

**Book Discussion Guide for Pre-K/Early Childhood:
A Repeated, Interactive Read Aloud Plan**

Click [here](#) for more details about how to use this book discussion guide.

Text: <i>Super Manny Stands Up!</i> by Kelly DiPucchio	
Overarching Purpose: Over the 3 read aloud span, students will gain understanding about the text through teacher modeling, questioning, and discussion. This understanding of the text will allow students to orally reconstruct the story with prompting and support in the third read aloud. Reconstructing the story allows students to not only retell the story, but also talk about character emotions and use specifically taught vocabulary to demonstrate understanding.	
1st Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story.	
2nd Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.	
3rd Read Objective: With prompting and support, TSW orally reconstruct the story.	
Standards Alignment	
TN-ELDS (Tennessee Early Learning Developmental Standards)	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.

Social Emotional Learning Themes	
<p>In this book, Manny is a boy raccoon with a vivid imagination. He loves to wear capes and imagines himself to be super hero who battles all sorts of zombie bears, evil cloud monsters, and alien robots. As he battles these imaginary enemies, Manny names his qualities of being fearless, strong, brave, powerful, and invincible. Manny’s most special cape is the invisible cape that he wears to school each day. One day in the cafeteria he witnesses Tall One bullying Small One. At first he does not do anything, but then Manny remembers his invisible cape and stands up to say, “Stop it.” Afterwards, all the other children stand up with him, telling Tall One to stop. In the end, Small One and Manny become friends and Small One becomes Manny’s superhero sidekick.</p> <p>In reading this book, children will explore themes of independence, empathy, and kindness. Children will identify with the character of Manny through his imaginative superhero play. Some may also identify with Small One if they have had similar experiences that made them feel teased by others. The end of the story shows how the brave act of one person can encourage and embolden others to follow suit in speaking up and being kind.</p>	
TN ELDS Social- Emotional Standard(s):	PK.SPC.SCA.1 Show empathy and caring for others. PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others. PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture). PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

Vocabulary		
Word	Child-Friendly Definition	Instructional Strategy
Unsavory	Not likeable, unpleasant	The teacher will say, "The sea creatures were unsavory. That means they were not very nice and he didn't want them around." The teacher will point out the details in the illustrations of the sea creatures: sharp teeth and angry faces.
Fearless	Not afraid	The teacher will point to the picture of Manny confronting the sea creatures with a determined look and telling them, "I am fearless."
Brave	Facing up to a situation even if you might be a little afraid	The teacher will ask children if there has ever been a time when they were afraid to do something, but they acted brave and did it anyway. <i>"Sometimes you have to be brave when you go to the doctor's office to get a shot that will keep you healthy."</i>
Invincible	Can't be stopped or can't be beat	The teacher will demonstrate striking a crossed forearm pose to show invincible and share the brief, child friendly definition.
Towering	Standing much taller than other things around	The teacher will show the picture of Tall One standing in front of Small One and point out how much taller he is.
Retreated	Backed up; went away	The teacher could model the action of retreating by standing and backing up a few steps.

First Read Aloud		
<i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Share the purpose of your read aloud. Introduce Title. Introduce the Character and the problem using illustrations on the front and back cover. Let's read to find out _____.</p> <p><i>"Today we are going to read <u>Super Manny Stands Up</u> by Kelly DiPucchio. This story is about a raccoon named Manny who loves to wear capes and pretend to be a superhero. One day at school he does something that makes him a real superhero.</i></p> <p><i>Let's read and find out what Manny does to be a real school superhero!"</i></p>	<p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension. Follow your vocabulary instruction plan, making sure to explain specific planned vocabulary.</p> <p><i>"How can you tell that these sea creatures are <u>unsavory</u>? What details did the illustrator draw them with to make them look unsavory?"</i></p> <p><i>"Notice Manny's <u>fearless</u> face as he looks at the giant sea creature in front of him."</i></p> <p><i>"What did Manny do once he <u>bravely</u> brought down the evil cloud monsters?"</i></p> <p><i>"Manny says he is <u>invincible</u>. Do you think he believes he is going to win the croquet game?"</i></p> <p><i>"Are all these things that Manny is fighting real? No, they are all in his imagination. He is pretending. It's part of his superhero game."</i></p> <p><i>"Why do you think Tall One is the name of the character who is <u>towering over Small One</u>?"</i></p> <p><i>"How does Tall One's face look as he <u>retreats</u> from the cafeteria?"</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question. Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. Expand on student answers when responding and model correct syntax.</p> <p>Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>"What was Manny's real superhero action at school? What happened among the other children after that?"</i></p> <p><i>What were the results of his superhero action at the end of the story?"</i></p>

Second Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State your purpose: Today we are going to read to _____</p> <p><i>“Do you remember who the superhero is in this book?</i></p> <p><i>Do you remember what he does in the cafeteria to be a real superhero?</i></p> <p><i>Today we are going to read to discuss what superpowers Manny used to battle Tall One. ”</i></p>	<p>While reading, remember to explicitly teach vocabulary. Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension.</p> <p><i>“When Manny is pretending to fight imaginary bad guys, he tells himself he is fearless, strong, brave, powerful and invincible. Are those all words that describe a superhero? How do they describe Manny?”</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question.</p> <p>Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. If able, you can ask students questions that go beyond the text.</p> <p>Expand on student answers when responding and model correct syntax. Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>Do you think it was harder or easier for Manny to battle Tall One than all of the imaginary creatures?</i></p> <p><i>How did Manny battle Tall One?”</i></p>

Third Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State the purpose for reading.</p> <p><i>“We have already read this story a couple of times. What does Manny do to become a school superhero at the end? What weapons did he use?”</i></p> <p><i>Today we are going to read the story together. I will show you the pictures and read some of the words, but today it is your turn to reconstruct the story with details.”</i></p>	<p>Show illustrations and ask students what is happening on that page. Allow students to reconstruct the story. Ask students to predict what will happen on the next page. Emphasize vocabulary using instructional strategies. For some words, extend the meaning into a familiar situation not in the story. Read the entire story or just parts of it based on student ability to retell the text.</p> <p style="text-align: center;"><i>What is happening here?</i></p> <p style="text-align: center;"><i>Do you remember what will happen next?</i></p> <p style="text-align: center;"><i>How is Manny feeling?</i></p>	<p>Reinforce the purpose to students. “Today you were able to reconstruct this story using key details. You told me _____.”</p> <p>Have students evaluate the book. Ask them what parts they like or do not like and why.</p> <p><i>“Do you think Manny is a superhero for telling Tall One to “Stop it”? Why was this the bravest thing Manny ever could have done?”</i></p> <p>If students have not mastered the retelling objective, return to the scaffolded support questions from the first 2 reads.</p> <p style="text-align: center;"><u>Extension Question*</u>:</p> <p>When students have mastered the retelling objective, ask students to apply this story to their own life. <i>“If you see someone speaking to or treating someone else unkindly, what would you do?”</i></p> <p><i>“What other things can you do at school to be a school superhero?”</i></p>

<u>Integrating this book in other centers:</u>	
Library	Have this book available for students to read in the library.
Art/STEM/Maker's Space	Have fabric or large paper for children to make their own superhero cape.
Writing	Have children dictate what their own super power is at school. What does it mean to be a school superhero?
Dramatic Play	Provide capes for dressing up.
Puppets	Provide puppets for children to re-enact the story.

Evaluation Alignment	
ECERS-3 (Early Childhood Environmental Rating Scale, 3rd Edition) Alignment	<ul style="list-style-type: none"> - Language and Literacy: 12. Helping children expand vocabulary - Language and Literacy: 13 Encouraging children to use language - Language and Literacy: 14. Staff use of books with children
TEAM (Tennessee Educator Acceleration Model) Alignment:	<i>This guide can be used to provide evidence for indicators in activities and materials, instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
CLASS (Classroom Assessment Scoring System) Alignment:	<i>This guide can be used to help boost performance on CLASS within the Concept Development dimension (analysis and reasoning, creating, integration, connections to the real world), Quality of Feedback (scaffolding, feedback loops, prompting thought processes, providing information), and language modeling (open-ended questions, repetition and extension, advanced language).</i>

References:

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- McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*. 60(8), 742-751. Retrieved from <https://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>