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

Ten Rules of Being a Superhero

Written and Illustrated by Deb Pilutti

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Guide Created by
Debbie Gonzales
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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.
  o Who are these people?
  o Explain why they are wearing masks.
  o 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

<table>
<thead>
<tr>
<th>Rule Number</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<td>9</td>
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<tr>
<td>10</td>
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</tr>
</tbody>
</table>
## Superhero Pictures & Rules Labels

1. **A Superhero must respond to a call for help**
   - ![Image](image1.png)
   - ![Image](image2.png)

2. **Saving the day is messy.**
   - ![Image](image3.png)

3. **Every superhero has at least one superpower.**
   - ![Image](image4.png)

4. **A Superhero must use his power in a good way.**
   - ![Image](image5.png)

5. **Sometimes superheroes make a lot of noise.**
   - ![Image](image6.png)

6. **A Superhero needs a tasty snack to be in top form.**
   - ![Image](image7.png)

7. **Superheroes must rest so that they can recharge.**
   - ![Image](image8.png)

8. **A Superhero is always brave.**
   - ![Image](image9.png)

9. **The goal of a superhero is to save innocent victims.**
   - ![Image](image10.png)

10. **Every superhero needs a sidekick.**
    - ![Image](image11.png)
# Superhero Story Sequencing Answer Guide

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

1. cow
2. eagle
3. ball
4. boy
5. plant
6. book
7. dinosaur
8. robot
9. cow

www.debpilutti.com  www.debbiegonzales.com
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

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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

My Superhero’s Three Superpowers

Superhero’s name

Superpower 1

Superpower 2

Superpower 3
## Core Curriculum State Standards Alignment

### English Language Arts Standards » Reading: Literature

<table>
<thead>
<tr>
<th>Core Standard</th>
<th>Description</th>
<th>Discussion Questions</th>
<th>Story Sequencing</th>
<th>Crossword Puzzle</th>
<th>Adjective Poem</th>
<th>Superhero Foldable</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.1</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>✓</td>
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<tr>
<td>RL.K.2</td>
<td>With prompting and support, retell familiar stories, including key details.</td>
<td>✓</td>
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<tr>
<td>RL.K.3</td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>RL.K.6</td>
<td>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>✓</td>
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<td>RL.K.7</td>
<td>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)</td>
<td>✓</td>
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</tr>
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<td>RL.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RL.1.1</td>
<td>Ask and answer questions about key details in a text.</td>
<td>✓</td>
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</tr>
<tr>
<td>RL.1.2</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>✓</td>
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</tr>
<tr>
<td>RL.1.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
<td>✓</td>
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<tr>
<td>RL.1.7</td>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>✓</td>
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<tr>
<td>RL.1.10</td>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RL.2.1</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>✓</td>
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<tr>
<td>RL.2.3</td>
<td>Describe how characters in a story respond to major events and challenges.</td>
<td>✓</td>
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<tr>
<td>SL.K.1</td>
<td>Participate in collaborative conversations with diverse partners about <em>kindergarten topics and texts</em> with peers and adults in small and larger groups.</td>
<td>✔</td>
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<td>SL.K.2</td>
<td>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.</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>SL.K.3</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.K.4</td>
<td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>SL.K.5</td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>SL.K.6</td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.1.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.1.4</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>SL.1.5</td>
<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>SL.2.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.2.4</td>
<td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
Acknowledgments

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