

# Hero Academy Overview

78 Leveled Readers with Lesson Plans | Action-Packed Fiction

Pre-K-4



**A NEW Series  
from Rigby®**

**Integrates Literacy,  
SEL, and Engaging  
Activities**

# ***At Hero Academy, Students Discover Their Superpowers!***

In a world of ordinary mortals, who stands out as a hero?

*Hero Academy's* seven lovable student superheroes battle it out with eight unforgettable villains to protect their school and city—while building the critical social-emotional skills that enable them to make wise choices and contribute as heroic citizens.

From the trusted Rigby imprint, this new series combines the precise leveling teachers rely on with the superhero adventures students can't resist. Through *Hero Academy*®, Social-Emotional Learning (SEL) instruction joins forces with rigorous ELA lessons to create high-quality learning experiences that give students the courage to embrace their powers.

*Hero Academy* helps students build comprehension, vocabulary, fluency, and other key literacy skills essential for meeting today's standards.





## Literacy Powers—Activate!

Launch your super class and inspire students to become the heroes of their own stories with an irresistible new Rigby series for Pre-K-4.



### ***Hero Academy Overview***

- 2** Bring Heroes to Your Library
- 4** Build Super Reading Strength with Exciting Adventures
- 6** Exercise the Courage to Stand Up for What's Right
- 8** Combine Social-Emotional Learning and Literacy Instruction
- 10** Power Up to Meet ELA and SEL Standards
- 12** Find the Right Package for Your Heroes

# Bring Heroes to Your Library

Characters with recognizable and age-appropriate strengths and challenges bridge the gap between the classroom and the community by modeling how to help a friend, follow directions, make mistakes, and act with empathy and compassion.



Jin, "Swoop"



Nisha, "Nimbus"

Ann, "Boost"



Alex, "Invisiboy"



Slink the Cat, "Combat Cat"







Evan, "Flex"



Ben, "Sprint"

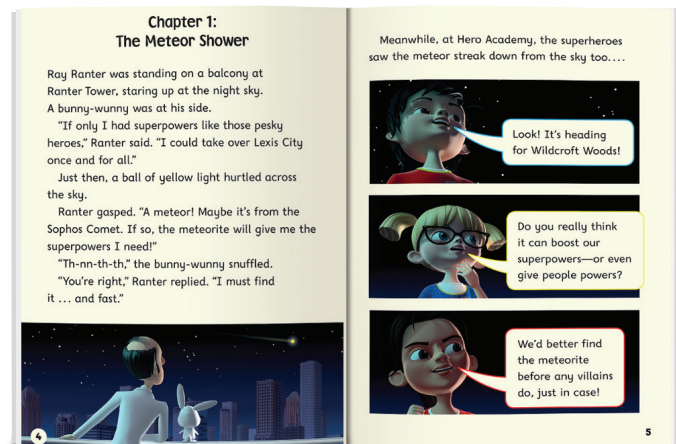


Cam, "Switch"

# Build Super Reading Strength with Exciting Adventures

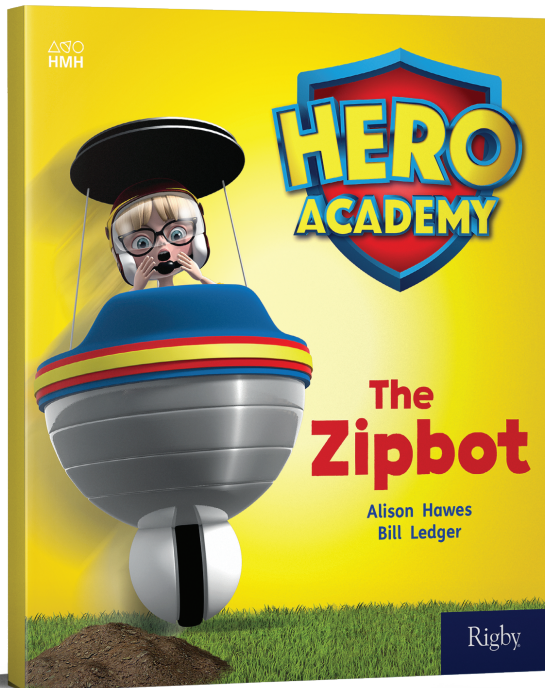


Captivating storylines, lovable characters, and an intentional increase in text complexity build critical thinking skills and motivate students to keep reading—even after they leave the classroom.



Nimbus, Swoop, and Boost are in a mad dash to claim a super-charged meteorite before the villain Ray Ranter can reach it.

**Will the heroes stop Ranter?**



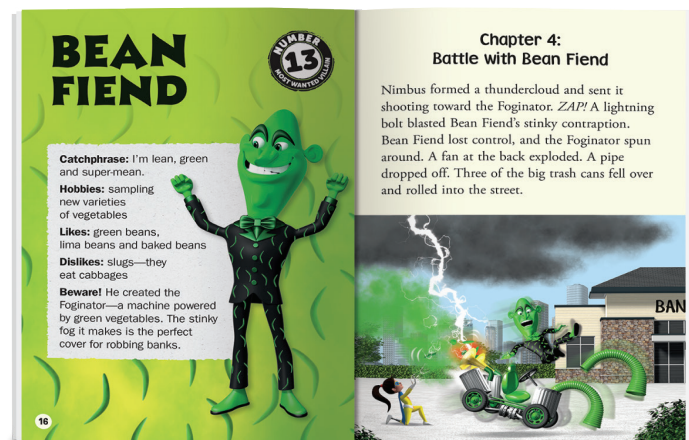
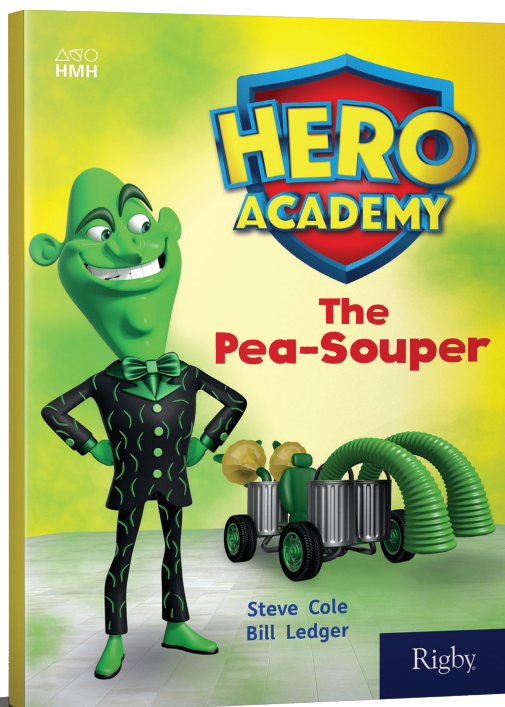
Ann is curious to try out the new Zipbot at *Hero Academy*. She's in for a shock when it takes off much faster than she was expecting!

**How will she get the help she needs?**





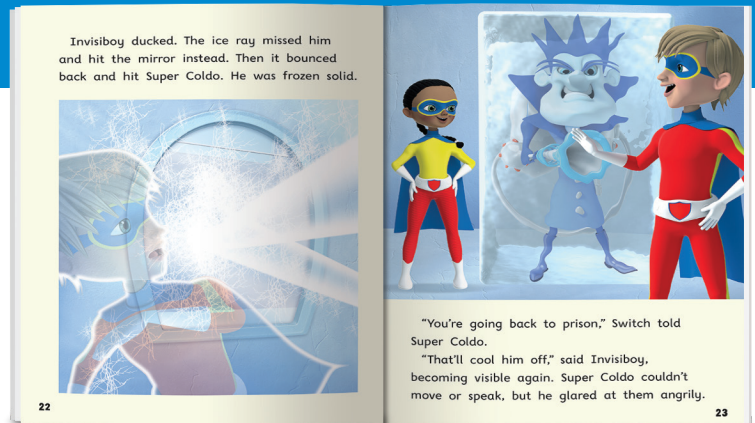
# Exercise the Courage to Stand Up for What's Right



Nimbus and Sprint must plan ahead and face the Bean Fiend and his Foginator to save Lexis City from a thick "pea-souper" fog.

**Will Nimbus and Sprint clear the air?**





Switch and Invisiboy must work together to stop Super Coldo from freezing Lexis City with his ice blaster.  
**Will Super Coldo triumph?**



# Combine Social-Emotional Learning and Literacy Instruction

Rigorous instruction builds comprehension, vocabulary, and fluency skills while engaging students at high depth-of-knowledge levels. Take and Teach lesson plans support guided reading instruction, save planning time, and provide connected instructional activities.



Each book includes a **Take and Teach** lesson plan.

**Social-Emotional Learning** describes the SEL focus.

**Text X-Ray** saves you hours of prep time.

**Key Ideas** lists main events in sequence.

## The Super-Strength Trials

GENRE Fiction

OVERALL RATING Moderately Complex

### WHY THIS TEXT?

In this sequel to *The Superpower Games* story, Hero Academy's Boost is pitted against Rocko, a student at the Superpower School. Both have super-strength, but the trials will show who is stronger. When Boost wins the trials, Blur uses a machine he stole from Miss Gatsby to steal the medals and the games' winner's cup. Boost and Rocko work together to stop him.

### SOCIAL EMOTIONAL LEARNING (SEL)

Perseverance



### TEXT COMPLEXITY

F&P LEVEL N

LEXILE® 630L

OVERALL RATING Moderately Complex

### TEXT X-RAY

KEY IDEAS	LANGUAGE	BACKGROUND & CULTURE
<ul style="list-style-type: none"> <li>Boost and Rocko tie in the first six trials. Boost wins the final trial.</li> <li>Someone steals the medals, winner's cup, and Miss Gatsby's machine.</li> <li>Boost and Rocko work together to stop the machine.</li> <li>Blur confesses to stealing everything.</li> <li>Boost gets a medal for winning the games.</li> <li>She gives half of it to Rocko because they saved the day together.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>victory (p. 3)</li> <li>rivals (p. 4)</li> <li>trials (p. 4)</li> <li>confident (p. 6)</li> <li>boasts (p. 9)</li> <li>massive (p. 11)</li> <li>arena (p. 13)</li> <li>triumphs (p. 16)</li> <li>mole (p. 21)</li> <li>lair's (p. 22)</li> <li>barrier (p. 24)</li> <li>rematch (p. 32)</li> </ul>	<p>Look at the front and back cover with students. Discuss the title and the blurb on the back cover. Explain the concept of competitions and how students from one school may compete with students from another school, especially in sports. Briefly discuss examples of how students from different schools meet to compete. Ask students to make a prediction on what this story is about.</p>

### INSTRUCTIONAL SUPPORT

#### OPTIONS FOR TEACHER-LED SESSIONS

- ☐ Key Ideas and Details ..... 2
  - Compare and Contrast
  - Character
- ☐ Respond & Extend ..... 4

The Super-Strength Trials

1

## Key Ideas and Details

### GENERATE INTEREST

- Why would you write someone a letter without signing your name?
- Think of a time when someone tricked you. How did you feel?
- Why is it a bad idea to go by yourself to meet someone you don't know?

### SOCIAL EMOTIONAL LEARNING (SEL)

Planning ahead means having a set of steps to follow to achieve a goal. It also means thinking about what tools you might need for problems that arise. Think about the night before the first day of school. What do you do to plan ahead? What tools do you pack to bring with you? Planning ahead helps keep you focused on your task and prepares you to solve problems that might come up.

Helping students understand and recognize each SEL trait in action supports **self-awareness and growth**.

### GUIDE INSTRUCTION

Build comprehension of the text, using the prompts below as needed.

2-3

**What problem does the story identify right away, on page 3?** (*Slink the cat is missing.*) **What does the chapter title suggest will happen next?** (*that someone will find him*)

**Guide** Revisit the story title, *Catnapped*. Point out that it's a play on the word *kidnapped*, and discuss the meaning of *kidnapped*. Ask: *What can you infer from the story title? What do you think this story is about?* Guide students to infer, or figure out, that the cat Slink has probably been taken by someone. An inference is a conclusion or idea based on available information. Help students make an inference about Ann based on the picture of Boost on page 2 *before* they read her description.

### TEXT EVIDENCE

- *Lost and Found*
- *Slink was always hungry, yet his favorite food—Scrummy-Yums—hadn't been touched.*
- *... no one had seen or heard from him.*
- picture clues

### English Learner Support

List adjectives from the text, such as *heavy*, *full*, *hungry*, and *brief*, on the board. Say aloud and define each word. Model or illustrate the meaning of each word and challenge students to write and say a sentence for each.

Supporting students in close reading of a text through engaged discussions fosters a **lifetime of deep reading habits**.

6-7

**How does the author of the letter sign the letter?** (*A cat lover*) **What can you infer about the author of the letter?** (*The author does not give his or her name, so he or she does not want to be known yet.*)

**Reread and Discuss** Reread the letter on page 6 with students. Discuss with them what they think Ann should do about the letter. Point out that she doesn't know who she's meeting and the letter is addressed just to her instead of to the school or a teacher. Ask, *How does this letter make you feel?*

### TEXT EVIDENCE

- *Yours sincerely, A cat lover*
- picture clues

### English Learner Support

Define *pretend* as "acting like something or someone you are not."

- I am pretending when I \_\_\_\_.
- I like to pretend that I \_\_\_\_.
- Who or what might you like to pretend to be? How would you pretend to be that person or thing?

English Learner Support provides options for **scaffolding and differentiated instruction**.

Catnapped

2



# Power Up to Meet ELA and SEL Standards



## Respond & Extend

### GENERATE INTEREST

- What would you write to Ray Ranter about this experience if you were Boost?
- What advice would you give Boost about her decision to go to the city alone?

### SOCIAL EMOTIONAL LEARNING (SEL)

People often want to solve problems on their own. Ann decides to go into the city by herself. She wants to take care of a problem. She plans ahead, but she doesn't really know what situation she's walking into. What do you do if you're not sure about a situation?

### GUIDE INSTRUCTION

Explain that the students will be using what they have read and their own opinions to respond to text. Then, assign and support one or more of the following activities below.

#### Project

##### Extended Flashback

- Slink was on a mission to find potential superheroes when Ray Ranter tricked and captured him. (Review the flashback on page 17.)
- Write and illustrate Slink's story up until he gets caught, beginning with his trip into Lexis City.

#### Research Connection

##### Building Bridges

- Use appropriate print and Internet resources to investigate types of bridges. How are they built? With what materials?
- Make a poster explaining the construction of three different kinds of bridges, with a drawing to show how one type of bridge works.

#### Response Writing

##### Write a Dialogue

- What would Miss Linen, Ann, Jin, and Slink say if they met after the events of the story to discuss what happened?
- Write a dialogue in which they discuss the problems in the story, the actions they took, and what they could have done better.

#### Vocabulary

##### Synonym Sentences

- Choose three vocabulary words. Identify a synonym for each. A synonym is a word that has the same or similar meaning.
- Write a sentence for each synonym.
- Take turns sharing your sentences in a group and guessing the vocabulary word that matches the synonym.

#### Hands-On Activity

##### Lost: Beloved Pet

- What would you do if a pet (or a friend's pet) went missing?
- With a partner, make an action plan listing the steps you would take to find the missing pet.
- Turn your plan into an illustrated guide entitled *How to Find a Missing Pet*.

#### Social Emotional Learning

##### Plan Ahead

- People plan ahead for long-term goals, or things they want to accomplish.
- Make a plan for how you will achieve a goal. What do you need to learn? What work do you need to do?

Catnapped

4

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.



# Superpowered Activities to Support Every Learner

- **Respond and Extend:** Engage students to apply what they have learned, with six choices of performance-based activities.
- **Social-Emotional Learning:** Call upon students to think about how they would act if confronted by the same situation faced by the hero in the story.
- **Reinforce the SEL Skill:** Ensure a real connection with the text, building critical thinking and reinforcing ELA skills.
- **Hands-On Activity:** Foster curiosity, analysis, and synthesis by applying the story's theme or main idea to a challenge.
- **Response Writing:** Prepare students for high-stakes tests with text-based writing prompts.
- **Vocabulary and Language:** Build confident readers and writers through vocabulary and language skills practice.

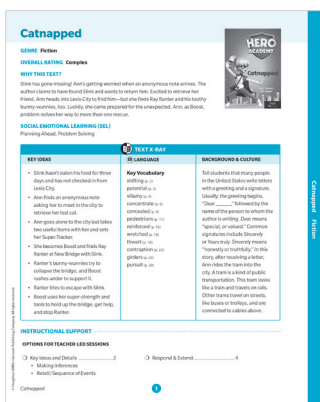


# Find the Right Package for Your Heroes



## Create a Classroom of Super Students!

*Hero Academy* is versatile and can be used for many types of literacy instruction, including read-alouds, independent reading, shared reading, guided reading, and modeled reading.



### Guided Reading 6-Pack

Six copies of an individual title with a Take and Teach Lesson Plan packed in a clear bag



### Guided Reading Set

Includes six unique titles of Guided Reading 6-Packs (36 books) with a Take and Teach Lesson Plan for each title, all housed in a vinyl tote with a Hero Academy insert



Set 1

## Complete Guided Reading Library

Includes ALL 13 Guided Reading Sets (468 books total) with a Take and Teach Note for each title, housed in 13 vinyl totes with title listings on inserts



Set 2



Set 3



Set 4



Set 5



Set 6



Set 7



Set 8



Set 9



Set 10



Set 11



Set 12



Set 13

## Sets for Independent Reading



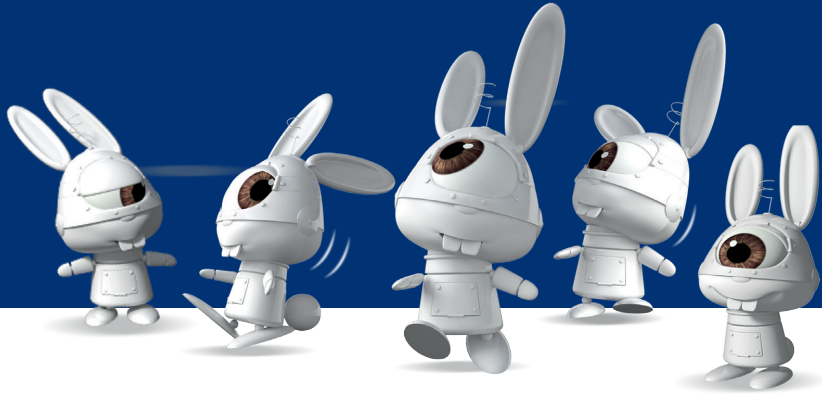
### Independent Reading Pack

Single copies of all 6 titles in a set, shrink-wrapped together

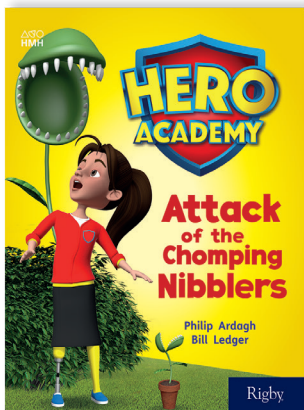
### Complete Independent Reading Library

Single copies of all 78 titles in 2 vinyl totes, each with an insert





*Hero Academy* is the leveled reader series where SEL and literacy meet!



Studies indicate that social-emotional learning helps students solve problems, reach goals, and better understand themselves and others.

Throughout this series, themes of empathy and growth mindset emphasize qualities that encourage students to believe in themselves and act on their potential.

800.225.5425 | [hmhco.com/HeroAcademy](http://hmhco.com/HeroAcademy)

Hero Academy is a registered trademark of Robot Entertainment, Inc. Rigby®, The Learning Company™, Houghton Mifflin Harcourt®, and HMH® are trademarks or registered trademarks of Houghton Mifflin Harcourt. © Houghton Mifflin Harcourt. All rights reserved. 06/19 WF807077 Z1766420



**Houghton Mifflin Harcourt.**  
The Learning Company™

[hmhco.com](http://hmhco.com)