Summary: What is this book’s superpower? It will engage even the most reluctant readers! An alphabet filled with a team of superheroes who are depicted in cartoon illustrations that show the figures in action with bold colors, speech bubbles, and block letters in an eye-catching comic-book style from Astro-Man to the Zinger. Each figure has special powers which are relayed to the reader through alliterative captions and speech bubbles. The alliteration technique used throughout the text supports and emphasizes letter sounds (Captain Cloud calmly catches crooks!).

Building Background knowledge:

Language of the Discipline: This book offers the opportunity to experience the technique of alliteration and the genre of comic books.

***Each of the BoM teacher information sheets for this year will include ‘Goldilocks’ vocabulary strategy.***

Vocabulary Connection: “Goldilocks” Vocabulary (What Really Matters in Vocabulary, P. Cunningham)
Step 1: Identify 3 “Goldilocks” words from the text. The following words have been chosen with consideration of the usefulness and appeal of the words to your students and how well the words are defined by the context and pictures.)

<table>
<thead>
<tr>
<th>superhero</th>
<th>superpower</th>
</tr>
</thead>
</table>

Step 2: Read the text for the first time, making no reference to the three chosen words. (The first time you read aloud is for enjoyment.)

Step 3: Show the three words to students. (Help students pronounce the words but do not yet share the meanings. The point is for students to practice discovering the word meaning during the next reading of the text.)

Step 4: Reread the text and have the children stop you when you read each of the words. (Place the words on cards where students can clearly see them. When they signal you, stop reading and use the context, pictures and word parts to discuss each word.)

Step 5: Help the children connect their own experiences to the three words. (After reading, focus again on each of the three words and ask a question that helps students connect their own experiences to the text.)

Step 6: Reread and have the children retell the story, using the three words in their retell.

Step 7: Display the title, a cover picture and the three words somewhere in the room. (Tell students that they are going to be on the lookout for these three words whenever they read or are read to.)

Research tells us the children need at least 15-20 exposures to a word in order to know the word.

C. Snow, Harvard Graduate School of Education

Thinking Map: A Brace Map is used to illustrate component parts. In this book, there are clear component parts to each superhero page. Each page includes the letter, the name of the superhero, the superpower and information about their costume (either in words or pictures). After completing a Brace Map for a few example pages, students can complete a Brace Map for a new superhero which can be turned into a page for a class book.

Frame of reference: In addition to the component parts of each page, there are a variety of other details that add to the interest of the page. Adding these details to the frame of reference will serve as a prewriting activity that will support novelty in student writing.

Differentiation:

Bridge

What the class is studying

Something else the class is studying

Example: The class is studying space in science and mythology in literature. You decide to conduct a mini study on science fiction which bridges both areas.

My class is studying

Techniques authors use to engage readers in books (i.e. alliteration, comic book heroes)

(L.A.)

Community Helpers (S.S.)

I’ll bridge both areas and write an ABC book about community helpers using techniques such as __________ including information such as ________________.

(Kaplan, 2002)