

Super Manny Stands Up

by Kelly DiPucchio

Manny is a little raccoon with a *big* imagination! When he puts on one of his special superhero capes, he becomes strong, fearless, and powerful. He is no match for the imaginary creatures he encounters around his home. He wears a special cape at school. When he sees a friend being treated unfairly, he has to make an important choice. Will his invisible cape give him the strength he needs to stand up for what is right?

Create Successful Reading Habits

When you read a book multiple times with your students, they:

- increase vocabulary development
- improve word recognition
- develop fluency

Fluency is the ability to read words and sentences accurately, at a good pace, and with expression.

Current research from the What Works Clearinghouse shows that children can learn more from books when they are read multiple times.* When a teacher reads the same book 2–4 times, students will become familiar with the content and might “read” to themselves or others. Reading books multiple times also allows teachers opportunities to review topics taught during the previous readings of the books and reinforce targeted vocabulary.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE

Reading is a Complex Task

Research has shown that becoming a fluent reader involves a set of skills and processes so complex that it is awe-inspiring. Fluent reading comprises numerous subskills and requires the brain to perform multiple tasks simultaneously and automatically. These subskills and tasks must be automatic and applied with a high degree of accuracy for a reader to gain meaning from the text.

Think about the hierarchy of skills that develop when students are learning to read.

- First, it is important for students to develop phonemic awareness, which is the conscious awareness of the individual sounds in language. The students then need to know the letters of the alphabet and their corresponding sounds.
- After developing phonemic awareness and basic letter knowledge, they can use this knowledge to begin to decode. This is called the alphabetic principle, which is the understanding that letters make sounds, and sounds go together to make words.
- Through explicit and systematic instruction paired with repeated practice, students’ decoding becomes more automatic.
- Once students can decode words without much cognitive load, this leads to fluent reading.
- With sufficient practice, reading (decoding) becomes automatic.

STANDARDS ALIGNMENT FLORIDA’S B.E.S.T. STANDARDS

The ELA standards are built on the following premises:

- English Language Arts is not a discrete set of skills but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.
- The standards are clear and concise, so they are easily understood by every stakeholder.
- The texts students read are meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.
- Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

Look for standards alignment in each section of this guide.

WORD WORK – PHONEMIC AWARENESS

Help your students build their phonological awareness. Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

ELA.K. F.1.2: Demonstrate Phonological awareness.
d. Identify the initial, medial, and final sound of spoken words.

Listen and Identify Beginning Sounds

Super Manny is *fearless, strong, brave, powerful, and invincible*. Help your students identify the first sound in these words.

Say to the students, "Super Manny is *fearless!*"

Tell your students:

"Repeat the word *fearless*."

"Listen for the beginning sound in *fearless*."

"Watch my mouth as I say the word." (Say *fearless* with emphasis on the /f/ sound.)

Ask the students:

"What is the beginning sound in *fearless*?" (Students should respond with the sound /f/.)

Repeat the steps for the words *strong* (/s/), *brave* (/b/), *powerful* (/p/), and *invincible* (/i/).

ELL and SWD suggestion:

Mouth articulation pictures can be used with this activity to help reinforce how letter sounds are produced by the mouth. Students can also use mirrors to look at their mouths while producing beginning letter sounds for each word.

TALK ABOUT NEW AND INTERESTING WORDS

When students encounter unfamiliar words, take a moment to talk with them about the words using child-friendly explanations or definitions. Here are some interesting words and child-friendly definitions to discuss from the book:

soared (p. 8): When someone or something **soars**, they fly high in the air. Manny jumps from the sofa and **soars** in the air to catch the cloud monsters.

towering (p. 20): Something that is **towering** is very tall. Small One looks up at Tall One, who is so big that he **towers** over her.

courageous (p. 24): Someone who is **courageous** does a brave thing. Manny **courageously** stands up against Tall One, even though he is scared.

retreated (p. 30): If you **retreat**, you move away from something or someone. Tall One **retreats** and walks away after the children tell him to stop being unkind.

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELL and SWD suggestion:

Illustrations on each page can be used to support vocabulary development. These pictures can help students internalize word meanings during discussions. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.

READ FOR MEANING – INTERACTIVE READ-ALoud

Help your students understand texts. Reading books provides an opportunity for students to learn new reading strategies and to practice the application of strategies they know with progressively more difficult text. Through interactive read aloud, teachers and students can think and respond to text through conversations before, during, and after engaging with a book.

- **ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.**
- **ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.**
- **ELA.K.R.3.1: Identify and explain descriptive words in texts.**
- **ELA.K.R.3.3: Compare and contrast characters' experiences in stories.**

Before: Introduction

- Share the purpose for the read aloud, which is to have students respond to text through conversations.
- Introduce the title, and explore the illustrations on the front and back cover of the book.
- Based on the title and illustrations, what do you think this book is going to be about?

During: Outside/Inside Character Trait Graphic Organizer

- What does Manny put on every day after school? (p. 6)
- What does Manny do in his red cape? (p. 10)
- How does Manny single-handedly bring down the evil cloud monsters? (p. 12 - 13)
- Why do you think the character that is **towering** over Small One is named Tall One? (p. 24)
- What does Tall One say and do to Small One? What do you think about his actions? (p. 24 - 26)
- How do Tall One's actions make Small One feel? (p. 25)
- How do Tall One's actions make Manny feel? (p. 26)

After: Reread

- Manny puts on his invisible cape at school, but what do you think is his real superhero power at school?
- What does Manny do to help Small One? What would you do to help Small One?
- How do you think Tall One feels at the end of the story? What could Manny do to help Tall One?

ELL and SWD suggestion:

Preread the book with students to help build familiarity. This will help students become acquainted with the topic and structure of the text before engaging with specific activities that require increased comprehension.