

## About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 111

### Book Summary

Who will visit the class on the hundredth day of school? SuperZero, that's who! In *SuperZero*, a new student, Chris, learns what makes SuperZero so great, and why his classmates are excited for SuperZero's visit. Students will have the opportunity to determine the author's purpose, and detailed, supportive illustrations, high-frequency words, and repetitive phrases support emergent readers.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions


### Objectives

- Ask and answer questions to understand text
- Identify author's purpose
- Discriminate short vowel /e/ sound
- Identify short vowel e
- Recognize and use exclamation marks
- Recognize and use number words

### Materials

Green text indicates resources are available on the website.

- Book—*SuperZero* (copy for each student)
- Chalkboard or dry-erase board
- [Author's purpose, short vowel e, exclamation marks worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *because, he, is, said*
- Content words:

Story critical: *doughnuts (n.), great (adj.), numbers (n.), stronger (adj.), ten (adj.), zero (n.)*

## Before Reading

### Build Background

- Write the word zero on the board and point to the word as you read it aloud to students.
- Write the numbers 1 through 9 on the board. Ask students to explain what happens when a zero is added to the numbers listed on the board. Have volunteers add zeros to all the numbers on the board. Discuss how the numbers are bigger when the zero is added to the end. Write the number 100 on the board. Discuss the value of this number in relation to the other numbers.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *SuperZero*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentence on the board: *SuperZero is great because he\_\_\_\_\_*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers ask questions about a topic before and during reading, and then look for the answers while reading to help them understand and remember what they read.
- Model how to ask questions as you preview the book.  
*Think-aloud: I see a man with a mask and a cape holding a large circle over his head on the front cover of the book. He also has a circle on his chest. I know when someone looks like this they are usually a superhero. Since the title of the book is SuperZero, I wonder if this superhero is called SuperZero. I'll write that question on the board (Is the superhero on the cover SuperZero?). The picture on the title page shows several kids in a classroom. They look surprised. I wonder why they are surprised. I'll write that question on the board (Why are the kids surprised?). I will have to read the story to find out the answers to these questions.*
- Show students the cover and title page and ask them what they see in the pictures. Ask students what questions they might ask about the pictures. If necessary, model once more for students how to ask questions about the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason or purpose for writing a book. The purpose is to *inform*, to *entertain*, or to *persuade*. Explain that to *inform* means to give someone information about something; to *entertain* means to amuse someone; and to *persuade* means to convince someone to think or do something in a new way.
- Model how to identify author's purpose using the cover and title page pictures.  
*Think-aloud: When authors write, they have a reason, or purpose, for writing their book. They want to inform us, entertain us, or persuade us. After reading the title and looking at the picture on the cover, I think the author's purpose is to entertain us with a story about a superhero. Sometimes authors write for more than one purpose, so I will have to read the book to see if the author also wants to inform us or persuade us.*
- Have students give reasons why they think the author wants to entertain the reader, on the basis of the picture and title of the book. (Accept any answers students can justify).

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though Chris asked, "What's so great about SuperZero?"*


- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *stronger* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows SuperZero joining with the number 3 to defeat the robot. He is making the number three bigger. When I look at the first part of the word, it starts with the /str/ sound. However, the word bigger starts with the /b/ sound, so this can't be the word. I know that when one person defeats another, they are often stronger. The word stronger starts with the /str/ sound. The sentence makes sense with this word. The word must be stronger.*

### Set the Purpose

- Have students read to find out more about SuperZero. Remind them to ask questions and search for answers to questions as they read and to think about the author's purpose for writing the book.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Today*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
  - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
  - Model asking and answering questions.  
**Think-aloud:** *Earlier I asked the question: Why are the kids surprised? As I read the story, I learned that the kids were surprised because Chris didn't know about SuperZero. When I looked at the picture on page 5, I realized that the superhero on the front cover is, in fact, SuperZero. I learned that he is great because he writes letters to the kids. I wonder what else SuperZero does that is great. I can write this question on the board as well (What does SuperZero do that is great?).*
  - Invite students to share some questions they asked or answered as they read.
  - Review the three reasons authors write books: to *inform*, to *entertain*, and to *persuade*. Ask students to explain the author's purpose in this section of the book.
  - **Think-aloud:** *Earlier I predicted that the author would entertain the reader with a story about a superhero. I know the author has entertained us by telling about SuperZero coming to class on the hundredth day of school. It is fun to imagine a superhero coming to celebrate with the class.*
  - Introduce and explain the **author's purpose worksheet**. Have students check the box marked *to entertain* and have them draw a picture in one of the boxes marked *Evidence* and label it to demonstrate how the author has entertained them while reading the story.
  - **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked as they read. (Accept all answers that show students understand how to ask and answer questions.)
  - Ask students to think about the other reasons authors write books. Discuss whether or not the author informed or persuaded the reader in any way. Discuss the evidence students found to support their thinking and have them record it on their worksheet.
  - Have students read the remainder of the book. Remind them to ask and answer questions and think about the author's purpose for writing the story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- **Think-aloud:** *Earlier, I wondered what great things SuperZero does. As I read the story, I learned he writes letters every ten days, he brings ten pizzas, and he makes other numbers stronger. As I read these things I answered one of the questions I had before reading the story. Asking and answering questions helped me remember the details of the story.*
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

## Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing. Ask students if they think it is possible for an author to have more than one purpose when writing. For example, is it possible for an author to entertain you and persuade you at the same time?
- **Independent practice:** Have students complete the author's purpose worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about a superhero named SuperZero and how he makes numbers stronger and visits a classroom on the hundredth day of school. The students learned many things about the number zero from this superhero. Now that you know this information, do you think the number zero is important? Why or why not?

## Build Skills


### Phonological Awareness: Short vowel /e/ sound

- Say the word *ten* aloud to students, emphasizing the short vowel /e/ sound. Have students say the word aloud and then say the short /e/ sound.
- Read page 5 aloud to students. Have students raise their hand when they hear the words that has the short vowel /e/ sound (*letters, ten*).
- Make the short vowel /e/ sound with students. Have students practice making the sound with a partner. Have students name other words that contain the short vowel /e/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short vowel /e/ sound: *yelled, school, everything, numbers, gets, party*.


### Phonics: Short vowel e

- Write the word *ten* on the board and say it aloud with students.
- Have students say the short vowel /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /e/ sound in the word *ten*.
- Have students practice writing the letter e in the air while saying the short vowel /e/ sound.
- **Check for understanding:** Write the following words that have the short vowel /e/ sound on the board, leaving out the medial letter e: *step, bed, pet, and deck*. Say each word, one at a time, and have volunteers come to the board and add the short vowel e to each word. Then call on students to read the words aloud.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel e worksheet](#). If time allows, discuss their answers.

## Grammar and Mechanics: **Exclamation marks**

- Write the following sentence on the board: *SuperZero is coming*. Read the sentence to students using no inflection in your voice. Ask students if the sentence sounds right. Now read the sentence with inflection in your voice. Ask students to explain the difference between the two readings of the sentence.
- Explain that some sentences are meant to express strong feeling. Point out when people want sentences to be read with feeling, they place an *exclamation mark* at the end of that sentence. Erase the period from the sentence on the board and have a volunteer replace it with an exclamation mark.
- Explain that *exclamation marks*, like periods, are a signal to end the sentence, but they are also *a signal to read the sentence with feeling*. Remind students that exclamation marks are not used in all sentences.
- Ask a volunteer to read the sentence on page 11. Discuss why this sentence might be read with excitement. Have students read the sentence to a partner, making sure to read with feeling.
-  **Check for understanding:** Have students locate and highlight all of the sentences in the book with exclamation marks. Have students take turns reading the sentences to a partner, with excitement.
- **Independent practice:** Introduce, explain, and have students complete the **exclamation marks worksheet**. If time allows, discuss their responses.

## Word Work: **Number words**

- Explain that there are different groups, or categories, of words. Some words, such as *verbs*, name actions. Other words name people, places, or things. Other words tell about a concept or idea, such as a number. Point out that a *number word* is a word used to count.
- Have students name some times when they might need to count.
- Write the number words *ten*, *thirty*, and *zero* on the board. Have a volunteer come to the board and write the numeral to match each number word. Have students read page 5 and discuss why Marcus used a number word.
- Have students turn to page 11 in their book. Ask them to find the numeral on this page. Write the numeral *100* on the board. Have students name the number word that matches the numeral. Write the number word on the board.
-  **Check for understanding:** Have students reread the book to locate and circle all of the number words in the book. When they have finished, make a list of the number words on the board and write the numeral for each.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the author's purpose with someone at home.

## **Extend the Reading**

### **Realistic Fiction Writing and Art Connection**

Have students draw a picture of something that SuperZero might bring to their classroom or do for them. Under the picture, have them write a story about their picture.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

### **Math Connection**

Discuss all the ways numbers are used in the book. Discuss the number zero and how it makes numbers stronger. Write the numbers 1 through 3 on the board. Have volunteers come to the board and place a zero at the end of each number. Discuss how the number zero changed the numbers. Place all the numbers ending with zero through one hundred on index cards. Pass out the cards and have students place themselves in order from largest to smallest.

### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- consistently ask and answer questions to understand the text
- accurately identify the author's purpose during discussion and on a worksheet
- accurately discriminate the short vowel /e/ sound during discussion
- identify and write the letter symbol that represents the short vowel /e/ sound during discussion and on a worksheet
- correctly understand and use exclamation marks during discussion and on a worksheet
- correctly identify and use number words during discussion

### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**