

THE G-MANTM SUPER JOURNAL

Awesome Origins



Chris Giarrusso

TEACHER'S GUIDE

Curriculum Connections and Activity/Discussion Guide

The activities in this guide align with Common Core State Standards for grades 3–5.



THE G-MAN SUPER JOURNAL: AWESOME ORIGINS

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GRADE LEVEL: 3–5

Curriculum Connections

Language Arts—Reading and Writing

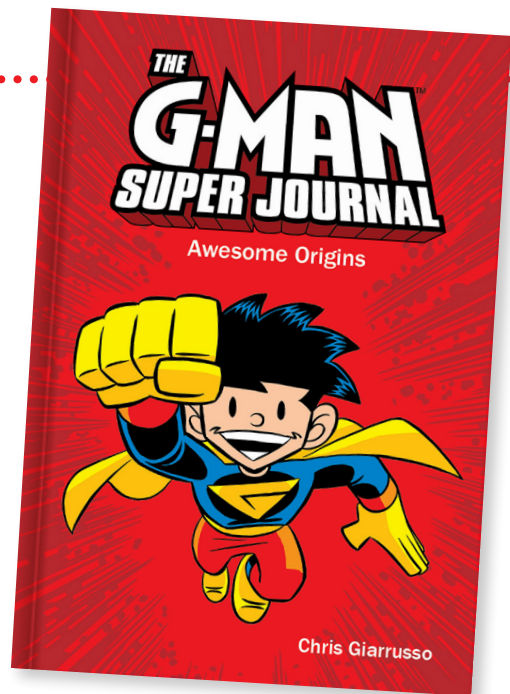
Content Standards

Language Arts

Common Core State Standards: www.corestandards.org

Overview

As students read each section of *The G-Man Super Journal: Awesome Origins*, they will use the *Super Reader Responses!* bookmark page to take notes on characters, vocabulary, key moments in the story, and text connections. Students will then use their notes to write reader response journal entries in which they make personal connections to their reading.



Grade 3

Reading

- * Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [CCSS.ELA-LITERACY.RL.3.3]
- * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [CCSS.ELA-LITERACY.RL.3.4]
- * Distinguish their own point of view from that of the narrator or those of the characters. [CCSS.ELA-LITERACY.RL.3.6]
- * Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [CCSS.ELA-LITERACY.RL.3.7]



Writing

- * Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [CCSS.ELA-LITERACY.W.3.10]

Speaking and Listening

- * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.3.1]

Language

- * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [CCSS.ELA-LITERACY.L.3.2]
- * Use knowledge of language and its conventions when writing, speaking, reading, or listening. [CCSS.ELA-LITERACY.L.3.3]
- * Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.3.4]
- * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-LITERACY.L.3.5]

Grade 4

Reading

- * Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [CCSS.ELA-LITERACY.RL.4.3]
- * Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). [CCSS.ELA-LITERACY.RL.4.4]
- * Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [CCSS.ELA-LITERACY.RL.4.6]

Writing

- * Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [CCSS.ELA-LITERACY.W.4.10]

Speaking and Listening

- * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.4.1]

Language

- * Use knowledge of language and its conventions when writing, speaking, reading, or listening. [CCSS.ELA-LITERACY.L.4.3]
- * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.4.4]
- * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-LITERACY.L.4.5]

Grade 5

Reading

- * Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [CCSS.ELA-LITERACY.RL.5.4]
- * Describe how a narrator's or speaker's point of view influences how events are described. [CCSS.ELA-LITERACY.RL.5.6]
- * 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). [CCSS.ELA-LITERACY.RL.5.7]

Writing

- * Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [CCSS.ELA-LITERACY.W.5.10]

Speaking and Listening

- * Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. [CCSS.ELA-LITERACY.SL.5.1]

Language

- * Use knowledge of language and its conventions when writing, speaking, reading, or listening. [CCSS.ELA-LITERACY.L.5.3]
- * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-LITERACY.L.5.4]
- * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-LITERACY.L.5.5]



Time Frame

One class period to introduce the Super Journals project, plus time for students to read and respond to the book.

Objectives

- * Students will read and make notes about their initial responses to *The G-Man Super Journal: Awesome Origins*.
- * Students will use their initial notes to write journal entries detailing their personal connections to the text.

Materials

- * Copies of *The G-Man Super Journal: Awesome Origins*
- * Student “Super Journals” (blank notebooks or stapled notebook paper)
- * Copies of the *Super Reader Responses!* bookmark page
- * *G-Man Super Words* mini poster (optional)
- * Pencils



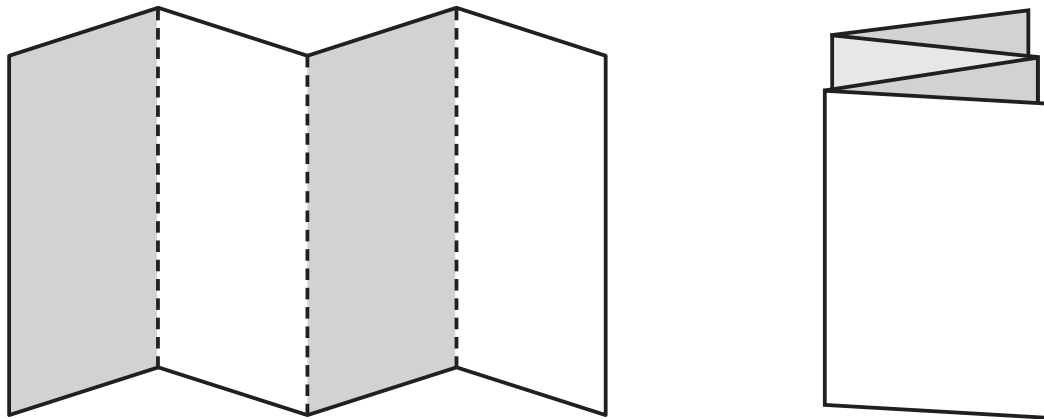
Procedure

Before Reading

1. Introduce students to *The G-Man Super Journal: Awesome Origins*. Activate students' prior knowledge by asking them to share what they know about superheroes.
2. Take students on a quick book walk through of *The G-Man Super Journal: Awesome Origins* without reading the dialogue. Ask students what they think the book is about. If students have read similar illustrated journal-style books, have them share their thoughts about these types of books.
3. Point out to students that this book is presented as G-Man's personal journal. Ask students what the point of view is in this text (*first person*). Explain that the author, Chris Giarrusso, had to imagine and tell the entire story from G-Man's point of view. Discuss the text features in the book, including G-Man's day-of-the-week headers for each section, the illustrations, and the taped-in color “photographs.”
4. Tell students that as they read *The G-Man Super Journal: Awesome Origins* they will keep their own journals to record their thoughts about the story. Give students blank “Super Journals” and let them spend a few minutes writing their names and decorating the covers.

Procedure Continued

5. Distribute a *Super Reader Responses!* bookmark page to each student. Have students fold their papers on the dotted lines back and forth like an accordion to form a bookmark. Tell students that as they read each section of the book, they should record information and thoughts on a bookmark. This does not need to be finished writing, just notes for them to use later. Read through the four parts of the bookmark with students to be sure they understand what kind of information they should write in each part. Tell students that they will use a new bookmark each time they read a new section of the book.



During Reading

6. Have students read a section of the book and make notes on their bookmarks as they go. (If they run out of room on the front side of the bookmark panels, they can make additional notes on the back of the paper.) You can have them read a particular number of pages, a number of “days” in G-Man’s journal, or for a preset period of time. Because students often read at widely varying speeds, you may want to differentiate by letting students determine how much they can or want to read as a “section.” If you would like to assign sections so that the class can discuss each section together, see the *The G-Man Super Journal: Awesome Origins* Reader Response Questions and page numbers below. Students should use a new bookmark to make notes for each section of the book they read.

After Reading

7. As students finish reading each section, have them share the vocabulary words they recorded on their bookmarks. As a class, create a definition for each word. Keep a running *G-Man Super Journal Vocabulary* list on chart paper or a whiteboard. You could also display the *G-Man Super Words* mini poster for students to use as reference.

Procedure Continued

8. For each reading section, have students write in their Super Journals in reaction to what they read, using their bookmark notes as reference. You can pose specific journal questions (see suggestions below) or have students create their own formats. Encourage students to both write and draw in their journals, and, if appropriate, glue or tape in photographs or other items as G-Man does in his journal. Remind students to add the date and page numbers for each journal entry. Tell students that their journal entries, unlike their bookmark notes, should be complete writing, and they should do their best to use correct spelling, punctuation, and grammar. If you will be using the assessment rubric (see Assessment) to assess journal entries, go over the rubric with students so they know what is expected.

General Reader Response Questions

- * What did you really like about this part of the story? Why?
- * What does the story make you think about?
- * How did you feel about what you read today?
- * What happened in this part of the story? Can you predict what will happen next?
- * What is your favorite illustration in this part of the story? Why?
- * Who is the most interesting character in this part of the story? Why?
- * How does this part remind you of another book you've read?
- * Do any of the characters remind you of someone you know? Who and why?
- * Have any of the things in this part of the story ever happened to you? Write about them.

The G-Man Super Journal: Awesome Origins Reader Response Questions

Pages	Question
1–7	G-Man has an unusual name that can sometimes cause him some frustration. Do you have any issues with your name? G-Man tells a story from his family history. Do you know any funny or interesting stories about your family history? G-Man idolizes Captain Thunderman. Who do you admire and why?
8–15	G-Man is skeptical about the Mental Defense Helmet ads on TV. Have you seen any ads on TV that you think might not be completely honest?

16–23	In the story, some people are born with superpowers, like Eddie Delta, and some people acquire their powers, like the Suntroopers. Either way, each person has to work hard to make the most of his or her powers. What's your "superpower"—what are you really good at? How did you get so good at it?
24–31	G-Man chose Happy Hero for his report. Who would you choose for a report about an important figure in American history? Why?
32–57	Everyone wants Billy's wings. Have you ever wanted something that someone else had? Has someone wanted something of yours?
58–63	G-Man feels that his mother and brother are not treating him fairly. Has anyone ever treated you unfairly? How did you react?
64–69	Have you ever had strange or interesting dreams like G-Man? Have you ever been blamed for something you didn't do? How did it make you feel?
70–83	Do you think students should be allowed to write whatever they want in a journal? Should they be allowed to draw pictures? Why?
84–93	If you had enough money and could buy anything, what would you buy? Why? Is there anything you want that money can't buy?
95–123	What do you think about what G-Man did to Mr. Leary's diploma? Is it okay since he didn't actually destroy the diploma?
124–136	How do you define good sportsmanship? Write about a time when you experienced good or poor sportsmanship.
137–159	Are you influenced by what celebrities say or do? How?
160–188	Have you ever been jealous of someone? Can you be happy for someone else's success and still feel jealous? Write about a time when you felt jealous.
189–216	Describe how you think G-Man felt when he finally got superpowers. Have you ever felt that way about something in your life? G-Man and his friends use teamwork to defeat Mister Mental. Do you think any of them could have defeated Mister Mental on his or her own? Why or why not? Write about a time when you were part of a good team.

Assessment

Assess students' reader response journals using the Reader Response Journal Rubric. Be sure to share the rubric with students at the beginning of the assignment so they will understand what is expected.

Tasks	4 Points Exceeds Expectations (went above and beyond the requirements)	3 Points Meets Expectations (did what was asked)	2 Points Progressing (needed assistance to complete the work)	1 Point Needs Improvement (incomplete or did not follow directions)	0 Points Did not do the assignment
Connect the reading to your own experiences or to other books you have read.					
Show your line of thinking about the characters' motivations and actions.					
Communicate your thoughts clearly, using both words and pictures, so the reader can understand what you are saying.					
Reread and edit your journal responses for proper punctuation, capitalization, and spelling.					

Differentiation and Extended Learning Activities

Reader Interviews

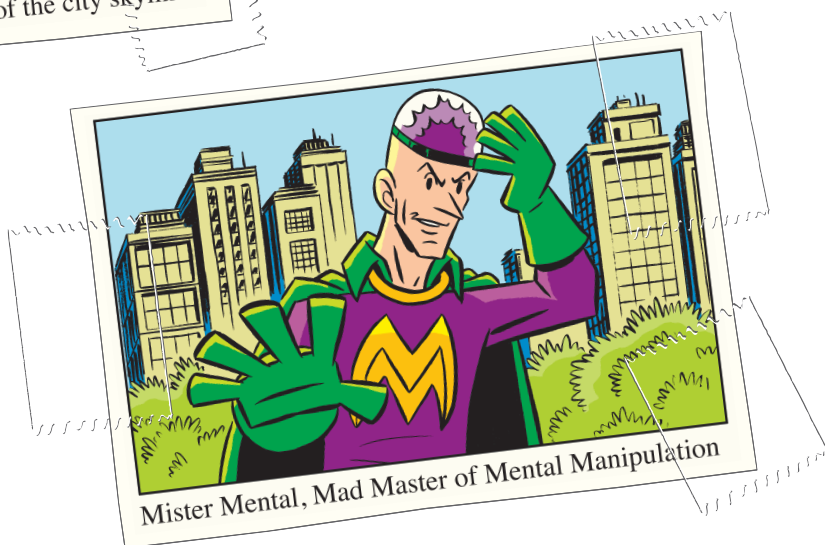
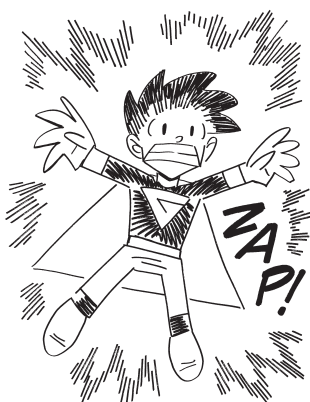
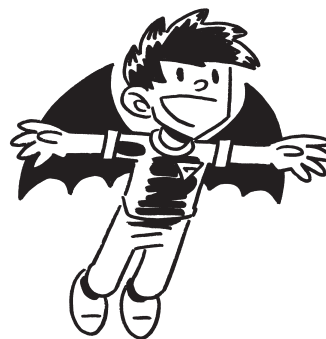
- Once the class has finished reading and responding to the entire book, have each student interview a partner about his or her responses to the book. Work together as a class to create some example questions, then have each student create his or her own set of interview questions. Have each student record his or her partner's responses and write a short illustrated summary.

Readers' Theatre

- Have students choose a scene or a chapter from the book and work together to write and perform a Readers' Theatre script.

Write a Letter

- Have students write letters to a character from the book. Require that they use a certain number of vocabulary words or that they illustrate their letters.



G-Man Super Words

- * obscuring (page 41)
- * kiosk (page 43)
- * traumatic (page 45)
- * manufactured (page 49)
- * perpetually (page 58)
- * defensive (page 61)
- * cunning, humiliating, dynamic, periodically (page 62)
- * dumbfounded (page 63)
- * thwarted (page 64)
- * civilized, imaginative, condescendingly, trivializes (page 70)
- * hypocrite (page 73)
- * predicament, sympathized (page 75)
- * gauntlets, intensity (page 78)
- * extraterrestrial, asteroid, apocalyptic (page 79)
- * corroborate (page 84)
- * petrified, absorbed (page 91)
- * nullified (page 99)
- * initiate, instigation (page 104)
- * involuntarily, backfire, formulation, subsequent (page 108)
- * paralyzed, audacity, paralysis, inevitable (page 111)
- * reluctantly (page 116)
- * tyrannical (page 117)
- * obsession, denial, watermark, embossed, paper stock, authentic (page 119)
- * intact, unscathed, disbelief (page 120)
- * exasperated, ambiguous, scheming, skepticism (page 121)
- * examination, casual observer, unsupervised (page 123)
- * tactical advantage, spectator (page 124)
- * assimilate (page 125)
- * dominate (page 128)
- * sarcasm (page 129)
- * peripheral vision (page 130)
- * verify, adequate (page 134)
- * unfortunate, predicament (page 139)
- * blood type, DNA, genetic, noninvasively (page 142)
- * gravitate, solidarity (page 145)
- * onslaught (page 148)
- * recruitment (page 155)
- * metacarpophalangeal integrity (page 156)
- * meditative (page 164)
- * exhilarating (page 166)
- * distortion, sensation (page 167)
- * astronomically (page 178)
- * intermittently, déjà vu, revelation (page 182)
- * anticipating (page 184)
- * pyrotechnic (page 188)
- * genius, visionary (page 192)
- * aeronautics (page 193)
- * immediate priority (page 199)
- * metaphysics, subliminal, defiance (page 200)
- * levitation (page 201)
- * invulnerability (page 209)
- * surreal (page 211)
- * submerged, robotic, cyborg, resurrect, incapacitated (page 212)



G-Man uses a lot of big words! Write down any words you don't recognize.

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[illegible]