Everyday heroes are people we see every day who help others. Examples of everyday heroes are doctors, firefighters, police officers, and teachers, who teach children so that one day they too can become everyday heroes.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Three to eight lines of text in the same position on each page</td>
</tr>
<tr>
<td></td>
<td>Focused on single concept with four examples</td>
</tr>
<tr>
<td>Content</td>
<td>Heroes</td>
</tr>
<tr>
<td></td>
<td>Community jobs</td>
</tr>
<tr>
<td></td>
<td>Helping people</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>People you see everyday can be heroes.</td>
</tr>
<tr>
<td></td>
<td>People with everyday jobs help others.</td>
</tr>
<tr>
<td></td>
<td>Students can become everyday heroes, too.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Clear language with simple descriptions</td>
</tr>
<tr>
<td></td>
<td>Writer talks directly to reader (second person)</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Many short sentences</td>
</tr>
<tr>
<td></td>
<td>Some longer compound sentences</td>
</tr>
<tr>
<td></td>
<td>Exclamations for emphasis: A teacher wants you to be an everyday hero, too!</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some words relating to medicine, firefighting, police work, and teaching: medicine, healthy, ladder, burning, criminals, steal, attention</td>
</tr>
<tr>
<td>Words</td>
<td>Some multisyllable words, such as medicine, firefighter, criminals, attention</td>
</tr>
<tr>
<td></td>
<td>Primarily two- and three-syllable words</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations support the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Nine pages of text, illustrations on every page</td>
</tr>
<tr>
<td></td>
<td>Sentences starting on left margin, some carrying over two or three lines</td>
</tr>
</tbody>
</table>

**Everyday Hero** by Jessica Quilty

**Build Background**
Help children use their knowledge of community helpers to visualize the text. Build interest by asking a question such as the following: *Who helps take care of people in our community?* Read the title and author and talk about the cover illustration. Tell children that they will learn about real superheroes in this book.

**Introduce the Text**
Guide children through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

**Pages 2–3:** Explain that this book is about people who help other people in the community.
**Suggested language:** Look at the illustration on these pages. A person who helps someone else can be called a **hero**. Why are these people heroes?

**Page 5:** Explain that a doctor helps people. Have children find the words **exercise** and **sore**: Doctors may remind you to exercise, and if you exercise too much, they can take care of your sore muscles. Have you ever exercised too much? How did your muscles feel?

**Page 7:** Firefighters can come to school to teach about fire safety. What safety rules have you learned that you should never **overlook**?

**Page 8:** Draw attention to the illustration. What are some ways we **depend** on police officers?

Now turn back to the beginning of the book and read to learn all about everyday heroes.

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**Target Vocabulary**

- **depended** – to have needed someone's help, p. 3
- **gazing** – looking at something for a long time, p. 10
- **hero** – someone who is admired for doing something brave or good, p. 2
- **overlooked** – v. to not have noticed or seen something, p. 7
- **sore** – painful or tender, p. 5
- **springs** – suddenly moves upwards or forwards, p. 6
- **studied** – to have spent time learning about something, p. 10
Read
As the children read, observe them carefully. Guide them as needed, using language that supports their problem-solving ability.

Remind children to use the Monitor/Clarify Strategy and to find ways to figure out what doesn’t make sense.

Discuss and Revisit the Text
Personal Response
Invite children to share their personal responses to the text.
Suggested language: Do you know any everyday heroes? How do they help people?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Doctors, firefighters, police officers, and teachers are everyday heroes because they help people every day.</td>
<td>• People with everyday jobs who help others are everyday heroes.</td>
<td>• Examples and illustrations explain and show why some people are everyday heroes.</td>
</tr>
<tr>
<td></td>
<td>• Everyday heroes don't just save people; they also teach people to stay safe.</td>
<td>• The author's attitude is that people who help others in a community are heroes.</td>
</tr>
<tr>
<td></td>
<td>• Children can be everyday heroes, too.</td>
<td>• The examples of everyday heroes are familiar because people do these jobs in every community.</td>
</tr>
</tbody>
</table>

Choices for Further Support

- **Fluency** Invite children to choose a passage from the text to read aloud. Remind them to pay attention to punctuation, especially question and exclamation marks at the end of some sentences.

- **Comprehension** Based on your observations of the children's reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind children that longer words are often formed from shorter, familiar words. For example, the word *everyday* on page 2, is a compound word combining the words *every* and *day*. Shorter words can sometimes help with the meaning of longer words. Have children find other examples of compound words in the book and tell what they mean. (*firefighter, overlook, someone*)
Writing about Reading

Vocabulary Practice
Have children complete the Vocabulary questions on BLM 20.1.

Responding
Have children complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on p. 12. (Answer: sore)

Reading Nonfiction
Nonfiction Features: Illustrations Illustrations often add information that is not in the text. Have children look again at the illustration on pages 2 and 3. Ask what information they can learn from the picture. (jobs that everyday heroes do as well as the uniforms some of them wear) Sometimes illustrations can give information about feelings, too. Have children look at the picture on page 10. Ask how they think the teacher might feel about his job. (He seems to enjoy it.) Then have children choose an illustration in the book and tell what information they get from the picture.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6.

Assessment Prompts
- What does the word sore mean in this sentence? A doctor even cares for people who are sore from too much exercise!
- Which words on page 8 help the reader understand the meaning of the word depend?
English Language Development

Reading Support In Introduce the Text (p.2), use pictures, concrete objects, or demonstrations that will help children understand the concepts and ideas in the text. Don’t ask children to read any text they will not understand.

Cultural Support The jobs described in this book are familiar in communities all over the world, although the uniforms might be different. Talk about the differences as necessary. Point out the similarities between English and Spanish in the words studied/estudié, depend/dependía, and hero/héroe.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Who helps people who are sick?</td>
<td>Speaker 1: Why should you eat right?</td>
<td>Speaker 1: What is an everyday hero?</td>
</tr>
<tr>
<td>Speaker 2: a doctor</td>
<td>Speaker 2: You should eat right to be healthy.</td>
<td>Speaker 2: An everyday hero is a person you see everyday who helps people.</td>
</tr>
<tr>
<td>Speaker 1: What do firefighters climb to help people in a burning building?</td>
<td>Speaker 1: What do teachers want you to be?</td>
<td>Speaker 2: Teachers want you to be an everyday hero.</td>
</tr>
<tr>
<td>Speaker 2: ladders</td>
<td></td>
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</tbody>
</table>

Responding

\[ \text{TARGET VOCABULARY} \]

Word Builder

What words describe a hero? Copy this word web and put in more words.

\[ \text{kind} \]
\[ \text{brave} \]
\[ \text{help} \]
\[ \text{strong} \]
\[ \text{caring} \]

Write About It

Text to Text Have you read other books about people who help other people? Write a few sentences about one of these people. Give it a beginning that makes the reader want to keep reading.

Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. A ______ is very brave and shows great courage.
2. We depended on our community workers to keep us safe.
3. The police officers studied hard for their test.
4. Firefighters get lots of ______ so they can stay fit.
5. As I was ______ out the window, I noticed a fire truck speed by.
6. A neighbor had ______ a fire safety rule.
7. I watched as the firefighters ______ into action.
8. After six hours of hard work, the firefighters were tired and ______.
Thinking Beyond the Text

Read the paragraph below. Then write your letter.

Write a letter to your town or city newspaper. Tell why you think there should be an award given each month to an everyday hero in your town or city. Tell what these everyday heroes do and why they should be honored. Use details from the book to support your opinion.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. A _____________ is very brave and shows great courage.

2. We _____________ on our community workers to keep us safe.

3. The police officers _________________ hard for their test.

4. Firefighters get lots of _________________ so they can stay fit.

5. As I was _________________ out the window, I noticed a fire truck speed by.

6. A neighbor had _________________ a fire safety rule.

7. I watched as the firefighters _________________ into action.

8. After six hours of hard work, the firefighters were tired and _________________.

Vocabulary

- depended
- exercise
- gazing
- hero
- overlooked
- sore
- sprang
- studied
Everyday Hero • LEVEL 1

Would you like to be an everyday hero?

A doctor is an everyday hero. A doctor helps people when they are sick. He decides what medicine they need to get better.

A doctor also tells people to eat right so they can be healthy, and to exercise so they can stay strong. A doctor even cares for people who are sore from too much exercise!

A firefighter is an everyday hero. A firefighter helps people when they are in danger. She sprang up this ladder to help people in a burning building. She helps people who are hurt on the street.

Comments:

Accuracy Rate
(# words read correctly/101 × 100)

Self-Correction Rate
(# errors + # Self-Corrections/ Self-Correction)