

*Emmy In The Key of Code*  
**Discussion Guide**  
Grade 3-7

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

- Before reading, have a class discussion to activate prior knowledge about music and coding terms that correspond (found in the back of the book)
- Frontload vocabulary (see vocabulary list)

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

Pages 1 - 70

- What do you think Emmy means when she says, “But never before have I felt more like option E.”?
- Compare and contrast Emmy’s old school with her new school.
- What is Emmy’s connection to music?
- How does Emmy correlate music to code?

Pages 71 - 116

- How did Emmy’s first code go? Do you know how to fix her mistakes?
- Explain the fundamentals of coding and how Emmy references it to?
- To what language does Emmy compare Java to and why?
- How does Francis treat Emmy? Why do you think he does this? Who are the three girls?

Pages 117 - 175

- What does Abigail ask of Emmy? Why?
- How does Ms. Delaney take care of Francis?
- Why do you think Abigail doesn’t defend herself to her choir friends?
- What do errors mean in coding?

Pages 176 - 240

- What can Abigail do that Emmy wishes she could do? What would Emmy do?
- How does Emmy feel about the way Abigail treats her in public?
- Why did Emmy blow Abigail off?
- How did Emmy make music?

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Pages 241 - 328

- Why are Emmy and Abigail in an argument? What happened?
- How do the girls make up and who are they worried about? Why?
- What does Emmy do for the showcase?
- What does Emmy mean she she says, “while she conducts from afar we stand hands interlocked paused static.”?

**After Reading: to summarize, question, and reflect.**

- How does the author help you as the reader learn code along with Emmy?
- Why do you think the author changed her font style on some pages? What does this signal to you as the reader?
- Figurative Language Chart: The author uses many types of figurative language to describe different scenarios throughout the story. Find some of the figurative languages, describe the type in which it is, and then describe how it relates to the story and what the author’s intentions were for using them.
- 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.