

My Superheroes

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photos). Predict the superheroes that might be in the text.

Vocabulary

High-frequency Words: a, and, are, by, find, for, help, in, live, look, make, me, my, not, our, put, that, the, there, they, with, you

Content Words: always, book, brothers, community, day, everywhere, face, family, fathers, firefighters, friends, happy, inside, mothers, neighbours, night, nurses, people, place, safe, sisters, smile, superheroes, teachers, these, upon, us, world

Phonemic Awareness

Recognise and produce words that have the same short u vowel sound: /u/

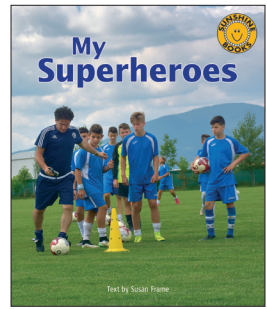
Phonics

Letters and Sounds: /u/ up

Words to Blend and Segment: us, bus, but, cut, nut

Fluency

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



A boy talks about the people in his community who are helpful and there for him all the time.

Before Reading

- Ask students if they have ever thought of someone as a superhero. Read the title to them and then read it together. Discuss the meaning of *superhero*. Look at the cover. Who could be the superhero in this photo? Who is the author? Have students read any other stories by Susan Frame? Name them. (*Daisy's Rainbow Dress*, *Being Brave*, *The Rainforest Ball*, *The New Boy at School*)
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) Predict the superheroes that might be in the text.
- Read the title page together. Talk about what students see in the picture. Ask: Who is the superhero here? (father) Do you have superheroes in your family?
- Talk/walk through the pictures. Discuss what students see on each page.
- 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 discuss the picture. What is it of? It is called a *community*. Discuss the meaning of *community*. (where we live). Which word is *community*? Find the word that starts with c and is a long word. Read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what different ways the superheroes are presented, then looking for the initial letter of the key words before reading the page.
- Have students note how rhyming words on alternate pages help to read the text, e.g. *community/me*; *book/look*; *mothers/brothers*; *face/place*.
- Have students predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students what they noticed about heroes. (anyone helpful and kind in our community)
- Discuss the ending. Use the illustration and details in the text to describe the key ideas.
Ask: Do you know of superheroes that make your place safe and happy? Make a class chart to illustrate and label these.
- Have students discuss how the author supports the fact that superheroes are everywhere you look. (She shows you who they are in the photos, e.g. family, friends, neighbours.)

Phonemic Awareness

- Recognise and produce words that have the same short u vowel sound: /u/ Students listen for the /u/ vowel sound as words are spoken slowly, then they repeat, e.g. us, bus, but, cut, nut.
- Brainstorm and listen to more words that have the same short vowel sound /u/, e.g. hut, crust, crumb, crunch. Students say these words slowly emphasising the short /u/ sound in the middle of the words.

Phonics

- Recognise words that have the short u vowel sound. Write the words us, bus, but, cut, nut on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /u/ /s/.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *live, our, by, help, not, find, me, that*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Students add other words to make sentences from the text with their flash cards. Then they read them to a partner.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *firefighters, neighbours, superheroes, teachers*. Notice these words are all plurals. The singular is made by removing the s at the end except for superheroes. Notice how it is different, *hero/heroes*. It has an e before the s.

Fluency

- Choral reading with students pointing to the words as they are read, sharing information.

Writing

- Students make a word web to show the different superheroes in the text. They write the word *superheroes* in the middle of the web and label different types branching out from the middle. They can illustrate the heroes and retell the story using the web.
- Have students write a new text using the pattern of the text, e.g. Superheroes are my gran and grandpa. They write the text and illustrate it.

Home/School Link

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