

# SUPERDOG HELPS MR BLACK

Written by – Jan Wells  
 Illustrated by – Sally Bratt  
 Set 8 – 141 word

## Building Anticipation – Setting the Context

Ask the children to name their favorite superheroes. Talk about what makes them different, such as doing things others cannot do, helping people, wearing identifiable clothing.



## Introduction

Introduce the book by showing the cover and saying: *This book is called 'Superdog Helps Mr. Black'. Mr. Black is on the roof painting his house. His ladder falls and he can't get down. How do you think he will get down?* Give each child a book.

Take the children to a couple of selected pages to locate known words to build confidence.

Turn to the illustration on page 9 and talk to the children about what they see. If children are not familiar with a speech bubble be sure to point it out.

Select an unknown word for the children to find such as *worried* on page 10, after predicting the initial consonant, the final chunk, and other letter clusters. After time for a book walk, ask the children to read the text independently to find out how Superdog helps Mr. Black.

## Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share some of the strategies they used.

Ask: *How did Superdog help Mr. Black? Read the text that supports your response. Do you think Superdog is a superhero? Why or why not?*

## Responding Creatively – Independent Practice

Children can:

- use the reproducible master to add the word endings and illustrate their favorite part of the story.
- make a list of all the words ending in *ed* found in the text and in another color record other words that end in *ed*.
- retell the story by using illustrations and speech bubbles. This can be done as a story strip.
- create and draw their own superhero and give it a name. Tell one or two things that it can do that are special.

## Read Aloud Connections

*Officer Buckle and Gloria* by Peggy Rathman, Putman's Sons, 1995.

### Learning About Language - Focused Teaching

High Frequency Words	put, helping, back, can't	Use movable letters to put together and take apart these words. Provide a double set of word cards, featuring these words and other known and almost known high frequency words. Play <i>Concentration</i> with a friend.
Letters and Letter Clusters	<i>Ww</i> – was, who, worried, wall <i>Bl</i> - black <i>cl</i> - climbing <i>cr</i> - crash	Find the words <i>was</i> , <i>black</i> , <i>climbing</i> , and <i>crash</i> in the book. Write one other word you know or can find in a book that begins with <i>w</i> , <i>bl</i> , <i>cl</i> , and <i>cr</i> .
Onset and Rimes and Word Families	back, sack, tack, crack, track, black hard, yard, card, guard	Brainstorm a list of words that feature the rime <i>ard</i> . Use a marker to highlight blends at the beginning or end of the recorded words.
Word Endings	<i>sh</i> - crash <i>ing</i> - going, climbing, walking	Provide a large chart labeled <i>ing words</i> . Encourage children to record one or two <i>ing</i> words they see as they read independently today. Later, check the chart with the children.
Compound Words	Superdog	Draw Superdog. Write a sentence about her.
Contractions	can't	Write one question using the word <i>can't</i> .
Text Features	Speech bubbles	Make a class book featuring another superhero. Use a speech bubble to enhance the text.
Poetry Links	<i>back</i> - <i>Dreaming</i> - <i>My Shadow</i>	Feature these poems in shared reading. Encourage the children to reread the poem with a friend, practicing fluent, expressive reading.

## Reproducible Master - Superdog Helps Mr. Black

Rewrite the word and add the word endings.

	s	ed	ing
Walk			
Climb			
Paint			
Help			
Look			

Illustrate the part of the story that you liked best.

