

# Eco Superheroes

## GOALS

### Comprehension

Retell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** big, is, much, now, of, put, so, the

**Content Words:** compost, healthy, love, pollution, puppets, recycle, superheroes, waste, water, world

### Phonemic Awareness

Identify and make rhyming words, e.g. plan/can

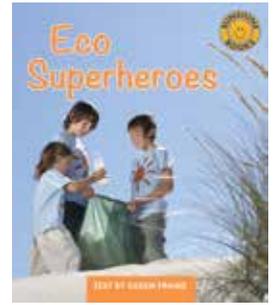
### Phonics

**Letters and Sounds:** long /o/

**Words to Blend and Segment:** eco, go, grow, show, so

### Fluency

Choral reading with students pointing to the words as they are read, sharing information and noticing the rhythm and rhyme.



We can all do our best to make sure we have a plan to keep our Earth clean.

## Before Reading

- Ask students what they know about heroes and superheroes. Ask: What is a hero? What could an Eco Superhero be?
- Read the title to them and then read it together. Ask: Do the children on the front cover look like superheroes? What are they doing? Discuss what the title means and where you might find eco superheroes.
- Look at the back cover and read the sign together. Discuss what it means and where you might find a sign like this. Ask: Is this book fiction or nonfiction? How do you know?
- Look at the title page picture. Ask: What are the children doing? Read the title and the table of contents together to get an overview of the text. Make predictions about the text from the cover and title page illustrations.
- Talk/walk through the pictures. Discuss what people are doing to look after our planet and to be eco superheroes. Bring words like *compost*, *healthy*, *love*, *pollution*, *puppets*, *recycle*, *superheroes*, *waste*, *water*, *world* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the signs on the bins for? Locate tricky words and break them down into chunks or syllables if needed, e.g. *e/co su/per/he/roes* (syllables), */pl/an* (chunks), *plan/et*. Read the text together pointing to the words.
- On pages 4–5, discuss the pictures. Ask: What are the children doing? Locate words like *waste* and *recycle*. Read the text together.
- Follow this pattern for each page discussing the pictures, what the different eco heroes are and where you would find them before reading each page.
- Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Talk about the ending. Ask students to discuss what it means that the world is in our hands? What superheroes can you see right now? What do they think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using the pictures on each page as a guide.
- Reread the text together noticing the punctuation and emphasising the words that rhyme, e.g. *solution/pollution, cheap/heap*. Make a chart of the rhyming words to read together.

## **Phonemic Awareness**

- Identify and make rhyming words, e.g. *plan/can*. Students listen carefully as you read the story and identify rhyming words, e.g. *plan/can, cheap/heap, pollution/solution, clothes/shows, plans/hands*. They repeat the rhyming words, emphasising the rhymes, and think of more words that rhyme. (*fan, ran*)

## **Phonics**

- Recognise words that have the same long vowel sound: /o/ Write words *eco, go, grow, show, so* on the board for students to practise blending and segmenting the sounds together as a group. They think of more to add to the list and to blend and segment. (*know, blow, sow, toe*)

## **Word Study**

- Talk about the words *big, is, much, now, of, put, so, the*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context, e.g. *now* is the opposite of later. Play a matching memory game with the cards.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Students make a planet plan with examples of different things they could do to be an eco superhero branching out from the web. They label, illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *poll/u/tion*. They identify one-syllable words to clap, e.g. *plan* and two syllable words, e.g. *plan/et*.

## **Fluency**

- Choral read the text with students pointing to the words as they are read. They share information and notice the rhythm and rhyme.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. I walk to school to make no pollution. They draw a picture of themselves walking to school. They label the picture and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.