference template**.
 - * Note the column on the left labeled “Alec.” This is where students will consider Alec’s point of view when exploring the backstory and inferring the action taking place after the story’s end.
 - * Note the column on the right labeled “Alec’s parents.” This is where students will consider Alec’s parents’ point of view when exploring the backstory and inferring the action taking place after the story’s end.
- ❖ Explore the quotations featured in the middle section of the **Backstory & Inference template**. Explain how the notion of assuming responsibility affects the action in the imagined scenes.
 - * Consider the action that took place before Alec’s father made the statement, “Your mother won’t be cleaning up after you anymore”. Write or draw a scene illustrating the backstory from Alec’s and his parents’ points of view.
 - * Imagine the action that might take place after the statement “. . . a clean room was only the first of many things that were about to change in his life”. Write or draw a scene describing the changes that would be taking place from Alec’s and his parents’ points of view.
- ❖ Share and discuss the results of your **Backstory & Inference template** with the class.

Name _____ Date _____

BACKSTORY & INFERENCE

Alec

Alec's Parents

BACKSTORY

Write or draw a scene describing what **Alec** was or was not doing **before** the story began. Explain why this was so.

Write or draw a scene describing what Alec's parents were or were not doing **before** the story began. Explain why this was so.

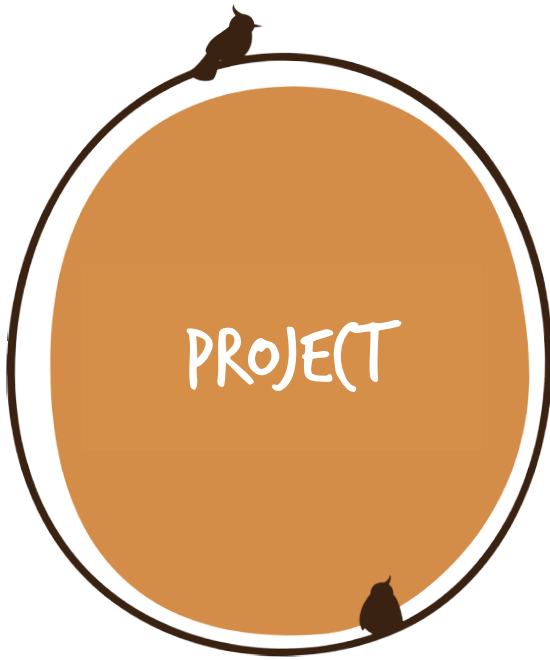
*"Your mother won't keep cleaning up after you anymore."
(p. 83)*

Write or draw a scene describing what **Alec** will or will not be doing **after** the story has ended. Explain why this is so.

Write or draw a scene describing what **Alec's parents** will or will not be doing **after** the story has ended. Explain why this is so.

*"... a clean room was only the first of many things that were about to change in his life."
(p. 95)*

INFERENCE



Chaos Creation

Objective

To make a connection between cause and effect, logical consequences, owning responsibility, and the sequential aspect of plot development in a creative manner.

Materials

- ❖ The Sequence of Events template
- ❖ Pencil
- ❖ Tape
- ❖ Markers
- ❖ Paper

Procedure

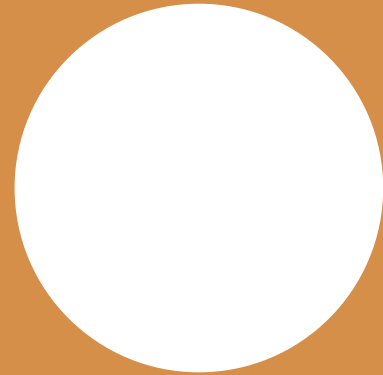
- ❖ Print both pages of the **Sequence of Events template**. Tape them together as directed on the sheets.
- ❖ Decide upon a situation, like Alec's, in which some thing or action is neglected over a period of time. Some suggestions might be:
 - ✦ A kid who chooses not to do his homework
 - ✦ A kid who refuses to brush his teeth
 - ✦ A boy who ignores his teacher's classroom rules
 - ✦ A girl who refuses to comb her hair
- ❖ Use the **Sequence of Events template** to brainstorm how the chosen act becomes problematic. Describe each plot point of your story using the blocks labeled *First*, *Next*, *Then*, *In addition*, and *Finally*. Tell how one stage of trouble leads to another until, finally, the situation becomes out of hand.
- ❖ Illustrate each plot point in the space provided.
- ❖ Describe the *Conclusion* of the story. Tell how the problem was resolved. Illustrate your conclusion in the space provided.

Name _____ Date _____

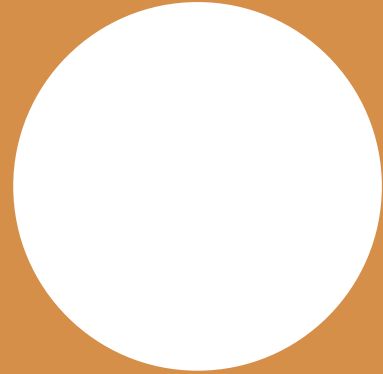
CHAOS CREATION

SEQUENCE OF EVENTS

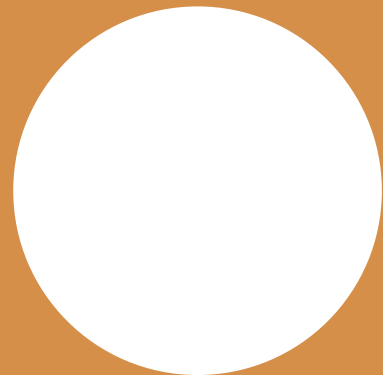
First,



Next,



Then,

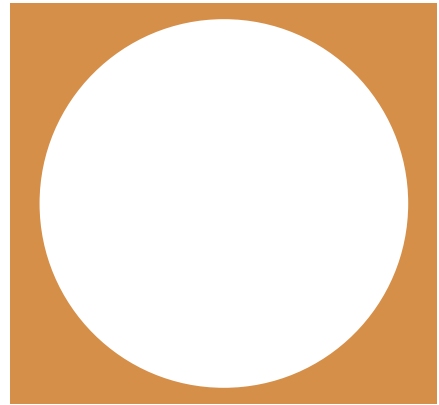


Tape to the top of next page.

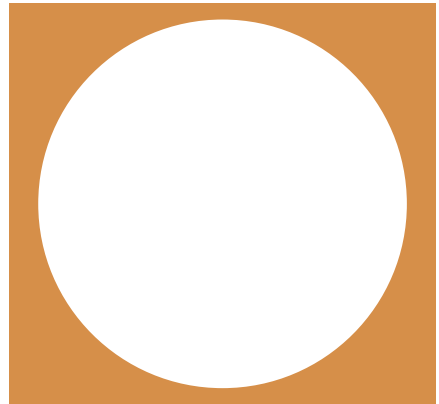
Name _____ Date _____

Tape to the lower portion of previous page.

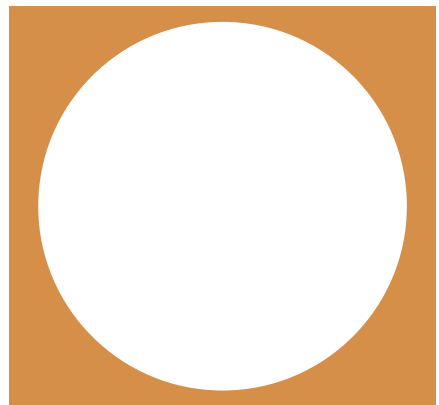
In addition,



Finally,



Conclusion,



CHAPTER 7

CODE 7



Kaitlyn bit her lip. “A talent show sounds okay.” So long as I’m not in it. She wasn’t sure she even possessed a true talent.

- ❖ Explain what Kaitlyn’s act of biting her lip reveals about her character.
- ❖ Consider reasons why Kaitlyn is unsure about possessing a talent.
- ❖ List talents that require “behind the scenes” types of skills, those that don’t necessarily have to be effective when pushed into the limelight.
- ❖ If all people possess value and talent of some kind, what sorts of things can be done to help them realize their potential?

To gain visions of the sorts of individuals they can become?

Kaitlyn smiled. She had gotten what she wanted, a non-team project. But she still had a big problem. What was she going to do for her project?

- ❖ Tell why Kaitlyn is avoiding becoming fully engaged in the project.
- ❖ Explain why a non-team project appeals to her.
- ❖ Consider the scene in which Kaitlyn recalls her delight in filming small stories. Identify how each of the examples listed reflect her sense of authenticity and originality.

What would Mom say? Mom always filmed important things. “Things that would change people’s minds about the world,” she would say.

- ❖ Explain how Kaitlyn’s mother’s commitment to filming topics of value affects Kaitlyn.
- ❖ Consider how filming meaningful topics might cause Kaitlyn to feel closer to her mother’s memory.
- ❖ Explore ways that this filming project helps Kaitlyn to change her mind about her world and her role in it.

She was sure everyone thought she was just a loner. But Kaitlyn wasn’t a loner. She was just . . . lonely.

- ❖ Tell how Kaitlyn was protecting herself, emotionally, by pulling away from others.
- ❖ Examine ways that reaching out to others in friendship can be a risky thing.
- ❖ Explain why Kaitlyn is resistant to open up to the others.
- ❖ Consider the similarities and differences of the terms *loner* and *lonely*.
 - * List ways that the two have like qualities.
 - * Describe how the two terms differ.



Slowly, a larger story came to her mind—one that was much bigger than all of them combined. What if . . .

- ❖ Consider how asking the two-word question—“What if?”—serves as a catalyst for Kaitlyn’s quest to creatively become part of the solution. Explore the following thoughts:
 - * What would happen if the team joined together for one project?
 - * What would happen if kids worked together in creative ways like the Code 7 gang did all the time?
- ❖ Kaitlyn’s code attribute is *become*, which can be described as enhance, enrich, and change into.
- * Consider how her creative vision enhanced the overall project.
- * Observe how, once she began to believe in her value, Kaitlyn’s participation enriched her relationship with the group and them with her.
- * Explore how Kaitlyn’s self-definition of being lonely changed into becoming confident and more carefree.
- ❖ Discuss how the true source of Kaitlyn’s inspiration might have originated through her mother’s influence.





Code Breaker

Objective

To identify and explore the connectivity of character attributes through the examination of the strength, purpose, and potential for personal impact that lies within each.

Materials

- ❖ *Code 7: Cracking the Code for an Epic Life*, Chapter 7–Code 7
- ❖ Code 7–Code Breaker template
- ❖ Pencil
- ❖ Paper
- ❖ Markers

Procedure

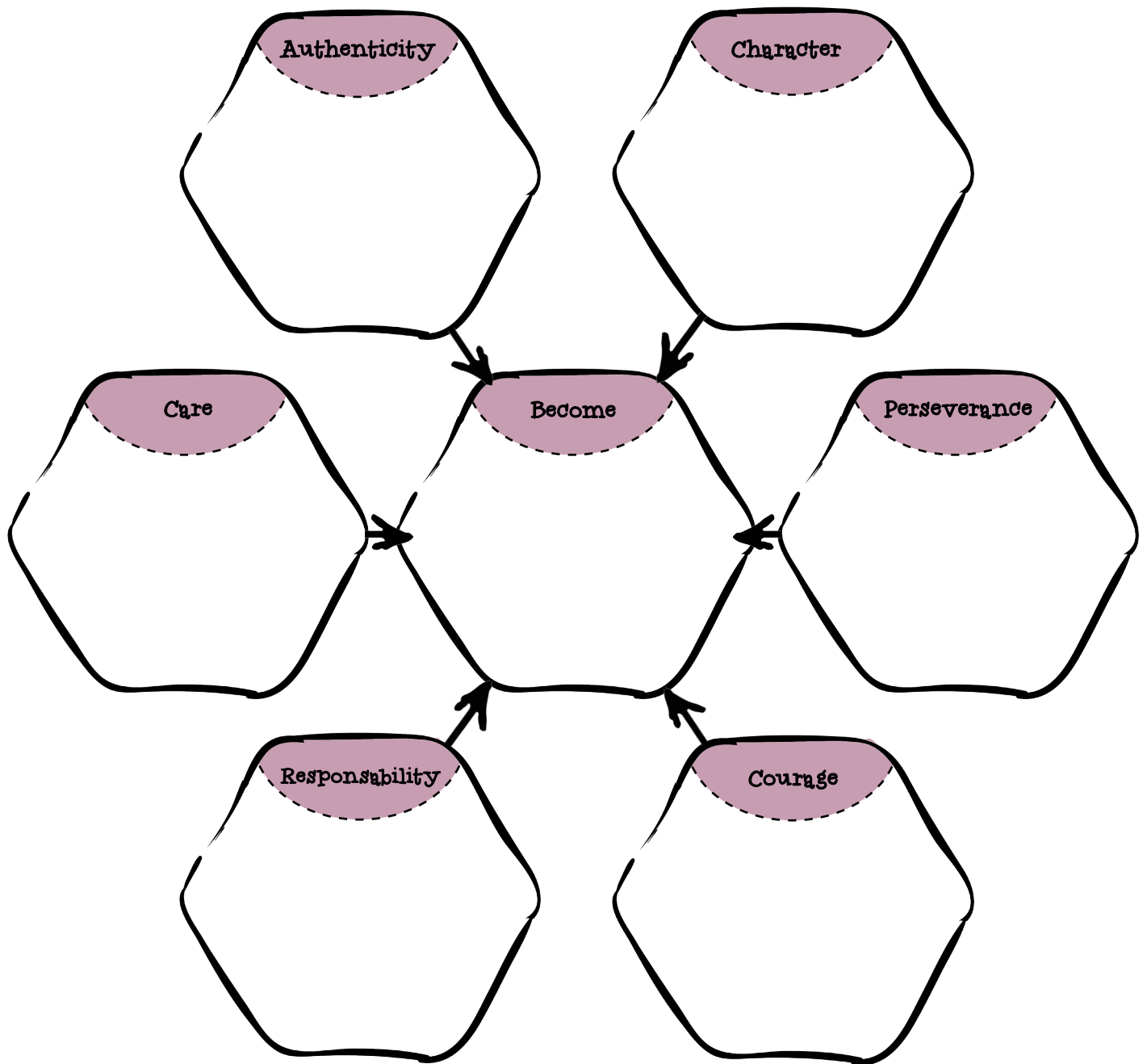
- ❖ Consider the interconnectedness of the quotation and the formatting shown on the **Code 7–Code Breaker template**.
 - * Explore the meaning of the word *epic*. Encourage students to define the word using their own ideas.
 - * Discuss how the definition of the word *code* being a method or a system applies to the graphic.
 - * Tell how following the Code 7 principles can become a method to help others and oneself.
 - * Explain how Code 7 is a system for success.
 - * Explain the significance of the circle labeled *become* being located at the center of the graphic.
- ❖ Illustrate each labeled circle with a symbol or icon that reflects the meaning of its corresponding label.
- ❖ Write a paragraph describing what each illustration or icon represents. Tell how the center circle serves as the core Code 7 attribute. Explain how each attribute serves to crack the code for living an epic life!

Name _____ Date _____

"I believe all of us can lead an epic life as individuals and teams, not just for ourselves, but for the world around us. This is our promise. This is our code."

CODE 7

- CODE BREAKER -





Code 7 The Movie

Objective

To plan for and create a digital presentation incorporating the development of main ideas or themes in the text.

Materials







- ❖ *Code 7: Cracking the Code for an Epic Life*
- ❖ Completed Code 7–Code Breaker
- ❖ Picture Perfect Depiction Graphic Organizer
- ❖ Pencil
- ❖ Markers
- ❖ Digital movie-making software such as Movie Maker, Photo Story 3, iMovie, Voice Thread, Bubble Share, PowerPoint, and/or Mapwings

Procedure

- ❖ The purpose of the **Picture Perfect Depiction Graphic Organizer** is to plan for the graphic component of the Code 7 movie. Print several copies of this document.
- ❖ Decide upon an introductory graphic that would open the movie in a dynamic way.
 - ✦ Draw it in the first rectangle, labeled *Picture*.
 - ✦ Describe it in the corresponding box labeled *Detail*. Explain how this graphic tells a story.
- ❖ Use the completed **Code 7–Code Breaker template** as inspiration to plan for the content of the Code 7 movie.
 - ✦ Plan for the filming of or the graphic sequencing of the film by describing graphics in the corresponding box labeled *Detail*.
 - ✦ Explain how each graphic tells a story.
- ❖ Use the *Picture* blocks to plan for any text to be used in the movie, as well.
- ❖ Decide upon a concluding graphic that would end the movie in a dynamic way.
 - ✦ Draw it in the final rectangle labeled *Picture*.
 - ✦ Describe it in the corresponding box labeled *Detail*.
 - ✦ Explain how this graphic tells a story.
- ❖ Film, scan drawings, or obtain graphics to be used in the film.
 - ✦ Use digital movie-making software to create your film.
 - ✦ Share it with others!

Name _____ Date _____

PICTURE PERFECT DEPICTION GRAPHIC ORGANIZER

Picture		Detail
Picture		Detail
Picture		Detail
Picture		Detail
Picture		Detail
Picture		Detail



Code 7 Crossword Puzzle Creation

Objective

To summarize the concepts presented in the text through the application and practice of grade-level word analysis and decoding skills in a game-like manner.

Materials

- ❖ Code 7: Cracking the Code for an Epic Life
- ❖ Activities and lessons included in this educational guide
- ❖ Pencil
- ❖ Paper
- ❖ Dictionary
- ❖ Crossword Puzzle template
- ❖ Crossword Puzzle Grid

Procedure

Review *Code 7*, the book, and the activities and lessons included in this educational guide. Using paper and pencil, make a list of words that represent the theme of the book, powerful words that inspire you, and words that can make a difference in the lives of others.

- ❖ Print several copies of the **Crossword Puzzle template**.
- ❖ Using the **Crossword Puzzle template**, write the list of chosen epic terms in the rectangles in the left column.

In the column on the right, define your epic terms using your own words.

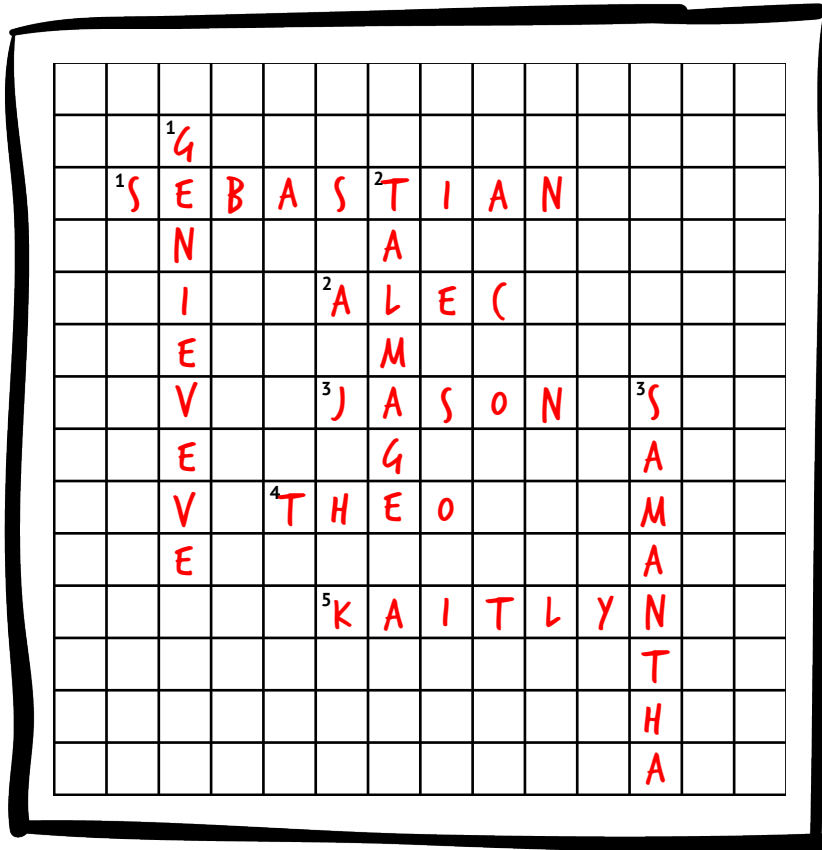
- ❖ Print two copies of the **Crossword Puzzle Grid**, one for your worksheet/answer guide and the other for your Code 7 Crossword Puzzle.

- ❖ Observe the graphic labeled **Step 1: Worksheet/Answer Guide**. Use one copy of the **Crossword Puzzle Grid** to arrange words according to those featured on the Step 1: Worksheet/Answer Guide.
- ❖ Number the Across and Down columns in a similar pattern as in the sample in Step 1.

Create a clue list similar to the sample shown in *Step 2: Clue List*.

- ❖ On the second copy of the **Crossword Puzzle Grid**, create a crossword puzzle similar to the one featured in Step 3: Crossword Puzzle Example. Use the format designed in the original Worksheet/Answer Guide as structure.

Step 1: Worksheet/Answer Guide



Step 2: Clue List

CODE 7

MAIN CHARACTERS

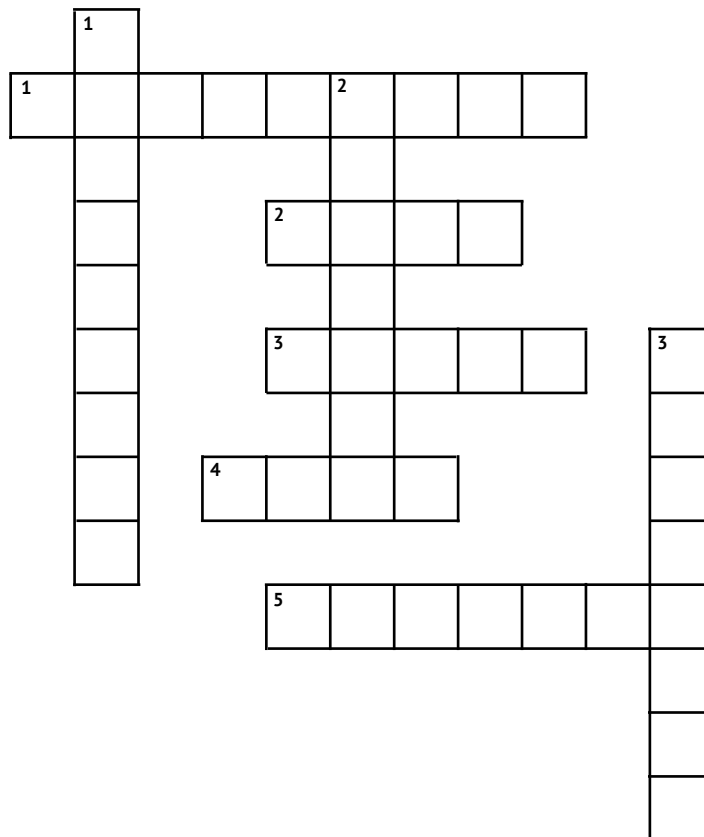
ACROSS:

- Smash-Mouth Taffy
- Oh, Rats!
- Code 7
- Future Scientist

DOWN:

- Handle with Care
- The Monster
- Break a Leg

Step 3: Crossword Puzzle Example



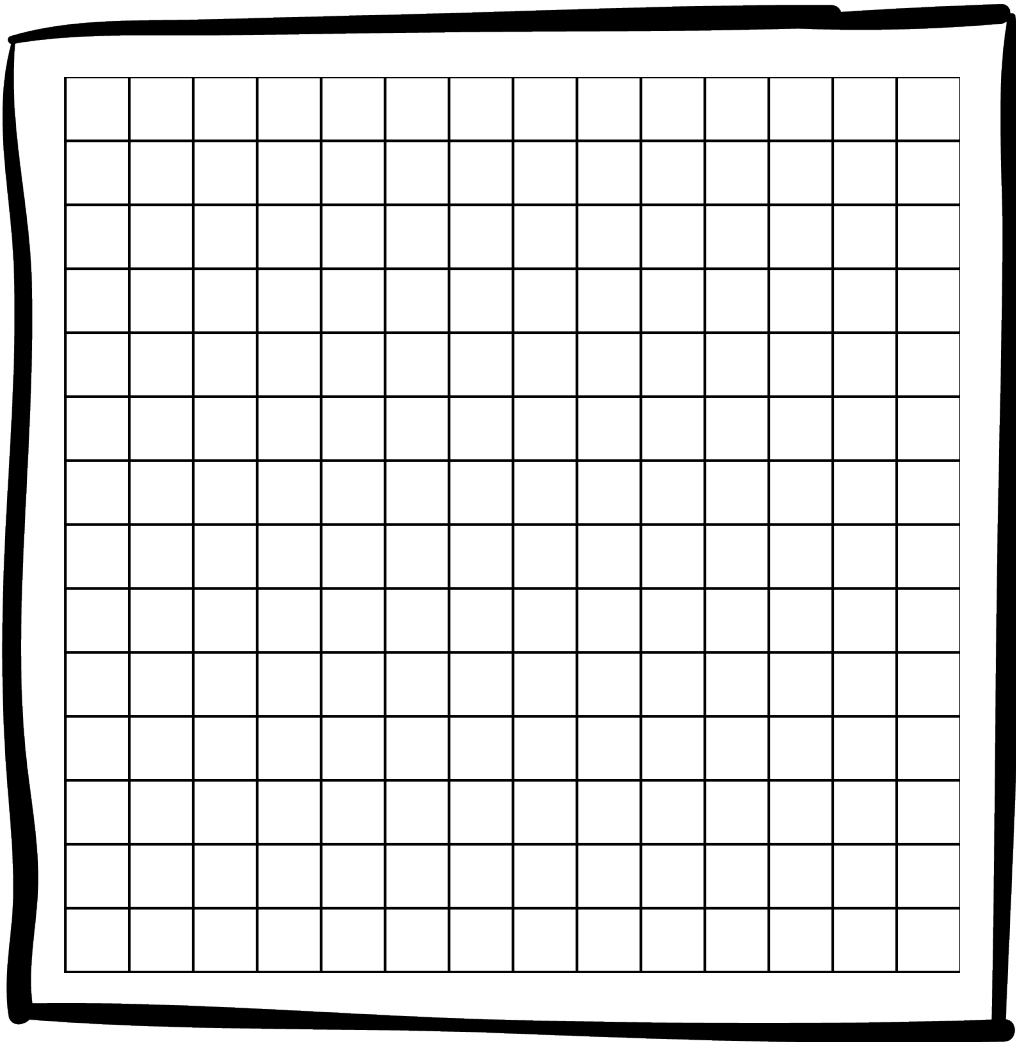
Name _____ Date _____

CROSSWORD PUZZLE TEMPLATE

Word	Definition

Name _____ Date _____

CROSSWORD PUZZLE GRID



CODE 7: CRACKING THE CODE
FOR AN EPIC LIFE
Educational Guide

Academic Alignments

Common Core State Standards:

- ❖ English Language Arts Standards » Reading: Literature
- ❖ English Language Arts Standards » Writing
- ❖ English Language Arts Standards » Speaking & Listening

Next Generation Science Standards:

- ❖ Earth's Systems

