

Lesson Objective or Purpose:

Students will explore what it means to be a superhero, develop their own superhero identity, and learn about key qualities of superheroes through creative and reflective activities.

Date(s) 1.9.25

Target Audience/Grade Level:

Kinder-2nd grade

TEKS:

- **ELA:** 110.12(b)(4) Students will use comprehension strategies to connect ideas in texts to personal experiences.
- **Social Studies:** 113.11(b)(9)(A) Students will express ways they can contribute to their communities.
- **Art:** 117.102(b)(2) Students will create artworks that convey ideas.

Differentiation Strategies:

- Provide superhero templates for students needing extra guidance with designing their hero.
- Offer alternative options (e.g., drawing instead of writing) for students who need additional support.
- Pair ELL students with bilingual peers during discussions and activities.

Exit Ticket or Assessment:

Instructor: Ask students to share one trait or power their superhero has and why it is important.

School day support:

- Provide superhero-themed books or puzzles for early finishers.
- Use superhero identity cards to reinforce vocabulary and superhero traits during downtime.

Student Voice:

- Students brainstorm their superhero identity and powers, sharing their ideas with the class.

College/Career Readiness:

- Highlight how superheroes solve problems and work together, emphasizing the importance of teamwork, creativity, and problem-solving skills.

SEL:

- Focus on building confidence and self-esteem by exploring the unique traits that make each student a superhero.

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Instructor: Greet students and set the tone for superhero week. Play superhero theme songs in the background. Provide coloring sheets with superhero designs and word searches for students to work on while waiting for everyone to settle in.	• Scholar: Engage in pre-lesson activities like coloring and word searches to get into the superhero mindset.
Intro to Lesson (5-10 minutes)	Instructor: Read <i>Superhero Instruction Manual</i> aloud. Pause to ask questions about the steps to becoming a superhero. Discuss how anyone can be a hero by helping others and using their unique strengths.	• Scholar: Listen actively, answer comprehension questions, and share their thoughts about what makes someone a superhero.
New Vocabulary (3 – 5 minutes)	• Instructor: Introduce key superhero-related words: • Superpower: A special ability that makes someone extraordinary. • Identity: Who someone is or what makes them unique. • Bravery: Showing courage, even when things are difficult. • Provide examples and ask students to brainstorm their own definition.	• Scholar: Repeat the words, provide examples, and discuss how they relate to superheroes and themselves.
Student Activity/ Student Practice	Activity 1: Create Your Own Superhero Identity (30 minutes):	• Scholar: Design their superhero identity, drawing their costume,

(30-45 minutes)	• Instructor: Provide templates for students to design their superhero. Include spaces for name, powers, costume design, and backstory. Encourage creativity and share examples (e.g., “My superhero is Lightning Speed, who can run faster than a cheetah to deliver medicine to people in need!”). Activity 2: Build a Superhero Toolkit (20 minutes): • Instructor: Discuss tools superheroes might need (e.g., gadgets, vehicles, symbols). Provide students with materials like cardboard, pipe cleaners, and colored paper to create a toolkit for their hero (e.g., a shield, communicator, or utility belt). Activity 3: Superhero Pledge (15 minutes): • Instructor: Guide students to create a superhero pledge. Examples: ○ “I promise to use my powers to help others.” ○ “I will stand up for what is right, even when it’s hard.” ○ “I will work as a team and always try my best.” Activity 4: Superhero Story Writing (30 minutes): • Instructor: Encourage students to write or dictate a short story about their superhero saving the day. Provide sentence starters for those who need support (e.g., “One day, my superhero saw...” or “With their superpower, they helped...”).	selecting powers, and writing a short backstory. Share their superhero with the class or a partner. • Scholar: Create tools or gadgets for their superhero using provided materials. Share how their tool helps their hero with their mission. Scholar: Help create the class superhero pledge. Repeat the pledge together and sign a large poster with their superhero name. Scholar: Write or draw their superhero story, sharing their ideas with the class or a partner.
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Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Instructor: Ask students to write or draw their superhero's most important power and explain why it's special.	Scholar: Reflect on their superhero and share their response.
Lesson Closing (3-5 minutes)	Instructor: Recap the day by highlighting the unique superheroes created by the class. Discuss how everyone has their own strengths that make them a hero in real life.	Scholar: Share one thing they learned about being a superhero.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Instructor: Guide students to clean up craft materials and organize their superhero toolkits and templates.	Scholar: Help clean up, ensuring their superhero creations are stored safely for the next day.

Lesson Objective or Purpose:

Students will learn about the rules and responsibilities of being a superhero, emphasizing teamwork, creativity, and problem-solving.

Date(s) 1.10.25

Target Audience/Grade Level:

Kinder-2nd grade

TEKS:

- **ELA:** 110.12(b)(6)(C) Students will express ideas through writing and visuals.
- **Social Studies:** 113.11(b)(9)(A) Students will describe characteristics of good citizenship.
- **PE:** 116.2(b)(4) Students will work cooperatively in group activities.

Differentiation Strategies:

- Offer sentence starters and visual prompts for students writing rules in the superhero rulebook.
- Pair ELL students with bilingual peers during activities for support.
- Provide simplified instructions and extra materials for sidekick craft.

Exit Ticket or Assessment:

Ask students to write or draw their favorite superhero rule and explain why it's important.

School day support:

- Provide vocabulary flashcards with images to support understanding.
- Allow early finishers to read superhero-themed books or complete coloring activities.

Student Voice:

Students contribute their own superhero rules and share their sidekick creations with the class.

College/Career Readiness:

- Students practice communication and collaboration skills during group activities.
- Discussions about rules introduce the idea of leadership and responsibility.

SEL:

- Focus on the importance of teamwork and loyalty in building strong relationships.

Lesson Steps + Time Approximations	INSTRUCTOR	SCHOLAR
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	• Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Intro to Lesson (5-10 minutes)	• Instructor: Welcome students and review the superhero pledge from Day 1. Provide superhero-themed word searches or coloring sheets for early finishers.	• Scholar: Reflect on the pledge and complete pre-lesson activities.
New Vocabulary (3 – 5 minutes)	• Instructor: Introduce words like “rule,” “loyalty,” and “responsibility.” Provide examples and use them in superhero contexts.	• Scholar: Repeat the words and share examples of how superheroes follow rules.
Student Activity/ Student Practice (30-45 minutes)	Superhero Rulebook: • Instructor: Guide students to create a collaborative rulebook. Students	• Scholar: Write and illustrate their rules for the class book.

	will each contribute one rule and illustrate it. Examples: ○ "Help others in need." ○ "Be honest and brave." Superhero Sidekick Craft: • Instructor: Provide templates and materials for students to design their superhero sidekick. Superhero Training Certificates: • Instructor: Celebrate students' completion of training by awarding certificates.	• Scholar: Create their sidekick and present it to the class. Scholar: Reflect on their training and discuss how it prepared them to be superheroes.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	• Instructor: Ask students to share their favorite superhero rule and why it's important.	• Scholar: Share their rule and explain how it helps superheroes.
Lesson Closing (3-5 minutes)	• Instructor: Recap the importance of rules and teamwork for superheroes.	• Scholar: Reflect on how rules help superheroes succeed.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	• Instructor: Guide students to clean up craft supplies and organize their rulebook contributions.	• Scholar: Organize materials and prepare for dismissal.

Lesson Objective or Purpose:

Students will explore problem-solving, creativity, and teamwork by designing superhero solutions and participating in interactive games.

Date(s) 1.13.25

Target Audience/Grade Level:

Kinder-2nd grade

TEKS:

- **ELA:** 110.12(b)(6)(B) Students will use elements of writing to communicate ideas effectively.
- **PE:** 116.2(b)(5) Students will demonstrate teamwork through games.
- **Art:** 117.102(b)(2) Students will express creativity through visual arts.

Differentiation Strategies:

- Provide problem-solving scenarios with visual aids for younger or ELL students.
- Allow students to work in pairs or small groups to brainstorm solutions.
- Simplify game rules and offer support for students needing extra help.

Exit Ticket or Assessment:

Ask students to draw or write about their favorite superhero solution from the day.

School day support:

- Provide superhero-themed puzzles or books for early finishers.
- Use sentence starters to help students explain their problem-solving ideas.

Student Voice:

Students brainstorm their own solutions to scenarios and share their superhero signals with classmates.

College/Career Readiness:

- Focus on critical thinking and creative problem-solving through scenarios and games.
- Discuss how teamwork and communication are important in many careers.

SEL:

Emphasize problem-solving and resilience when faced with challenges.

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Instructor: Review the superhero pledge and discuss Pete’s problem-solving skills.	• Scholar: Reflect on the pledge and discuss examples of problem-solving.
Intro to Lesson (5-10 minutes)	• Instructor: Read <i>Pete the Cat: Super Pete</i> aloud, pausing to discuss how Pete solves problems creatively.	• Scholar: Listen actively and share their thoughts on Pete’s solutions.
New Vocabulary (3 – 5 minutes)	• Instructor: Introduce words like “challenge,” “solution,” and “resilience.” Provide examples in superhero contexts.	• Scholar: Repeat the words and use them in sentences about superheroes.
Student Activity/ Student Practice (30-45 minutes)	Problem-Solving Scenarios (20 minutes): • Instructor: Present scenarios like “A friend lost their backpack. What would you do?” Design a Superhero Logo (20 minutes): • Instructor: Guide students to create their logo and explain its meaning. Superhero Signal with Flashlight (20 minutes):	• Scholar: Brainstorm solutions in small groups and share with the class. • Scholar: Design logos and share their meaning.

	• Instructor: Help students cut out their logos and attach them to flashlights. Superhero Strength Games (20 minutes): • Instructor: Lead games like tug-of-war and "leap the building" challenges.	• Scholar: Test their signals and discuss how they would use them. Scholar: Participate in games to demonstrate strength and teamwork.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	• Instructor: Ask students to share their favorite superhero solution from the day.	• Scholar: Share and explain their solution.
Lesson Closing (3-5 minutes)	• Instructor: Recap how superheroes solve problems and demonstrate strength.	• Scholar: Reflect on their problem-solving skills.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	• Instructor: Guide students in cleaning up craft supplies and activity stations.	• Scholar: Organize their materials and prepare for dismissal.

Lesson Objective or Purpose:

Students will use creativity and imagination to explore the world of a superhero through art, storytelling, and dramatic play.

Date(s) 1.14.25

Target Audience/Grade Level:

Kinder-2nd grade

TEKS:

- **ELA:** 110.12(b)(6)(C) Students will express ideas through art and writing.
- **Art:** 117.102(b)(2) Students will create artworks that convey ideas.
- **Theatre:** 117.103(b)(1) Students will participate in dramatic play to retell stories.

Differentiation Strategies:

- Provide step-by-step visuals for art activities and templates for students needing extra support.
- Allow students to use their own language or draw instead of writing for storytelling.
- Group students for dramatic play to provide peer modeling and support.

Exit Ticket or Assessment:

Ask students to draw or write about their favorite scene from the book and explain why it stood out.

School day support:

- Provide superhero-themed books or puzzles for early finishers.
- Use picture cards and sentence frames to help students participate in dramatic play.

Student Voice:

- Students contribute to the storytelling skit and share their art scenes with the class.

College/Career Readiness:

- Discuss how imagination and creativity can lead to careers in writing, art, or performance.
- Emphasize teamwork and collaboration during dramatic play.

SEL:

- Explore themes of bravery, problem-solving, and imagination in the story.
- Build confidence through art and performance activities.

Lesson Steps + Time Approximations	INSTRUCTOR	SCHOLAR
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	• Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Intro to Lesson (5-10 minutes)	• Instructor: Review the superhero pledge and discuss how imagination helps Elliot Jones solve problems. Provide superhero-themed coloring sheets or books for early finishers.	• Scholar: Reflect on the pledge and complete pre-lesson activities.
New Vocabulary (3 – 5 minutes)	• Instructor: Introduce words like “imagination,” “bravery,” and “adventure.” Provide examples in superhero contexts.	• Scholar: Repeat the words and share examples of how they can use imagination or be brave.
Student Activity/ Student Practice (30-45 minutes)	Midnight Superhero Art Scene: • Instructor: Guide students to create a nighttime superhero scene on black	• Scholar: Create their superhero art scene and share their work with the class.

	construction paper using paint and other materials. Courage Medal Craft: Instructor: Provide materials for students to design and decorate medals to celebrate their bravery. Superhero Storytime Skit: Instructor: Assign roles for a superhero story skit. Provide props and prompts to guide the performance.	Scholar: Create their medals and explain why they earned them. Scholar: Work in groups to rehearse and perform their skit for the class.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Instructor: Ask students to share their favorite part of the day and why it made them feel like a superhero.	Scholar: Reflect on their favorite activity and share with a partner.
Lesson Closing (3-5 minutes)	Instructor: Recap the importance of imagination and bravery in being a superhero.	Scholar: Reflect on how they used their imagination and bravery today.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Instructor: Guide students to clean up art supplies and organize their skit props.	Scholar: Help organize materials and prepare for dismissal.

Lesson Objective or Purpose:

Students will learn about empowerment, cultural representation, and creativity through storytelling, crafts, and reflective activities.

Date(s) 1.15.25-1.16.25

Target Audience/Grade Level:

Kinder-2nd grade

TEKS:

- **ELA:** 110.12(b)(6)(C) Students will express ideas through art and writing.
- **Art:** 117.102(b)(2) Students will create artworks that convey ideas.
- **Social Studies:** 113.11(b)(9)(A) Students will recognize diversity and cultural contributions.

Differentiation Strategies:

- Provide templates and step-by-step instructions for mask-making.
- Pair students needing support with peers during group activities.
- Offer alternative writing prompts for students with limited writing skills.

Exit Ticket or Assessment:

Ask students to share how they felt empowered during the week and write or draw about it.

School day support:

- Provide quiet reading or drawing options for early finishers.
- Use visual aids and sentence frames for students needing extra support.

Student Voice:

- Students share their superhero creations, letters, and chant ideas with the class.

College/Career Readiness:

- Emphasize leadership and empowerment through reflection and letter-writing activities.
- Discuss how creativity and confidence can lead to success in various careers.

SEL:

- Focus on themes of empowerment, gratitude, and self-expression.

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	• Instructor: Provide superhero-themed coloring pages or books for early finishers. Review the superhero pledge and discuss Lucía's story of empowerment.	• Scholar: Reflect on the pledge and complete pre-lesson activities.
Intro to Lesson (5-10 minutes)	• Instructor: Read <i>Lucía the Luchadora</i> aloud. Pause to discuss how Lucía shows bravery and stands up for herself.	• Scholar: Listen actively and share their thoughts on what makes Lucía a superhero.
New Vocabulary (3 – 5 minutes)	• Instructor: Introduce words like “empowerment,” “role model,” and “courage.” Provide examples in superhero contexts.	• Scholar: Repeat the words and share examples of how they can show empowerment or courage.
Student Activity/ Student Practice (30-45 minutes)	Lucía's Mask Craft (30 minutes): • Instructor: Provide materials for students to create their own superhero masks inspired by Lucía.	• Scholar: Design and decorate their masks and explain their significance.

	Superhero Yoga (15 minutes): • Instructor: Lead students in superhero yoga poses like “Flying Hero” and “Power Pose.” Thank You Superhero Letter (15 minutes): • Instructor: Guide students to write a thank-you letter to a real-life superhero in their life. Superhero Ball Toss (20 minutes): • Instructor: Set up a ball toss game with superhero-themed challenges. Empowerment Song or Chant (15 minutes): • Instructor: Help students create a superhero-themed chant. Example: ○ "I am strong, I am kind, ○ I'm a hero with my mind! ○ Helping others every day, ○ I'm a superhero, hooray!" Design a Superhero Award (20 minutes): • Instructor: Provide materials for students to design awards	• Scholar: Participate in yoga poses to build strength and confidence. • Scholar: Write or draw a letter expressing gratitude to someone who inspires them. • Scholar: Participate in the game, practicing coordination and teamwork. • Scholar: Participate in creating and performing the chant. Scholar: Create their awards and share them with the class.
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	recognizing their superhero traits.	
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	• Instructor: Ask students to share their favorite activity from the week and why it made them feel like a superhero.	• Scholar: Reflect on their superhero journey and share their thoughts.
Lesson Closing (3-5 minutes)	• Instructor: Recap the week's activities and celebrate the students' superhero growth.	• Scholar: Share their favorite memories and discuss how they will continue to be superheroes.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	• Instructor: Guide students to clean up craft supplies and organize their masks and awards.	• Scholar: Help clean up and prepare for dismissal.