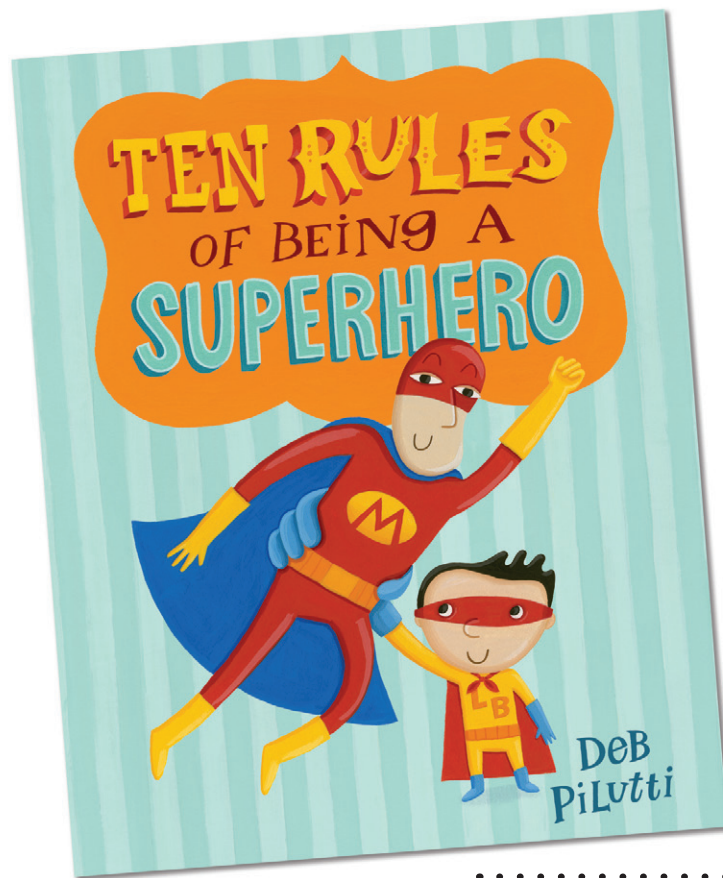


A Core-Curriculum State Standards Aligned Discussion & Activity Guide for



Written and Illustrated
by Deb Pilutti

Published by

Christy Ottaviano Books
Henry Holt and Company, LLC
an imprint of Macmillan Children's
Publishing Group



Guide Created by
Debbie Gonzales

Table of Contents

Pre-Reading Discussion Question	3
Post-Reading Discussion Questions.....	4
Superhero Story Sequencing.....	6
Superhero Matching Grid.....	7
Superhero Pictures & Rule Labels.....	8
Superhero Story Sequencing Answer Guide.....	9
Superhero Crossword Puzzle.....	10
Superhero Crossword Puzzle Answers.....	11
My Superhero – An Adjective Poem.....	12
Superhero Adjective List	13
My Superhero – The Poem	14
Superhero Foldable – Three Superpowers.....	15
Superhero Foldable.....	16
Core Curriculum State Standards Alignment	
English Language Arts Standards » Reading: Literature.....	17
English Language Arts Standards » Writing	18
English Language Arts Standards » Speaking & Listening.....	18
Acknowledgments.....	20



Pre-Reading Discussion Questions

Consider the front cover closely. Answer the following questions.

- Define the term ‘superhero.’ Tell what that term means to you.
- Describe the two figures featured on the front page.
 - Who are these people?
 - Explain why they are wearing masks.
 - Describe the action in this illustration.
- Explain the meaning of the word ‘rules.’
- Do you have rules you’re expected to follow? If so, tell what they are.
- Could it be that a superhero might share the same sorts of rules that you have? How so?

Consider the back cover closely. Answer the following questions.

- Describe the action in this illustration.
- Tell what the superhero is doing and why.
- Define the word ‘superpower.’
- List familiar superheroes and describe their superpowers.
- Is it possible for kids to have superpowers? Do you have a superpower?
- Predict what this story is going to be about.

Meet the author/illustrator – Deb Pilutti.

- Tell what you know about authors. What sorts of tools do they use to tell stories?
- Tell what you know about illustrators. What sorts of tools do they use to tell stories?
- How do pictures help words to tell stories?
- How do words help pictures to tell stories?
- In what way do you like to tell stories best? Writing? Drawing? Or both?

Meet Deb Pilutti. She is a very special storyteller. She not only wrote the words for the story TEN RULES OF BEING A SUPERHERO, Deb drew the illustrations for it, too! In a way, Deb Pilutti has two superpowers, doesn't she? She's an author and an illustrator!



Post-Reading Discussion Questions

Rule Number 1: A superhero must always respond to a call for help... even if the odds are against him.

- Explain what it means to 'respond to a call for help.'
- Closely study the illustration. Tell the story of the action going on between the various toys in the scene.
- Tell who is calling for help. Why are they in danger?
- Tell what Lava Boy and Captain Magma are doing in this illustration. Are they responding to a call for help? How so?

Rule Number 2: Saving the day is messy.

- Explain what 'saving the day' means.
- Study the illustration and point out ways that Captain Magma and Lava Boy saved the day.
- Who is the woman holding a broom and dustpan? What does she want?

Rule Number 3: Every superhero has at least one superpower.

- List Captain Magma's superpowers.
- Despite having three superpowers, what is the one superpower that Captain Magma wishes that he had?

Rule Number 4: A superhero must use his power in a good way.

- Define the word 'villain.'
- In what way does the dinosaur want to use his villainy power in a bad way?
- Tell what Captain Magma doing in this illustration.
- Explain how he is using his superpower in a good way.

Rule Number 5: Sometimes superheroes make a lot of noise.

- Tell what is happening between the dinosaur, Captain Magma, and Lava Boy.
- Explain how this action relates to the illustration on the preceding page.
- What is the result for playing loudly?

Rule Number 6: A superhero needs a tasty snack to be in top form.

- Explain why are Captain Magma and Lava Boy not playing inside any longer?
- What is Lava Boy doing in this illustration?
- Tell what Captain Magma is doing in this illustration.
- Describe the person in the background of the park scene. What is she doing?



Rule Number 7: Superheroes must rest so they can recharge...and be ready when the time comes to save the day.

- Explain how the illustration featuring Captain Magma and Lava Boy napping connects with the previous illustration. Why are the superheroes tired?
- Tell who needs their help.
- Are Captain Magma and Lava Boy alert and ready to respond to the call for help? Why or why not?

Rule Number 8: A superhero is always brave.

- What does it mean to be 'brave'?
- Study Captain Magma's posture in the illustration with the sunny yellow background. Describe how he is feeling.
- Describe the action in the following illustration. Are Captain Magma and Lava Boy behaving bravely in this illustration?
- Tell the story behind the illustration. What is happening in these pictures?

Rule Number 9: The goal of a superhero is to save innocent victims.

- What does the term 'innocent victim' mean?
- Who is the innocent victim in the illustration featuring the bird, the worm and Captain Magma. How do you know?
- Explain how the bird helps Captain Magma to get what he wants.

Rule Number 10: Every superhero needs a sidekick.

- What is happening to Captain Magma? Tell the story behind the illustration.
- In the end, who was the real superhero? Who saved the day by responding to the call for help? Lava Boy or Captain Magma?
- Does Lava Boy have superpowers? Explain your answer.
- Do you have superpowers? List them, if you do.



Superhero Story Sequencing

The goal of a superhero is to save innocent victims. With no thought for his own safety.

Objective: To retell the story by matching key details in sequential manner.

Materials:

- Cardstock
- Scissors
- Glue stick
- Superhero Matching Grid (pg. 7)
- Superhero Pictures (pg. 8)
- Superhero Rule Labels (pg. 8)
- Superhero Sequencing Answer Guide (pg. 9)
- TEN RULES OF BEING A SUPERHERO



Procedure:

- Print Superhero Matching Grid, Superhero Pictures and Rule Labels on cardstock.
- Using scissors, trim around the borders of the Superhero Pictures and Rule Labels.
- Using TEN RULES OF BEING A SUPERHERO as a guide, match the Superhero Picture and Rule Label to the corresponding numeric sequence on the Superhero Matching Grid.
- Check your work using the Superhero Sequencing Answer Guide.
- Using glue stick, affix each label in the correct corresponding place on the Superhero Matching Grid.



Superhero Matching Grid

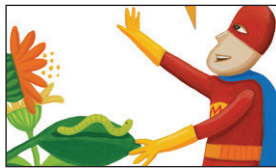
Rule Number 1		
Rule Number 2		
Rule Number 3		
Rule Number 4		
Rule Number 5		
Rule Number 6		
Rule Number 7		
Rule Number 8		
Rule Number 9		
Rule Number 10		



Superhero Pictures & Rules Labels

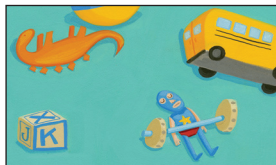


A Superhero must respond to a call for help



Saving the day is messy.

Every superhero has at least one superpower.



A Superhero must use his power in a good way.

Sometimes superheroes make a lot of noise.



A Superhero needs a tasty snack to be in top form.



Superheroes must rest so that they can recharge.











A Superhero is always brave.

The goal of a superhero is to save innocent victims.

Every superhero needs a sidekick.



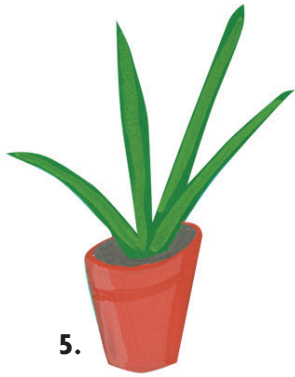
Superhero Story Sequencing Answer Guide

Rule Number 1		A Superhero must respond to a call for help
Rule Number 2		Saving the day is messy.
Rule Number 3		Every superhero has at least one superpower.
Rule Number 4		A Superhero must use his power in a good way.
Rule Number 5		Sometimes superheroes make a lot of noise.
Rule Number 6		A Superhero needs a tasty snack to be in top form.
Rule Number 7		Superheroes must rest so that they can recharge.
Rule Number 8		A Superhero is always brave.
Rule Number 9		The goal of a superhero is to save innocent victims.
Rule Number 10		Every superhero needs a sidekick.

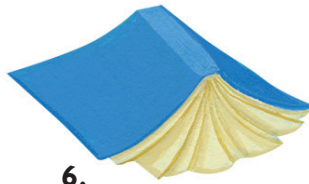
Superhero Crossword Puzzle

ACROSS

DOWN



5.



6.



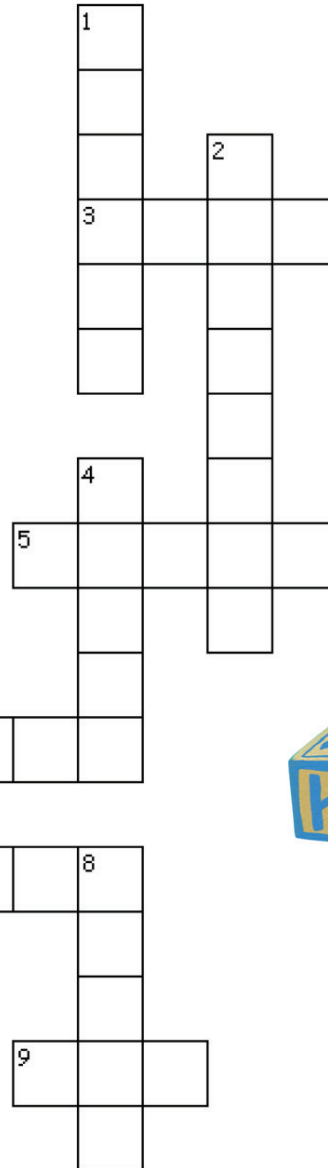
3.



9.



7.



2.



8.



4.



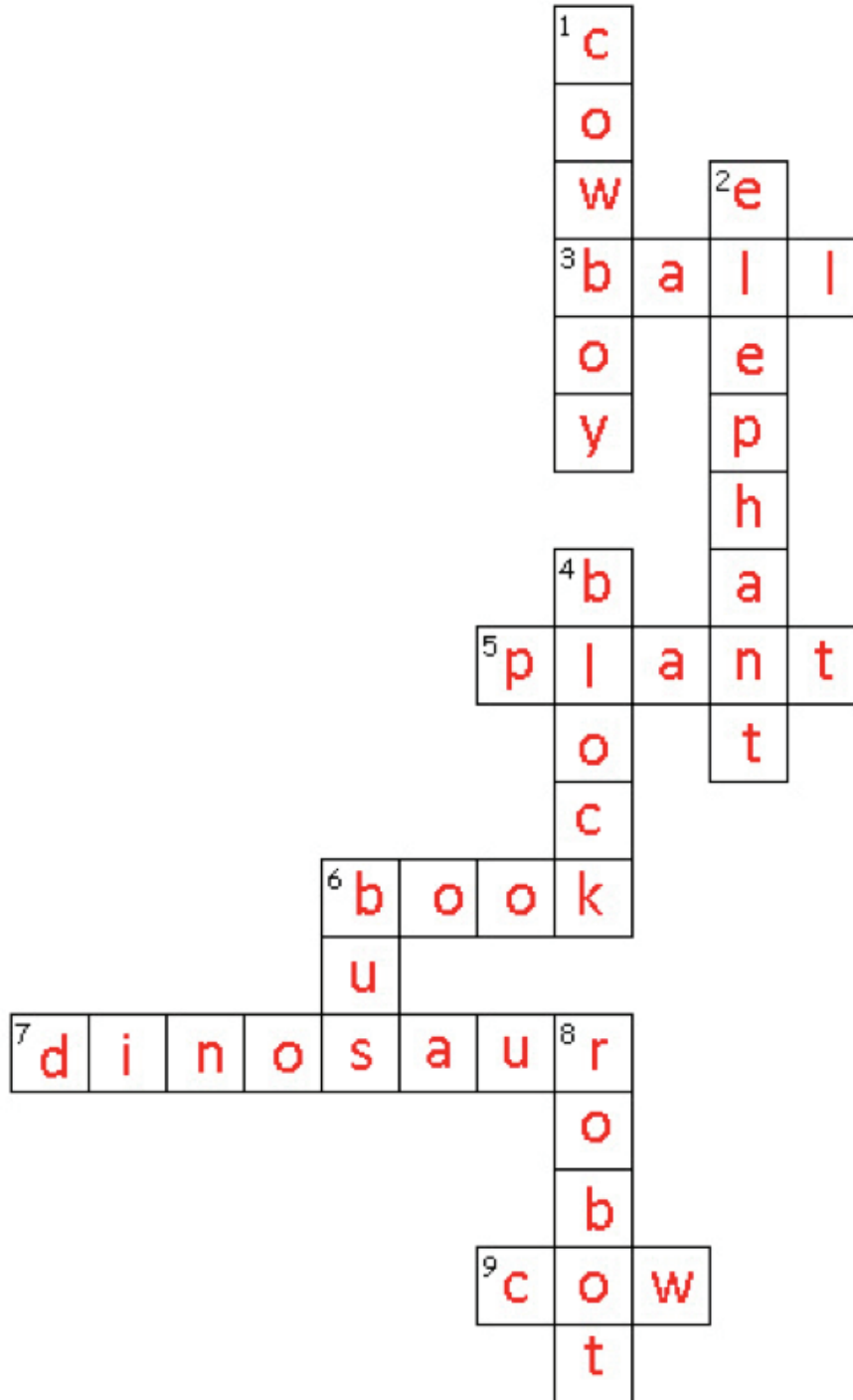
1.



6.



Superhero Crossword Puzzle Answers



My Superhero – An Adjective Poem

A superhero is always brave.

Objective: To write and illustrate a poem describing and identifying the physical features and characterization of their own superhero.

Materials:

- Markers
- Pencil
- Superhero Adjective List graphic organizer (pg. 13)
- My Superhero – The Poem graphic organizer (pg. 14)
- TEN RULES OF BEING A SUPERHERO

Procedure:

- Reread through TEN RULES OF BEING A SUPERHERO.
- Look closely at the illustrations. Encourage students to use one word adjectives to describe how Captain Magma and Lava Boy look and behave in superhero ways.
- Using the Superhero Adjective List graphic organizer, instruct students to generate a list of adjectives describing their own superhero. Adjectives are words that describe such as fast, tall, brave, powerful, etc.
- Instruct students to choose five of the most descriptive words from the list.
- Using the My Superhero – The Poem graphic organizer instruct students to:
 - Name their superhero and write the name in the space provided on the graphic organizer.
 - Write their five most descriptive words on the lines provided.
 - Sign their names on the space provided.
 - Draw an illustration of their superhero in the framed space provided on the graphic organizer.
- Display poems and illustrations on a bulletin board or allow student to recite their poems and present their artistic rendering of their superheroes to the class as a whole.



Superhero Adjective List



My Superhero - The Poem

Name of my Superhero

Name of Author



Superhero Foldable – Three Superpowers

Every superhero has at least one superpower. That's what makes him super! Captain Magma has three.

Objective: To use drawing and writing to create a hands-on, narrative depiction of a fictional character.

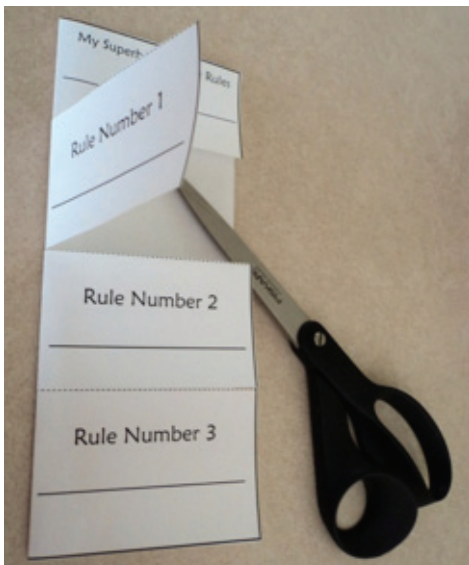
Materials:

- Scissors
- Pencil
- Markers
- Computer paper
- Superhero Foldable (pg. 16)
- My Superhero – The Poem (pg. 14) as reference
- TEN RULES OF BEING A SUPERHERO



Procedure:

- Print the Superhero Foldable.
- Read Rule Number 3 with the students. Review Captain Magma's three superpowers.
- Using the prior **My Superhero – The Poem** project as a reference, instruct the students to decide upon three superpowers for their very own superheroes.
- Using scissors, trim around the dark border and the horizontal dotted lines of the Superhero foldable. Fold down the vertical dotted line creating door-like flaps along the edge of the foldable.
- On the uppermost fold entitled "My Superhero's Three Rules Superpowers" instruct students to write their fictional superhero's name.
- On the lines beneath each numerically listed rule, instruct students to write their superhero's superpower.
- Open each consecutive flap and either write a short description of the superpower or illustrate their superhero in action!



Superhero Foldable

FOLD	<p>My Superhero's Three Superpowers</p> <p>Superhero's name</p> <hr/>
	<p>Superpower 1</p> <hr/>
	<p>Superpower 2</p> <hr/>
	<p>Superpower 3</p> <hr/>



Core Curriculum State Standards Alignment

English Language Arts Standards » Reading: Literature

		Discussion Questions	Story Sequencing	Crossword Puzzle	Adjective Poem	Superhero Foldable
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓			
RL.K.2	With prompting and support, retell familiar stories, including key details.	✓	✓			
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓		
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓				
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	✓				
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓			
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓				
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓			
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓				
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓				



		Discussion Questions	Story Sequencing	Crossword Puzzle	Adjective Poem	Superhero Foldable
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓	✓			

English Language Arts Standards » Writing

W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				✓	✓
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.				✓	✓
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				✓	✓
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				✓	✓
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				✓	✓
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				✓	✓
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.				✓	✓

English Language Arts Standards » Speaking & Listening

SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓			



		Discussion Questions	Story Sequencing	Crossword Puzzle	Adjective Poem	Superhero Foldable
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.				✓	✓
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	✓
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups	✓	✓	✓	✓	✓
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓			✓	✓
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				✓	✓
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓			✓	✓



Acknowledgments



Author/Illustrator

Deb Pilutti

www.debpilutti.com

Guide Creator

Debbie Gonzales

www.debbiegonzales.com www.readerkidz.com



Pilutti, Deb. Ten Rules of Being a Superhero. Henry Holt and Co., 2014. ISBN: 978-0-8050-9759-7

www.debpilutti.com www.debbiegonzales.com

