

Be A Book Hero!

Goal: Motivate students to read and explore the characteristics of a hero. (real and imagined)

BookSpring will provide:

Superhero Wall banners
Batman mask
Fake pull-apart chain
Captain America shield
Iron Man mask
Power Ranger mask and shirt
Spiderman mask, gloves, and shirt
Green Lantern shirt
Superhero cutouts (laminated)
Superhero Power Match Game
8x10 frame
Super Hero Mask Templates



Description of Activity:

1. One week in advance, ask students and staff to submit photos, or draw a picture of who they see as their hero. Place the drawings and photos on the “Who’s Your Hero” display board or on a bulletin board in the library.
2. As students enter the library, they will see their librarian (and volunteers, if applicable) dressed up as superheroes! Students will walk by the **Who’s Your Hero** display and have the opportunity to see their own and/or the heroes of their school staff.
3. Talk about the difference between a real life (non-fiction) hero and a superhero (fiction/fantasy.)
4. Use the Superhero Match activity to challenge the students to match a superhero “power” with the character it belongs to.
5. Use the 8x10 frame. Place the frame in front of your face and tell the students either:
“I was a hero when I (helped my brother learn to tie his shoes...)” OR
“If I was a superhero, my superpower would be... (to fly!)”
6. Invite the students to “fly” over to the book tables and look at the books available to choose from. Have the students select their book and wish them many fun reading adventures!

Tech Connection: The more you read, the greater the book hero you can be! Sign up here for access to many popular books that you can read for free online: <http://www.wegivebooks.org/users/new>! Nearly 2,000,000 books have been read on the site so far!
Also find Luchador and Super Hero Masks: www.firstpalette.com

Texas Essential Knowledge and Skills: K(21 A&B); 1st (27A&B); 2nd (28A&B); 3rd (110.14 29A); 4th (110.6 b1A,C &b3A); 5th (110.7 b1A &b3A &b8A,B,C)

Common Core: ELA-Literacy. RL.K.10, SI.K.1a-K.2, 1.1a-c, 1.2, 1.3, 2.1a-c, 2.2, 2.3, 3.1a-d, 4.3, 4.4, 4.1d, 4.6, RF 4.4a-cSI 4.2, SI 5.3, 5.6, RI5.2, 5.8, 5.10

Suggested Read-Aloud Books

Grade Level:
Pre-Kinder through First Grade

Suggested Read-Aloud:
Superhero School

By Aaron Reynolds

Discussion Points:

1. Before reading the story ask the students about what kinds of super powers they wish they had and what kinds of things superheroes do. Ex. Stop speeding trains, get a kitten down from a tree, etc. You can compare the students' answers with what Leonard does at the very beginning of the story. You can also compare to their answers to the different superhero students at the end of the story when they are fighting the ice zombies.
2. Once Leonard gets to Superhero school they are learning math, ask how the superhero students will use math later in the story.
3. Ask the students what kind of math they are learning right now. How do they think it will help them?
4. What other subjects besides math do you think are important for superheroes to learn? Why?

Grade Level:
Second through Fifth Grade

Suggested Read-Aloud:
Lucha Libre: The Man in the Silver Mask
By Xavier Garza

Discussion Points:

1. **Before reading the story**, ask the students if any of them have ever heard of Lucha Libre. Use the information in the back of the book to teach the students facts about the luchadores.
2. **As you read the story**, point out to the children the many masks that the luchadores wear. Talk to the students about why the masks have different colors and shapes.

“For a Lucha Libre wrestler, or luchador, a mask goes far beyond decoration. It provides a symbol of his life and an extension of his personality. The longer a wrestler stays masked, the more legendary he becomes. On the other hand, an unmasking is the source of much trauma and generally results in switching sides from good to bad (or vice-versa).”—Kevin Scheitrum in *The 10 Most Intense Lucha Libre Masks of All Time*.

3. As you read the story, talk about the difference between “los tecnicos” and “los rudos” (good guys and bad guys.)

3. **Drawing Conclusions:** What do you think that Tío Vincente and Papá Lupe were smiling at each other about on the last page of the story?