

What Makes a Hero?

A unit exploring this guiding question
across genres

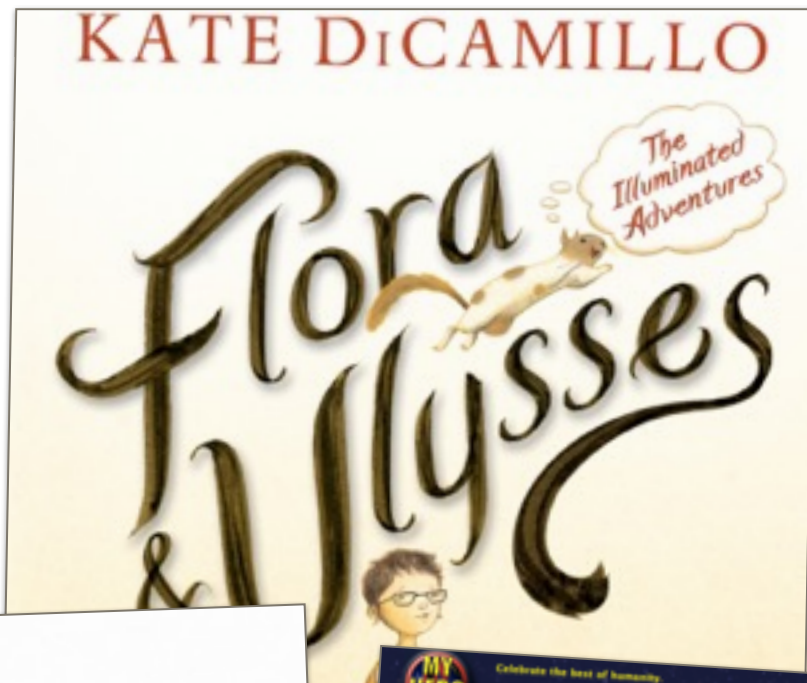


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Unit Description

This unit was designed for students to explore the guiding question: What Makes A Hero? They will be able to read and listen about three very different descriptions of a hero from three different genres.

My hope is that students will be able to take this information gained and compile it into one solid definition of a hero. Students will explore vocabulary and parts of a graphic novel to derive meaning. They will also use tools like online databases and iPads to strengthen their understanding. This lesson should be the perfect balance between engaging and educational.

Lesson One

UNIT NAME: What Makes a Hero?

Lesson Introduction and Rationale

This unit is designed to help students understand the concept of a hero. Students will compare Heroes across genres beginning with the 'text' TedEd Video on heroes in literature and pop culture.

ESTIMATED TIME: 45 MINUTE LESSON

**GRADE/
SUBJECT:**

5th Grade/ English
Language Arts

Instructional Context (Rationale)

- This lesson is to be taught in a 5th grade classroom in a rural Missouri school. Many students have families that work in the farming industry and have limited connections to the world outside of their small town. There is some diversity within the classroom. There is a large hispanic population with students who speak English as their second language. However, many of them were born and raised here so they have been learning English for the past six years in the public school system.
- The subject I teach is English Language Arts. Students are generally interested in reading books of their choosing but are beginning to lose interest in reading for school. So it is very important for me to keep students motivated to read.
- Before this lesson students would have been introduced to the mentor text, *Flora and Ulysses: The illuminated Adventures* by Kate DiCamillo. They understand that there is an unlikely hero in the book and have begun reading the book.

OBJECTIVES:	STANDARD:	ASSESSMENT
<p>Students will be able to watch the TedEd video about heroes and analyze what the major characteristics of the heroes described in the text.</p> <p>The goal is for students to use the knowledge they have gained to compare it to other texts from the same content.</p> <p>Students will be able to work in groups collaboratively and are expected to share their thinking throughout the lesson.</p>	<p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Formative</u></p> <p>Students' Thought Journals will be used as formative assessments. They will have a space to write answers to the following questions about the text we have read that day:</p> <ul style="list-style-type: none">• Who/what is the hero in this text?• What are the major characteristics of a hero?• What differences have you noticed about your ideas about what a hero is versus the ideas you have now?• What would life be like as the hero in this text? <p>See Appendix (A) for example of the Thought Journal.</p>

<p>Academic Language Objectives The TedEd video has academic vocabulary about analyzing literature in a complex way. It discusses the “Heroes Story” in literature that is well above most of the students reading levels.</p> <ul style="list-style-type: none"> - Students will be able to connect what they know about the popular stories described in the video as examples to decode these meanings. - Students will be able to discuss these meanings in a group setting. 	<p>CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Formative</p> <p>Students will complete an exit-ticket that will require them to note their change in understanding of what makes a hero based on the things they learned in the video</p> <ol style="list-style-type: none"> 1. My understanding before was _____. 2. My understanding now is _____. 3. It changed because _____.
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Instructional Strategies and Learning Tasks (Procedures & Timelines)

TIME	STUDENT ACTIONS	TEACHER ACTIONS	OUTLINE
5 minutes	<p>Pre-Reading Activity: Students are visualizing what they think of when they hear the word hero.</p> <p>Students are thinking about what they think is a hero. They are at their desks.</p> <p>Students are writing or drawing on their sticky notes their responses to the teacher’s questions.</p>	<p>“What do you see in your head when you think of the word Hero? Is a hero a person? Is it an animal? What characteristics do they have? What is their personality like? Do they have any talents?” etc.</p> <p>Teacher is moving around the room and talking</p> <p>“Write down on a sticky note some of the things you were thinking about. You can use words or pictures or any other way you want to describe what is going on in your head right now”</p> <p>If students are having a difficult time coming up with ideas, stop and ask them more specific questions. Maybe give them an example.</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Anchor Chart Paper - Blue Sticky Notes <p>Procedure:</p> <ul style="list-style-type: none"> - Teacher will introduce students to the guiding question: What makes a hero? - Students will think about what a hero is and write it down on a sticky note.

<p>5 minutes</p>	<p>Pair-Share: Students sharing with their shoulder partners about what they saw and what they wrote.</p> <p>Students are raising their hands to share their ideas.</p> <p>Students are putting their sticky note up on the anchor chart.</p>	<p>“Go ahead and turn to your shoulder partner and tell them what you wrote on your sticky note.”</p> <p>“If you thought of a super hero, raise your hand. If you thought of an everyday hero, raise your hand. If your hero is someone you know, raise your hand. This unit is about discovering and investigating several types of heroes. We will be working with our groups and independently to come up with our definition of a hero that covers all of these understandings.”</p> <p>“Add your sticky note to our anchor chart up at the front of the room. We will keep updating this as we go”</p>	<p>Procedure:</p> <ul style="list-style-type: none"> - Students will turn and talk to their neighbor about what they wrote. - Teacher will have students put sticky notes up on the anchor chart paper
<p>8 minutes</p>	<p>Thought Journals: Students sit in their desks and listen to the teacher explaining the Thought Journals.</p> <p>Students move into groups of three to four and move around the room Then, they write down answers to each of the questions.</p>	<p>“This is going to be your Thought Journal for our unit on heroes. Here we will compile all of our thoughts and ideas about what makes a hero. Just like the sticky notes, you can use words or pictures to express your ideas.”</p> <p>Teacher passes out Thought Journals.</p> <p>“I would like for you to move into groups of three or four and use our anchor chart of ‘What Makes A Hero’ to fill out the first section of our thought journals”</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Thought Journals (see appendix A) <p>Procedure:</p> <ul style="list-style-type: none"> - Teacher explains and passes out thought journals. - Students begin to write down their ideas about what makes a hero in groups of three or four.
<p>12 minutes</p>	<p>Watch TEDEd:What Makes a Hero? https://www.youtube.com/watch?v=Hhk4N9A0oCA Ask any questions they have.</p>	<p>Play video clip on Smartboard/projector</p> <ul style="list-style-type: none"> - Pause it at 4:05 - Tell students to review this circle <p>Replay the Video “Does anyone have any questions about the video we just watched?” If so, guide students to the right answer.</p>	<p>Materials:</p> <ul style="list-style-type: none"> - TEDEd Video <p>Procedure:</p> <ul style="list-style-type: none"> - Students will watch the video twice. - Students will have time to ask questions

<p>10 minutes</p>	<p>Thought Journal Round Two: Students will go to the second page of their Thought Journals.</p> <p>Students will be actively participating in the group writing activity.</p> <p>Students are invited to come up and add their ideas to the board.</p> <p>Meanwhile, students are writing these ideas and more that they have in their thought journals.</p>	<p>“O.K. So, now we have watched a video about what some people call “The Heroes Journey” in many books and stories. This is a common story among many books, movies, comics, and other things that we read” “I want you to take out your Thought Journals and use what you have learned in this video to answer the same questions you did about your pre-reading knowledge. This time we are going to do it as a group because we may have similar ideas.”</p> <p>Teacher will guide students through a rich discussion of what they have learned about a hero.</p> <p>If students struggled with the academic vocabulary used in the video, the teacher will help students to understand it best by using examples from pop culture references or other stories the students have read.</p> <p>These ideas could be drawings as well as words.</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Thought Journals - Projector with Thought Journal Template <p>Procedure:</p> <ul style="list-style-type: none"> - Students will write answers to the Thought Journal as a group using the knowledge they gained in the video.
<p>5 minutes</p>	<p>Assessment: Students will write a three to five sentence response to how their understanding of a hero has changed.</p> <ol style="list-style-type: none"> 1. My understanding before was _____. 2. My understanding now is _____. 3. It changed because _____. 	<p>“I would like for each of you to now write a three to five sentence response as an exit ticket about what we have done today”</p> <p>“It will go like this:</p> <ol style="list-style-type: none"> 1. My understanding before was _____. 2. My understanding now is _____. 3. It changed because _____.” <p>Show students these sentence starters on the projector as a guide.</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Projector - Paper - Instructions <p>Procedure:</p> <ul style="list-style-type: none"> - Tell students reason for exit-ticket - Have students answer it before they leave the classroom.

Student Supports

- Through the small and whole group work in filling out the Thought Journals for this first time, I have provided students with a guided release model of how to fill out the journals. The sticky notes provided students with materials to include in their Journals.
- The video's description of the Hero's Journey is very complicated and high level. Students will get caught up on this. My hope is that most of them have seen or read the Hunger Games and will be able to use their understanding of that to aid in their understanding of the video. If they do know the Hunger Games, I may have them complete examples of each step in Katniss' journey. If they do not, I will use another example from popular culture that the students will help to choose to describe these ideas.
- The ELL students in my classroom will be able to include some pictures and drawings in their Thought Journals. Including visuals and accepting non-standard forms of writing are both research-based practices for working with ELs.
- As for my gifted students, I will push them to deepen their thoughts in their Thought Journals. Maybe have them explicitly draw out the Hero's Journey for one of their favorite books in the thought journal.

Materials and Resources

- Projector and computer
- TEDEd Video: <https://www.youtube.com/watch?v=Hhk4N9A0oCA>
- Thought Journals for each student (see Appendix A)
- Anchor Chart Paper
- Blue Sticky Notes
- Paper

Lesson Two

UNIT NAME: What Makes a Hero?

Lesson Introduction and Rationale

This unit is designed to help students understand the concept of a hero. Students will compare Heroes across genres continuing with an exploration of every day heroes.

ESTIMATED TIME: 45 MINUTE LESSON

**GRADE/
SUBJECT:**

5th Grade/ English
Language Arts

Instructional Context (Rationale)

- This lesson is to be taught in a 5th grade classroom in a rural Missouri school. Many students have families that work in the farming industry and have limited connections to the world outside of their small town. There is some diversity within the classroom. There is a large hispanic population with students who speak English as their second language. However, many of them were born and raised here so they have been learning English for the past six years in the public school system.
- The subject I teach is English Language Arts. Students are generally interested in reading books of their choosing but are beginning to loose interest in reading for school. So it is very important for me to keep students motivated to read.
- Students will have continued reading *Flora and Ulysses* and have been working on reading the book during their reading block in school.
- Students have also already been introduced to the Thought Journals and will continue to use them in this context.

OBJECTIVES:	STANDARD:	ASSESSMENT
<p>Students will be able to research and describe every day heroes from the MyHero.com Database of everyday heroes. They will then use the information that they have gathered to compare it to their understanding of a hero from other texts.</p> <p>The goal is for students to use the knowledge they have gained to compare it to other texts from the same content.</p> <p>Students will be able to work in groups collaboratively and are expected to share their thinking throughout the lesson.</p>	<p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Formative</u></p> <p>Students' Thought Journals will be used as formative assessments. They will have a space to write answers to the following questions about the text we have read that day:</p> <ul style="list-style-type: none">• Who/what is the hero in this text?• What are the major characteristics of a hero?• What differences have you noticed about your ideas about what a hero is versus the ideas you have now?• What would life be like as the hero in this text? <p>See Appendix (A) for example of the Thought Journal.</p>

		<u>Formative</u>
		Write and record a speech of one of your heroes accepting an award for being a hero.

Instructional Strategies and Learning Tasks (Procedures & Timelines)

TIME	STUDENT ACTIONS	TEACHER ACTIONS	OUTLINE
5 minutes	<p><i>Bellwork/Pre-Reading Activity:</i> In a think-pair-share style activity, students will think about heroes in their lives.</p> <p>Students volunteer to share.</p>	<p>The Teacher is moving around the room while talking to students.</p> <p>“So today we will be talking some more about heroes but this time we are going to update our understanding of what a hero is some more.”</p> <p>“We are going to do a Think-Pair-Share activity about every day heroes”</p> <p>“Think about someone in your life who is a hero to you. It could be someone you know. It could be someone you know a lot about. Has anyone ever asked you who your hero is?”</p> <p>“Now that we have thought about these questions, turn and tell your partner your answer to the question.”</p> <p>“Lets have four people share the name of the person they see as a hero. Just the name and a short reason why”</p>	<p>Materials:</p> <ul style="list-style-type: none"> - None <p>Procedure:</p> <ul style="list-style-type: none"> - Think-Pair-Share about every day heroes - Who do they see as a hero?
10 minutes	<p><i>Example:</i> Students will be watching the teacher give instructions</p>	<p>“There is a website called MyHero.com that has a full listing of heroes that students like you have nominated to be on the list. There are sports players, writers, moms, dads, and just friendly people who’ve inspired kids.”</p> <p>“Our next job is to look through their directory and find a hero and learn about them. But, first let me do an example”</p> <p>Teacher leads students through an example of searching for a hero to research. Once deciding on one teacher models answering the questions in the Thought Journal about this hero.</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Computers for each student (Maybe iPads) - Projector - Thought Journals <p>Procedure:</p> <ul style="list-style-type: none"> - Teacher introduces MyHero.com and its list of heroes. - Teacher models searching for a hero and answering thought journal questions.

<p>12 minutes</p>	<p>Research Students will get into groups to research a hero from the MyHero.com Directory of heroes to write about in their Thought Journals.</p>	<p>“So now it’s your turn to get into small groups of two to three to research one hero from the directory of you choosing. The website provides you with a description of why they were chosen as a hero. Then, as a group, fill out your Thought Journals about this hero.” Teacher is walking around the room as the students work. She is making sure that all of the students are on task and have been doing their research in a timely manner.</p> <p>The teacher will also make sure to have students grouped with varying levels of reading comprehension so that they can support and reinforce the things they are learning about for each other.</p>	<p>Materials: - Laptops or iPads - Thought Journals</p> <p>Procedure: - Students working in groups of two to three on researching a hero from the MyHero.com directory of heroes</p>
<p>8 minutes</p>	<p>Compare Students will compare their findings with other students not in their groups.</p>	<p>“O.K. Now its time for you to share what you found. Find someone in the room who was not in your group and tell them about the Hero you found and read about. This should take no more than 2 minutes each.” Teacher is moving around the room. Making sure students are paired up and are talking about their heroes. The teacher will also time the students and tell them when to switch talking.</p>	<p>Materials: - None</p> <p>Procedure: - Students compare their results with other students.</p>
<p>10 minutes</p>	<p>Assessment: Students will write a speech from the point of view of their selected hero. The speech will be of the hero accepting an award. The students will need to come up with what the award is and what they would say about it. At least one paragraph. Later, they will record themselves reading the speech as the hero.</p>	<p>“Great job finding some great information about every day heroes. Your homework for tonight is to write a speech for the hero you selected accepting an award. You need to come up with the award they are accepting and you need to decide what the hero is going to say after they accept it.”</p> <p>“Take the last five minutes of class to write down some of the things that you need from the website for the speech or start to write it up.”</p> <p>“Tomorrow you are going to have time to record these speeches on the iPad so you can bring in any props you want to make your hero really come to live for us!”</p>	<p>Materials: - Paper - iPads - Any Props</p> <p>Procedure: - Students will write a speech from the point of view of their selected hero. - The speech will be of the hero accepting an award. The students will need to come up with what the award is and what they would say about it. - Later, they will record themselves reading the speech as the hero.</p>

Student Supports

- Consider the topic, skills, and strategies used in this lesson. How and where have supports and scaffolds for these been incorporated into the lesson(s)?
- What are the places in your lesson where the content might be confusing or “knot up”? What alternative ways do you have to present/explain the content if you need it?
- Are there additional supports that specific students/student groups might need? ELL? IEP? 504? Gifted? Extensions? Remediations?

Materials and Resources

- List the handouts, notes, books, and other materials you will need for the lesson.

Student Supports

- I tried to set up this lesson through the guided release model. I modeled using the Thought Journal to think about a hero from the directory. Students work in groups to fill out the Thought Journal using the hero directory. Then, they take that information independently to write a speech. This should provide the right amount of scaffolds for the students.
- Having students in mixed level groups for the Thought Journal activity was a decision I made to help students who might get caught up understanding the things written about the hero on the website as well as maneuvering the website. This way the upper level students will have extra practice with the information and who to ‘decode’ it for the other students.
- The ELL students in my classroom will be able to include some pictures and drawings in their Thought Journals. Including visuals and accepting non-standard forms of writing are both research-based practices for working with ELs.
- As for my gifted students, I will push them to deepen their thoughts in their Thought Journals. Maybe have them draw connections between what they learned about the Hero’s Journey and what they have learned about their every day hero.

Materials and Resources

- Projector and computer
- MyHero.Com/Directory
- Thought Journals for each student (see Appendix A)
- Anchor Chart Paper
- Paper
- iPads

Lesson One

UNIT NAME: What Makes a Hero?

Lesson Introduction and Rationale This unit is designed to help students understand the concept of a hero. Students will compare Heroes across genres using *Flora and Ulysses: The Illuminated Adventures* by Kate DiCamillo today!

ESTIMATED TIME: 45 MINUTE LESSON

GRADE/ SUBJECT: 5th Grade/ English Language Arts

Instructional Context (Rationale)

- This lesson is to be taught in a 5th grade classroom in a rural Missouri school. Many students have families that work in the farming industry and have limited connections to the world outside of their small town. There is some diversity within the classroom. There is a large hispanic population with students who speak English as their second language. However, many of them were born and raised here so they have been learning English for the past six years in the public school system.
- The subject I teach is English Language Arts. Students are generally interested in reading books of their choosing but are beginning to lose interest in reading for school. So it is very important for me to keep students motivated to read.
- Before this lesson students would have been introduced to the mentor text, *Flora and Ulysses: The illuminated Adventures* by Kate DiCamillo. They understand that there is an unlikely hero in the book and have begun reading the book.
- Students will have continued reading *Flora and Ulysses* and have been working on reading the book during their reading block in school.
- Students have also already been introduced to the Thought Journals and two other genres that have had heroes with different characteristics. The students will continue to use them in this context.

OBJECTIVES:	STANDARD:	ASSESSMENT
<p>Students will be able to read <i>Flora and Ulysses</i> and analyze what the major characteristics of the heroes described in the text.</p> <p>The goal is for students to use the knowledge they have gained to compare it to other texts from the same content.</p> <p>Students will be able to work in groups collaboratively and are expected to share their thinking throughout the lesson.</p>	<p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Formative _____</p> <p>The final entry into the student's Thought Journal is a summative assessment. They will have a space to write answers to the following questions about the texts:</p> <ul style="list-style-type: none"> • Who/what is the hero in this text? • What are the major characteristics of a hero? • What differences have you noticed about your ideas about what a hero is versus the ideas you have now? • What would life be like as the hero in this text? <p>See Appendix (A) for example of the Thought Journal.</p>

<p>Vocabulary Objectives Kate DiCamillo’s novel, <i>Flora and Ulysses</i>, has been praised for its use of higher level vocabulary.</p> <ul style="list-style-type: none"> - Students will be able to use the graphic novel sections of the book to find the meaning of some of the higher level vocabulary words in the book. 	<p>CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Formative</p> <p>While reading <i>Flora and Ulysses</i>, compile a list of words that you feel are describing or building up the characters. Words that make you think about who the character is and what choices they are making and what you think it means. In groups of four, select one of these words, take a photo of part of the comic book section of the book that helps you understand the meaning of the word. After, you can add audio over the photo using Educations.</p>
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Instructional Strategies and Learning Tasks (Procedures & Timelines)

TIME	STUDENT ACTIONS	TEACHER ACTIONS	OUTLINE
5 minutes	<p>Pre-Reading Activity: Students are visualizing what they think of when they hear the words the teacher listed.</p>	<p>“Take out a pen and paper, and make a short sketch of what comes to mind when I say the following words: Powerful Kind...” (Include other words students have used to describe Heroes as we have gone through the lessons)</p>	<p>Materials: - Paper Procedure: - Teacher will walk students through a visualizing activity of words used to describe heroes.</p>
10 minutes	<p>Vocabulary Investigation Students are going through the book they have read to find interesting or difficult vocabulary words they have found as they had read the book. The words need to be near one of the comic book sections of the book.</p>	<p>“While reading <i>Flora and Ulysses</i>, compile a list of words that you feel are describing or building up the characters near one of the comic book sections of the book. . Words that make you think about who the character is and what choices they are making and what you think it means. “ Teacher is moving around the room helping students find words that might work.</p>	<p>Procedure: - Students will be going through the book to find vocabulary words near the comic book sections of the book.</p>

<p>15 minutes</p>	<p>Vocabulary Investigation continued Students get into groups of two and decide on one vocabulary word and comic book section to help them define this word. Take a photo of the word and the comic book section using the iPad and add an audio of their reasoning using the Educreations App. on the iPads.</p>	<p>“O.K. So, now In groups of two select one of these words, take a photo of part of the comic book section of the book that helps you understand the meaning of the word. After, you can add audio over the photo using the iPad app, Educations to explain your reasoning.”</p>	<p>Materials: - <i>Flora and Ulysses</i> - iPads</p> <p>Procedure: - Students work on their Educreations photo with audio to describe the meaning of the word using the comic book as a way to derive meaning.</p>
<p>10 minutes</p>	<p>Thought Journal Round Students will go to the fifth page of their Thought Journals.</p> <p>Students are writing theses ideas and more that they have in their thought journals.</p>	<p>“O.K. So, now we have read almost all of <i>Flora and Ulysses</i>, I want you to take out your Thought Journals and use what you have learned about a hero in this book to answer the same questions you did about your pre-reading knowledge.”</p> <p>These ideas could be drawings as well as words to fill out the Thought Journal.</p>	<p>Materials: - Thought Journals</p> <p>Procedure: - Students will write answers to the Thought Journal as a group using the knowledge they gained in the book.</p>
<p>5 minutes</p>	<p>Assessment: Students will listen to the directions and begin to work on their final Thought Journal entries.</p>	<p>“We have learned a lot about many different kinds of heroes in this unit. All of our heroes have had different characteristics and have done many different things. Now that we have discovered all of these things, we need to put all of this information together to come up with our final understanding of What Makes A Hero? So, the final page in your thought journals is a place for your to compile all of your ideas into one space. You have the rest of our time today and any time you spend on homework to complete this form.”</p>	<p>Materials: - Thought Journals</p> <p>Procedure: - Students will fill out the final entry to the Thought Journal by compiling all of the information they have learned about heroes</p>

Student Supports

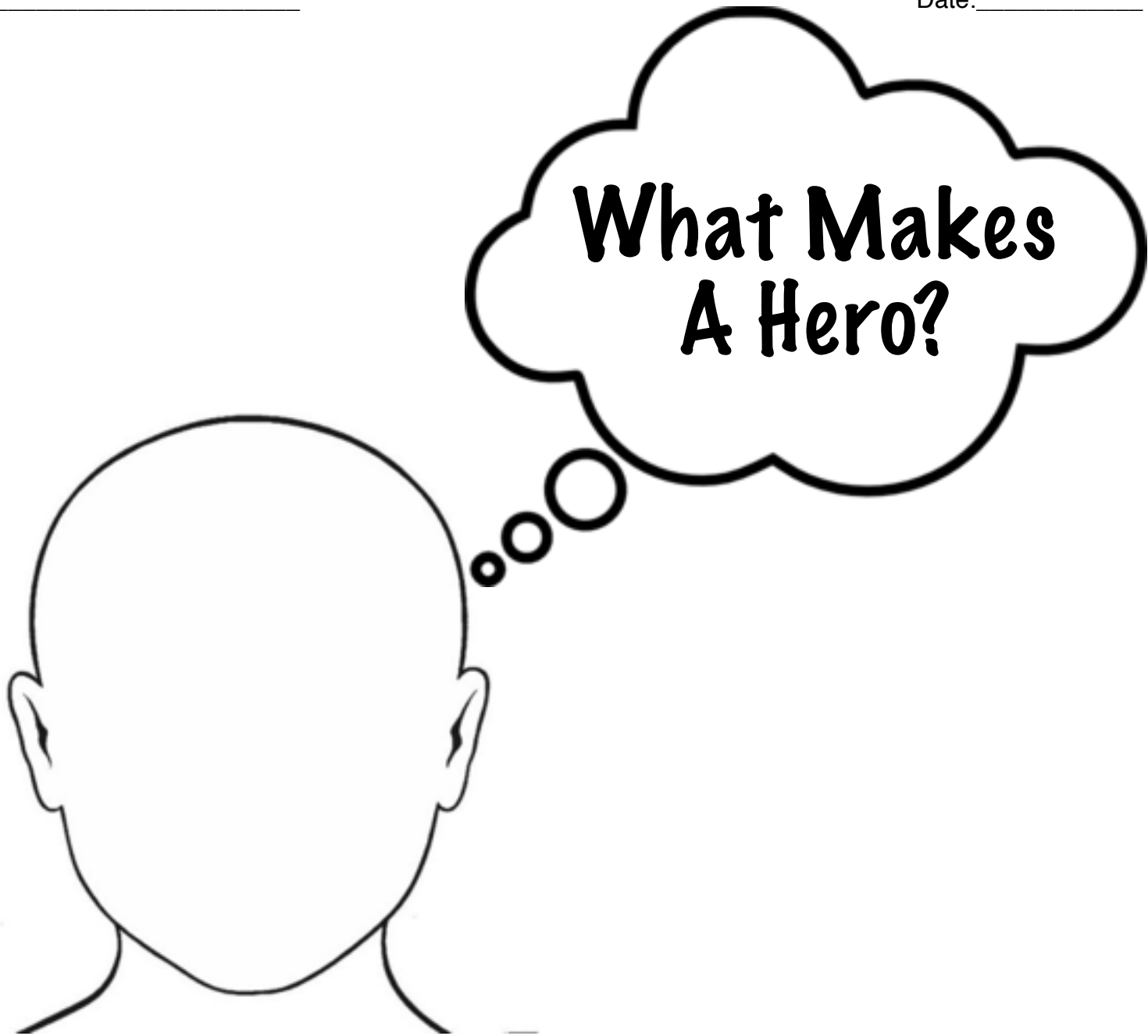
- The ELL students in my classroom will be able to include some pictures and drawings in their Thought Journals. Including visuals and accepting non-standard forms of writing are both research-based practices for working with ELs.

Materials and Resources

- Thought Journals for each student (see Appendix)
- *Flora and Ulysses*
- Paper
- iPads
- Educreations App

Name: _____

Date: _____



Name: _____

Date: _____

Pre-Reading Understanding of a Hero

Who/what is the hero
in this text?

What are the major
characteristics of a hero?

What differences have
you noticed about
your ideas about what
a hero is versus the
ideas you have now?

What would life be
like as the hero in
this text?

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Name: _____

Date: _____

TedEd: What Makes A Hero?

Who/what is the hero
in this text?

What are the major
characteristics of a hero?

What differences have
you noticed about
your ideas about what
a hero is versus the
ideas you have now?

What would life be
like as the hero in
this text?

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Name: _____

Date: _____

MyHero.com Directory Search

Who/what is the hero
in this text?

What are the major
characteristics of a hero?

What differences have
you noticed about
your ideas about what
a hero is versus the
ideas you have now?

What would life be
like as the hero in
this text?

Vertical dotted line separator

Vertical dotted line separator

Vertical dotted line separator

Name: _____

Date: _____

***Flora and Ulysses: The Illuminated Adventures* by Kate DiCamillo**

Who/what is the hero
in this text?

What are the major
characteristics of a hero?

What differences have
you noticed about
your ideas about what
a hero is versus the
ideas you have now?

What would life be
like as the hero in
this text?

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Name: _____

Date: _____

***Flora and Ulysses: The Illuminated Adventures* by Kate DiCamillo**

Who/what is the hero
in this text?

What are the major
characteristics of a hero?

What differences have
you noticed about
your ideas about what
a hero is versus the
ideas you have now?

What would life be
like as the hero in
this text?

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Name: _____

Date: _____

Post-Reading Understanding of a Hero

Who/what is the hero
in this text?

What are the major
characteristics of a hero?

What differences have
you noticed about
your ideas about what
a hero is versus the
ideas you have now?

What would life be
like as the hero in
this text?

--	--	--	--



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Description

Educreations is a unique interactive whiteboard and screencasting tool that's simple, powerful, and fun to use. Annotate, animate, and narrate nearly any type of content as you explain any concept. Teachers can create short instructional videos and share them instantly with students, or ask students to show what they know and help friends learn something new.