LESSON 20 TEACHER’S GUIDE

The Mysterious Superhero
by Winston White

Fountas-Pinnell Level L
Fantasy

Selection Summary
A superhero is helping people all over town, but no one knows who the amazing person is. Daisy and Cho decide to find out. After finding no clues at rescue scenes, they realize that by getting rescued themselves, they might be able to get a closer look. They climb a tree, yell for help, and are rescued by the superhero—their teacher.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Fantasy</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Easy-to-follow episodic plot</td>
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<tr>
<td></td>
<td>Third-person narrative</td>
</tr>
<tr>
<td>Content</td>
<td>Super powers and superheroes</td>
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<tr>
<td></td>
<td>Rescues</td>
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<tr>
<td></td>
<td>Detectives and mysteries</td>
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<tr>
<td>Themes and Ideas</td>
<td>Using super powers to help people</td>
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<td></td>
<td>Solving mysteries</td>
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<tr>
<td>Language and Literary Features</td>
<td>Fantasy: Characters have impossible super powers</td>
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<td></td>
<td>Conversational language</td>
</tr>
<tr>
<td></td>
<td>Story told from several points of view</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Some short sentences for emphasis: “Rescue us?”</td>
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<tr>
<td></td>
<td>Some longer, complex sentences: “When the superhero comes, we’ll take a good look and see if we can figure out who it is.”</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some words relating to detectives: detectives, clues, mysterious</td>
</tr>
<tr>
<td>Words</td>
<td>Some multisyllable words: exercise, astonishment, frustrating, convincing</td>
</tr>
<tr>
<td></td>
<td>Compound words: superhero, landslide</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations support the text</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages of text; illustrations on every page</td>
</tr>
<tr>
<td></td>
<td>Some sentences starting in middle of line, carrying over two or three lines</td>
</tr>
<tr>
<td></td>
<td>Variety in layout</td>
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</table>
The Mysterious Superhero by Winston White

Build Background
Help children imagine what it would be like to have a superhero in their town. Build interest by asking a question such as the following: What is a superhero? Read the title and author and talk about the cover illustration. Point out that the story is fantasy, with events that couldn’t happen in real life.

Introduce the Text
Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that a superhero is solving problems all over town, but no one knows who the person is. Two friends, Daisy and Cho, want to find out. Draw attention to the first two sentences on the page.

Suggested language: Read the first two sentences of this story: Daisy inched her chair closer to Cho. “Have you heard the latest news?” whispered Daisy. Daisy tells Cho about the superhero’s latest rescue and Cho wonders who the superhero could be. The girls decide to be detectives and find out.

Page 4: Draw attention to the highlighted word: mysterious. Not much is known about the mysterious superhero. Look at the illustration. If you were a detective, what would you learn about the superhero from the picture?

Page 9: Turn to page 9. Daisy and Cho decide they’ll have to get rescued by the superhero to get a closer look. What might they do, that isn’t too dangerous, to get the superhero to rescue them?

Now turn back to the beginning of the story and read to find out if the girls ever figure out the identity of the superhero.

Expand Your Vocabulary

dangerous – unsafe, risky, p. 9
identity – the fact of being the same person or thing as claimed, p. 14
mysterious – impossible to understand, p. 4
ordinary – regular or usual, p. 14
terrible – very bad, p. 3
Read
Have children read *The Mysterious Superhero* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Monitor/Clarify Strategy 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 story.

*Suggested language:* *Do you think Daisy and Cho were good detectives? Why or why not?*

**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>• Daisy and Cho want to know who the mysterious superhero is.</td>
<td>• By working together, you can solve mysteries.</td>
<td>• The language sounds realistic, even though the book is a fantasy.</td>
</tr>
<tr>
<td>• Frustrated in their search for clues, the girls decide to try to get rescued themselves, to get a close look at the superhero.</td>
<td>• People are fascinated by superheroes.</td>
<td>• Flashbacks give more information about past events.</td>
</tr>
<tr>
<td>• When they get rescued from a tree by the superhero, they realize she’s their teacher.</td>
<td>• Thinking creatively is important for solving problems.</td>
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**Choices for Further Support**

- **Fluency** Invite children to choose a passage from the text to read aloud. Remind them to pay attention to punctuation to help with the pacing and intonation, so that the meaning is clear and the characters sound natural.

- **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. Have children choose words from the book that have prefixes or suffixes. Ask them to take each word apart to find the base word: carefully/careful/ care; closer/close; loudly/loud.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 20.9.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Compare and Contrast  
Remind children that when they compare and contrast they tell how two things are alike or not. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

Daisy and Cho both want to find out about the mysterious superhero. This is one way that the two friends are alike. But they are also different. When Daisy has the idea to do something so they’ll get rescued, Cho is nervous about doing something dangerous. This is one way that the two friends are different.

Practice the Skill
Have children compare and contrast Ms. Diller and Mrs. Wilson, the neighbor who calls the fire department.

Writing Prompt: Thinking About the Text
Have children write a response to the prompt on page 6. Remind them that when they think about the text, they pay special attention to the words, genre, literary and print features, and how the story is organized.

Assessment Prompts
• Why do Daisy and Cho climb the tree?
• What does the word ordinary mean in this sentence? “And we thought Ms. Diller was just an ordinary teacher!” said Daisy.
English Language Development

Reading Support Make sure the text matches the child’s reading level. Language and content should be accessible with regular teaching support.

Vocabulary Explain that the word superhero is a compound word, made up of two parts: super, meaning greater or outstanding, and hero, meaning a person who does something very brave or special.

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>
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<tbody>
<tr>
<td>Speaker 1: What is the name of Daisy and Cho’s teacher?</td>
<td>Speaker 1: Where is the park ranger trapped?</td>
<td>Speaker 1: Why does the superhero pluck the plane from the sky?</td>
</tr>
<tr>
<td>Speaker 2: Ms. Diller</td>
<td>Speaker 2: The ranger is trapped under a tree.</td>
<td>Speaker 2: The plane’s landing gear broke.</td>
</tr>
<tr>
<td>Speaker 1: What does the superhero rescue from the top of the radio tower?</td>
<td>Speaker 1: Why are Daisy and Cho walking all over town?</td>
<td>Speaker 1: What does Mrs. Wilson do when the girls yell for help in the tree?</td>
</tr>
<tr>
<td>Speaker 2: a hawk</td>
<td>Speaker 2: They are looking for clues.</td>
<td>Speaker 2: She calls the fire department to help get them down.</td>
</tr>
<tr>
<td>Speaker 1: What do Daisy and Cho climb to be rescued?</td>
<td>Speaker 2: a tree</td>
<td></td>
</tr>
<tr>
<td>Speaker 2: a tree</td>
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</tbody>
</table>

Responding

Compare and Contrast

Copy the Venn diagram below. Think of ways in which Daisy and Cho are the same and different from the superhero. Write words in the diagram to compare and contrast them.

Daisy and Cho | Both | The Superhero

Write About It

What other superheroes have you read about? Write a paragraph that describes another superhero. Compare and contrast that superhero to the one in the story. Use a beginning that makes the reader want to read more.

Think About It

Read and answer the questions.

1. Why do you think Daisy and Cho want to know who the superhero is? Possible response: They are curious.

2. Do you think Daisy and Cho make a wise decision to climb a tall tree to find the superhero? Why? Possible response: No. Climbing a tall tree can be dangerous.

3. Who is the mysterious hero? Possible response: The mysterious hero is Daisy and Cho’s teacher, Ms. Diller. Other.


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The Mysterious Superhero

Thinking About the Text

Write a paragraph answering the following questions:

At the end of the story, Daisy and Cho figure out that their teacher is the superhero. How do you think they will act the next time they see their teacher? Why do you think that? Use details from the story in your answer.

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Think About It

Read and answer the questions.

1. Why do you think Daisy and Cho want to know who the superhero is?

2. Do you think Daisy and Cho make a wise decision to climb a tall tree to find the superhero? Why?

3. Who is the mysterious hero?

Making Connections  Daisy and Cho decide to keep Ms. Diller's secret. What would you do? Why?

Write your answer in your Reader's Notebook.
Every day, Daisy and Cho listened for news of a new sighting. They heard that the superhero had plucked a plane from the sky when its landing gear broke. So they went to the airport, but they found no clues.

Then they heard that the superhero had stopped a bus whose brakes had failed. So they went to the bus station. But they still found no clues.

“We’re really getting some exercise, aren’t we?” said Daisy.

“My legs are sore from walking all over town.”