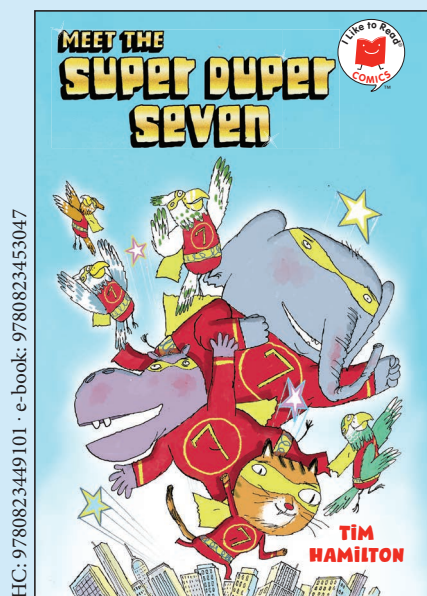


HOLIDAY HOUSE | LESSON PLAN



An **I Like To Read® Comics** Book

Meet the Super Duper Seven

by **Tim Hamilton**

First and second graders who love funny stories they can read on their own will be engaged by this comic with the seven silliest superheroes one will ever meet!

A Junior Library Guild Gold Standard Selection

Guided Reading Level: M

Ages 4–8

Grades PreK–3

INSTRUCTIONAL STANDARDS

Reading Literature: RL.1.1, 2, 3, 4, 5, 7, 10/RL.2.1, 2, 3, 5, 6, 7, 10/RL.3.1, 2, 3, 4, 7, 10

Reading Foundation Skills: RF.1.1, 2, 3, 4/RF.2.3, 4 /RF.3.3, 4

Speaking and Listening: SL.1.1, 2, 3, 4, 5, 6/SL.2.1, 2, 3, 4, 6/SL.3.1, 2, 3, 4, 6

Writing: W.1.3, 5, 8/W.2.3, 5, 8/W.3.3, 5, 8

OBJECTIVES

Students will be able to:

- read for purpose and understanding
- answer comprehension questions using text and illustrations for support
- retell the story
- demonstrate understanding of the central message or lesson

BEFORE READING

- Discuss the front cover illustrations and the book title and make predictions about the storyline.
- Ask whether students think this book is fiction or nonfiction? How do they know?
- Take a picture walk and explain how to read a graphic novel. (Pages are meant to be read from left to right and in a “z-like” pattern—you read the rows as they’re tiered and make your way down a page. Each page consists of panels—single illustrations, usually sequential, that tell the story. And the space that separates each panel is known as the gutter. This space, although usually void of text, is essential to the story.)



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DURING READING

As students read softly, notice what individuals do and support when necessary.

- To promote reading with intonation, demonstrate reading a sentence that ends with a period. Point out that your voice goes down at the end of the sentence. Demonstrate reading a sentence that ends with a question mark. Point out that your voice goes down at the end of the sentence. Demonstrate reading a sentence that ends with an exclamation point. Point out that your voice gets louder and more excited. Prompt the student to make their voice change depending on the punctuation mark and which character is talking.
- When a student struggles to read a word promote the use of more than one strategy: Will the picture help you? Does it sound right and make sense? What sounds do those letters make?
- If needed, demonstrate how to read with appropriate phrasing and explain that reading should sound like talking.

AFTER READING

Have students share their responses to the story. Encourage them to listen and respond to each other's thinking. Use some of these questions during the discussion. Encourage students to refer back to the text and illustrations to support their thinking.

- Where does the story take place? Or what is the setting?
- Who are the main characters in the story?
- What happened at the beginning of the story?
- What was the problem?
- What words in the text and/or illustrations show how the characters were feeling?
- How did they solve the problem? Or what was the solution?
- How does the story end?
- What is the central message of the story? What lesson did the main character learn?

PARTNER WORK

Give each pair of students a set of the retelling prompt cards. Partners should divide the cards so they each have five. They can use the cards to help them retell the story, taking turns and explaining each part of the story with a sentence or two.



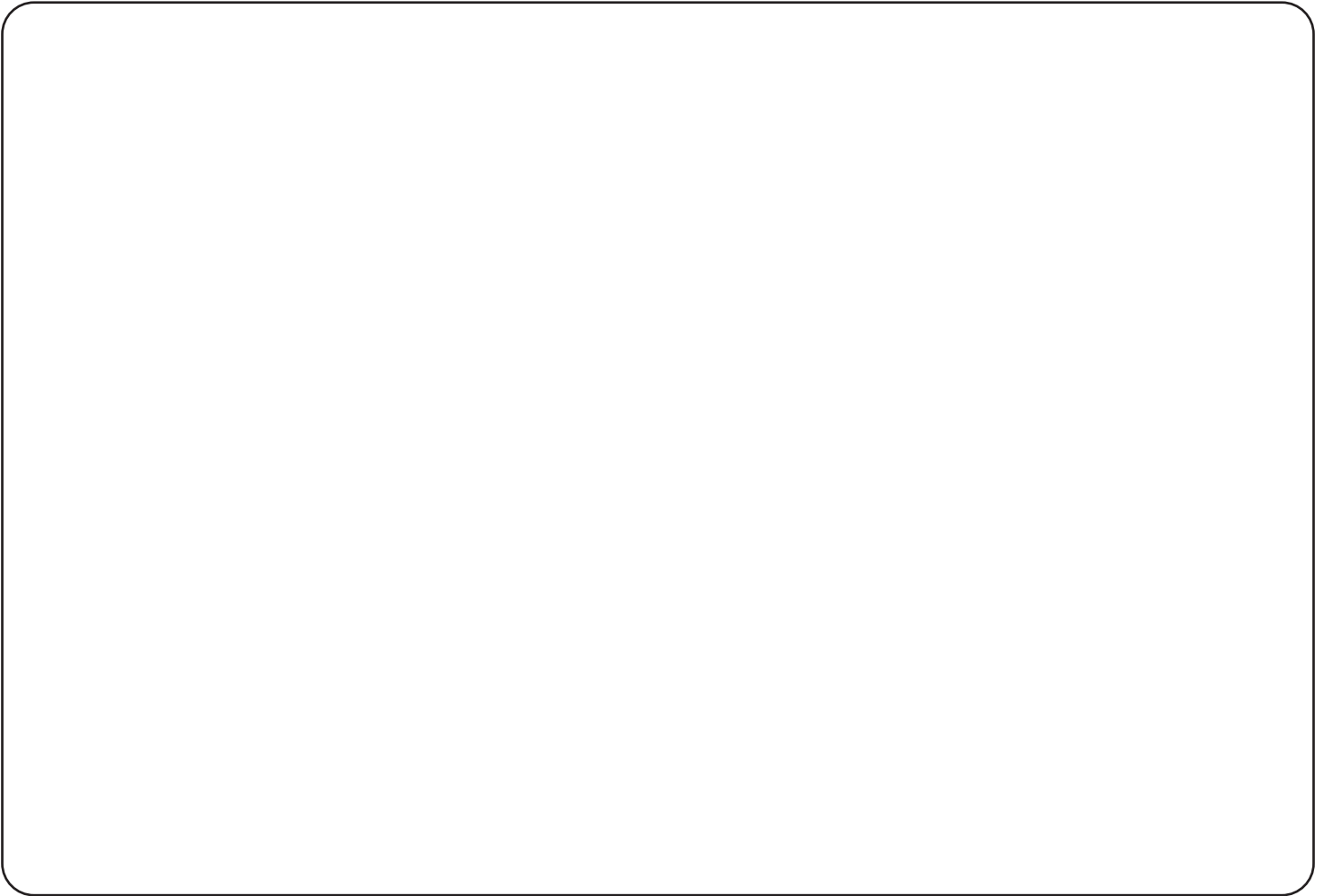
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Name: _____

Date: _____

ACTIVITY SHEET

The superheroes in this story learned how to include others and work together. Draw a picture and talk about a time you worked together with somebody to solve a problem or a time when you included others.





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For more **I Like to Read**® books,
visit your local library or bookstore.

Name: _____

Date: _____

RETELLING PROMPT CARDS

Setting

characters

beginning

problem

event #1

event #2

event #3

event #4

solution

ending



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