



2ND GRADE **ELA**

Student Materials

Unit 5 ***Finding Your Power:*** ***Freddie Ramos***





Daily Lesson Materials

Name: _____

Date: _____

1. Describe Mr. Vaslov.

2. Describe Freddie.

3. What does the phrase "taped up like a mummy" show about the box?

4. What is inside the box? How does Freddie respond? How does Mr. Vaslov respond?

5. Where does Freddie think the shoes came from? Why?

6. How does Freddie feel about his mom? How do you know?

Name: _____

Date: _____

How does Freddie feel about the shoes? Why?

Name: _____

Date: _____

1. Why does Freddie always race the trains? How does he feel when he is racing the trains?

2. What happens when Freddie starts running? Why do you think this is happening?

3. What words or phrases does the author include to describe the shoes? What do these words and phrases show the reader?

4. Freddie Ramos runs a whole mile in a few seconds. Why is that impressive?

5. Ask students what the following phrases mean, and why the author included them:

- "my feet took off like jet wheels on a runway"
- "one blink later"
- "Zoom! Zoom! Zapato!"

Name: _____

Date: _____

1. How does Freddie feel after his conversation with Uncle Jorge? Why?

2. What mystery is Freddie trying to solve?

3. How does Mr. Vaslov respond when Freddie asks for the box? Why?

4. What clues does Freddie find on the box? Will the clues help him solve the mystery? Why or why not?

5. What happened to Freddie's dad? Why does Freddie think about his dad when he is looking at the box?

6. Why does Freddie not use his Zapato Power to get home at the end of the chapter? What does this show about him?

Name: _____

Date: _____

1. Why does Mom think education is important?

2. What does Freddie do with his sneakers? Why?

3. Why does Freddie say his "whole life was about to change?"

4. What happened to Freddie's dad?

5. Describe how Freddie's imagination takes over while he is reading with his mom.

6. Freddie says it is time to **confess**. Does he actually **confess**? Why or why not?

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Sentence Expansion Recording Sheet

Number Rolled	Expansion move
#1 <i>Where?</i>	Add the place
#2 <i>When?</i>	Add the time
#3 <i>How?</i>	Add the way it is done
#4 <i>Feeling</i>	Add the character's emotion
#5 <i>Extra detail</i>	Add another character, object, or part of the setting
#6 <i>Free Choice</i>	Add any detail you want!

Round 1

Dice Roll #:	Base Sentence:
Expanded Sentence:	

Round 2

Dice Roll #:	Base Sentence:
Expanded Sentence:	

Round 3

Dice Roll #:	Base Sentence:
Expanded Sentence: <hr/> <hr/> <hr/>	

Round 4

Dice Roll #:	Base Sentence:
Expanded Sentence: <hr/> <hr/> <hr/>	

Round 5

Dice Roll #:	Base Sentence:
Expanded Sentence: <hr/> <hr/> <hr/>	

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Base Sentence Cards

Freddie runs.	Freddie hides his sneakers.
Mr. Vaslov fixes things.	Freddie tries to concentrate .
Freddie confessed .	Freddie wants to investigate .
Mom thinks school is important.	Mr. Vaslov builds gadgets.

Name: _____

Date: _____

1. Why does Freddie say it is "not that easy to be a hero when you go to elementary school?"

2. Why is Freddie worried about getting caught? Does anyone notice?

3. Why does Freddie decide Zapato Power needs to be a secret?

4. How does Freddie feel after helping Jason? Why?

5. The author says that Freddie "raised my hand like a rocket." Explain what this means.

6. How does Freddie help Maria? Why does he help her?

Name: _____

Date: _____

1. Freddie says, "My chance to be a hero with Maria's lunch was over." Why?

2. What does Freddie decide he is going to do with his Zapato Power? Why?

3. Why does the author say Freddie's "feet hummed like water rushing through pipes?"

4. Why does Freddie return to Starwood Park at recess? What does he see?

5. Why does Freddie say his "brain was still dirty with questions"? What questions does Freddie have?

Name: _____

Date: _____

1. How does Freddie solve his first mystery? Is it actually a mystery?

2. How does Freddie use his Zapato Power to look for Puppy?

3. Where is Puppy?

4. In what ways does brain power work better than Zapato Power?

5. How does Zapato Power make Freddie a hero?

6. Why is Freddie unsure how to answer Maria's question? How does Mr. Vaslov save him from the question? How does this make Freddie feel?

Name: _____

Date: _____

1. Who gave Freddie the Zapato Power shoes? Why?

2. Why are Mr. Vaslov's sneakers not as powerful as Freddie's?

3. Why does Freddie wonder what else Mr. Vaslov could invent?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning



- Mr. Vaslov invents
- Freddie curious
- Hears noises from shed

Middle



- Shoes take off at first
- Freddie excited
- Tries to fly
- Crashes

End



- Mr. Vaslov helps
- Shows the switch
- Freddie flies
- Great friends

Mentor Text 1

BANG BANG! CRASH. I knocked on the door, but he didn't answer. Mr. Vaslov was hard at work in his toolshed. Before I could knock again, I heard another CRASH! I wondered what was happening in there. Mr. Vaslov liked inventing things just for me, and I was curious if this time it was really the flying shoes I had asked for.

Two weeks later, Mr. Vaslov knocked on my door. "Here they are, Freddie! Flying shoes, just like you asked for." Wow! I couldn't believe it. They were bright blue with clouds on the sides. Mr. Vaslov smiled proudly, and I could tell he wanted me to be happy. I put them on, and next thing I knew, I was suddenly hovering above the ground. My heart was racing. The flying shoes worked!

But then, I floated up higher, and higher, and higher, and crashed right back down. BOOM! I tried again, but I still couldn't stay in the air. I didn't want to give up because I wanted to be a superhero, and I knew Mr. Vaslov believed in me too. I couldn't let him down!

Later, I ran as fast as I could to Mr. Vaslov's shed. "Help! These shoes don't work!" He took them, examined them, and sighed. "Freddie, I worked so hard to get these just right. Let's see what went wrong together." Then he looked closely and smiled, "Freddie, you didn't turn on the booster switch."

Finally, I flipped the switch. The shoes glowed. I rose into the air, smooth and steady. I grinned down at Mr. Vaslov, and he gave me a thumbs-up. He was glad his invention worked, and I was glad to have a friend who believed in me. "Thanks, Mr. Vaslov!" I shouted as I ran off, ready to soar.

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Boring Paragraph Set

Boring Paragraph #1

Freddie put on the shoes. He tied the laces. He tried to fly. The shoes didn't work. Mr. Vaslov showed him the switch.

Round 1:

Round 2:

Round 3:

Round 4:

Boring Paragraph #2

Freddie got the shoes. He put them on. He started to float. He crashed on the ground. He asked Mr. Vaslov for help.

Round 1:

Round 2:

Round 3:

Round 4:

Boring Paragraph #3

Freddie asked Mr. Vaslov for flying shoes. Mr. Vaslov worked in his shed. He finished the shoes. He gave them to Freddie. Freddie ran outside.

Round 1:

Round 2:

Round 3:

Round 4:

Boring Paragraph #4

Freddie put on the shoes. He tied the laces. He tried to fly. The shoes didn't work. Mr. Vaslov showed him the switch.

Round 1:

Round 2:

Round 3:

Round 4:

Revision Strategy Menu 1



Add

Ask yourself: "What can I add to make my writing clearer or more complete?"

When to use:

- Writing needs more explanation
- Missing information or a linking word (like *because* or *also*)

Example: I ran fast to help Jason. → I ran fast to help Jason because my Zapato Power shoes made me zoom like a superhero.



Delete

Ask yourself: "Is there anything extra or off-topic?"

When to use:

- Repetition of the same words, phrases, or ideas
- Writing goes off topic

Example: I used my Zapato Power shoes to find Puppy; ~~and then I said hi to my teacher about math homework.~~



Change

Ask yourself: "Can I say this in a better way?"

When to use:

- A word or phrase is not clear
- Make the message stronger by using different words

Example: Freddie's shoes are cool. → Freddie's Zapato Power shoes are amazing because they make him zoom faster than a train.



Rearrange

Ask yourself: "Would my writing make more sense in a different order?"

When to use:

- Important details are out of order
- Words, phrases, sentences, or ideas are confusing

Example: Freddie ran to Starwood Park with his Zapato Power shoes. First, he rescued Puppy from the street. → First, Freddie rescued Puppy from the street. Then he ran to Starwood Park with his Zapato Power shoes.

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning



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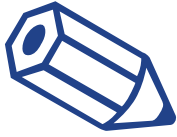
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Name: _____ Date: _____

Notice and Collect: Apostrophes

Example	Contraction/ Possessive	Meaning

Notice and Collect: Apostrophes

Example	Contraction/ Possessive	Meaning
Pizza's fine with me. (30)	Contraction	Pizza is
Her brown eyes always looked worried the way my friend Maria's did when we went to the street fair and rode the Ferris wheel. (31)	Possessive	Eyes belonging to Maria
If my purple sneakers came from one of Dad's soldier friends, they could be part of some kind of top secret army project. (55)	Possessive	Friends of Dad
"Let's spread out and look in different places," I said. (62)	Contraction	Let us
I'd solved the last mystery, but another one was forming in my mind.	Contraction	I had

Name: _____

Date: _____

1. Why does the author include words in capital letters? Why does the author include words in bold? How do they make the reader feel?

2. What do pages 1–3 show us about Freddie?

3. Describe Gio. Why is he crying?

4. Why does Freddie decide to chase after the ball?

5. What does Freddie mean by "He could not save Gio from Mrs. Tran, his mother, and his sister, Maria"?

6. On page 10, why does Freddie use his Zapato Power to get out of there fast?

7. Why does Freddie say, "Superheroes do not always have time to get dressed"?

8. Describe Freddie and Mr. Vaslov's relationship.

Name: _____

Date: _____

1. Read the following sentences from page 15: "I was faster than a rocket! But still too young to leave the house without telling my mother." Explain what this means.

2. Describe Mom and Freddie's relationship.

3. Why does Mr. Vaslov give Gio a new ball?

4. What problems are the purple zapatos creating for Freddie?

5. Read the following sentence from page 26: "Zapato Power was the best thing on earth when I was alone. But when I was with my friends, it felt a little like cheating." Explain why. Is it cheating?

6. The chapter ends by Mr. Vaslov saying, "Give me a few days to come up with something, Freddie. I'll do the best I can." What is Mr. Vaslov trying to come up with? What problem is he trying to solve?

Name: _____

Date: _____

1. Why does the author start with the sentence, "I'm not the most patient guy"? What does that show us about Freddie?

2. Why does Freddie say that keeping his super speed a secret is taking a lot of brainwork?

3. On page 33, Freddie says that he "couldn't resist." What does it mean if you cannot resist something? What can Freddie not resist? Why not?

4. Why does Freddie say that talking to Gio makes him feel like a detective?

5. Why does Freddie step into Mr. Vaslov's toolshed, even when he is not there?

Name: _____

Date: _____

1. What does Freddie notice when he is **snooping** around in Mr. Vaslov's toolshed? Why does he decide that Mr. Vaslov will be coming back soon?

2. Why does Freddie decide to try on the wristband?

3. What happens when Freddie pushes the button?

4. What does Freddie notice when he is looking for Mr. Vaslov?

Name: _____

Date: _____

1. Read the two sentences from page 46: "I squeezed the trunk tighter and tighter." "My body felt like someone had poured glue all over it." What do these descriptions show about Freddie? Why?

2. What is Freddie worried about when he is in the tree? Why?

3. Read the sentences from page 50: "How could I tell the truth? What type of superhero gets stuck in a tree like a cat?" What does this show about Freddie?

4. Why does Freddie decide to start climbing down the tree?

5. What happens at the end of the chapter?

Name: _____

Date: _____

1. What does the description "my face heated up" show about Freddie?

2. Where do Freddie and his mom go to look for Mr. Vaslov? What do they notice?

3. Why does Freddie say his Zapato Power is not working and he needs to use his brain power?

4. How does the wristband help Freddie find Mr. Vaslov?

5. Why does Freddie promise to take care of Starwood Park when Mr. Vaslov is gone?

Name: _____

Date: _____

1. What does it mean that "Starwood Park took care of (Mr. Vaslov) just like he always took care of them"?

2. Why does Mr. Vaslov call Freddie?

3. How does Freddie respond to Mr. Vaslov calling him a hero?

4. How does Mr. Vaslov know that Freddie has taken the wristband?

5. Freddie asks for one more button. Why? What do you think Freddie wants?

SHIMMER, SHIMMER SHINE!



By A. Student

One day the town bridge crashed right down,
No way to leave, no help in town.
I held the beams up with my mind,
While builders fixed them, piece by piece, in time.

Lift it, hold it, shimmer, shine!



That day I learned my power was true,
But let me tell how it all first grew.
Before the bridge, before the shine,
A meteor crash first sparked this power of mine.

Lift it, hold it, shimmer, shine!

It started one night when a meteor
crashed nearby,
A glowing rock lit up the sky.
I touched it once, a wave flew through,
Now I can lift things just by what I do.

Lift it, hold it, shimmer, shine!



I focus hard, I push myself,
The objects rise right off the shelf.
Grandma says, "Use it to help, not show,"
So I use my gift to help things grow.

Lift it, hold it, shimmer, shine!

The bridge was strong, the town could cheer,
We worked together, far and near.
You can't do it all by yourself, it's true,
Some jobs take many, not just you.

Lift it, hold it, shimmer, shine!



Name: _____ Date: _____

What Makes a Superhero?

<p>Superpower: <i>What is my superpower? How does it look in action?</i></p>	<p>Origin: <i>How did I get my power?</i></p>	<p>Personality & Interests: <i>What kind of person am I? What do I like or care about?</i></p>	<p>Motivations: <i>Why do I use my power?</i></p>
<p>Relationships: <i>Who matters to me? How do they influence my choices as a superhero?</i></p>	<p>Problem: <i>What challenge do I need to solve using my power?</i></p>	<p>Solution: <i>How do I use my powers to solve my problem? Do I use only my superpower or do I use my other abilities as well?</i></p>	<p>Lesson: <i>What lesson do I take away from using my power?</i></p>



What Makes a Superhero?

Superpower: <i>What is my superpower? How does it look in action?</i>	Origin: <i>How did I get my power?</i>	Personality & Interests: <i>What kind of person am I? What do I like or care about?</i>	Motivations: <i>Why do I use my power?</i>
<ul style="list-style-type: none"> ● Telekenisis—move objects with mind ● Focus hard ● Glow or shimmer around the object 	<ul style="list-style-type: none"> ● Meteor landed in back yard ● Touched glowing rock ● Felt wave of energy 	<ul style="list-style-type: none"> ● Curious ● Determined ● Caring 	<ul style="list-style-type: none"> ● Help friends and family ● Make community better ● Protect environment and animals
Relationships: <i>Who matters to me? How do they influence my choices as a superhero?</i>	Problem: <i>What challenge do I need to solve using my power?</i>	Solution: <i>How do I use my powers to solve my problem? Do I use only my superpower or do I use my other abilities as well?</i>	Lesson: <i>What lesson do I take away from using my power?</i>
<ul style="list-style-type: none"> ● Grandma matters most ● Use powers to help, not show off 	<ul style="list-style-type: none"> ● Bridge fell ● Cut off from town ● Can't get supplies or get help 	<ul style="list-style-type: none"> ● Can lift the pieces of the bridge, but can't fix ● Hold the pieces while builders/engineers fix ● Others in town organize as it is fixed 	<ul style="list-style-type: none"> ● Use powers responsibly ● Can't do everything alone ● Together stronger

What Makes a Superhero?

Superpower: <i>What is my superpower? How does it look in action?</i>	Origin: <i>How did I get my power?</i>	Personality & Interests: <i>What kind of person am I? What do I like or care about?</i>	Motivations: <i>Why do I use my power?</i>
<ul style="list-style-type: none"> ● Super speed ● Smoke behind ● Wind when zooming by 	<ul style="list-style-type: none"> ● Mysterious gift from Mr. Vaslov 	<ul style="list-style-type: none"> ● Curious, determined ● Smart ● Loves helping others 	<ul style="list-style-type: none"> ● Help people in his neighborhood ● Take care of his mom ● Figure out what it means to be a hero
Relationships: <i>Who matters to me? How do they influence my choices as a superhero?</i>	Problem: <i>What challenge do I need to solve using my power?</i>	Solution: <i>How do I use my powers to solve my problem? Do I use only my superpower or do I use my other abilities as well?</i>	Lesson: <i>What lesson do I take away from using my power?</i>
<ul style="list-style-type: none"> ● Mom—doesn't want her to worry ● Mr. Vaslov—friend, makes inventions, wants to help ● Other friends—wants to play fair, helps with problems at school and at home 	<ul style="list-style-type: none"> ● Who sent the shoes ● Who wrote "POOPEE" around Starwood Park Apartments ● How to control the shoes ● Find Mr. Vaslov 	<ul style="list-style-type: none"> ● Uses Zapato Power to zoom around ● Uses brain power to figure out mysteries 	<ul style="list-style-type: none"> ● Being a hero isn't just about having a superpower ● Make good choices, help others, use power wisely

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

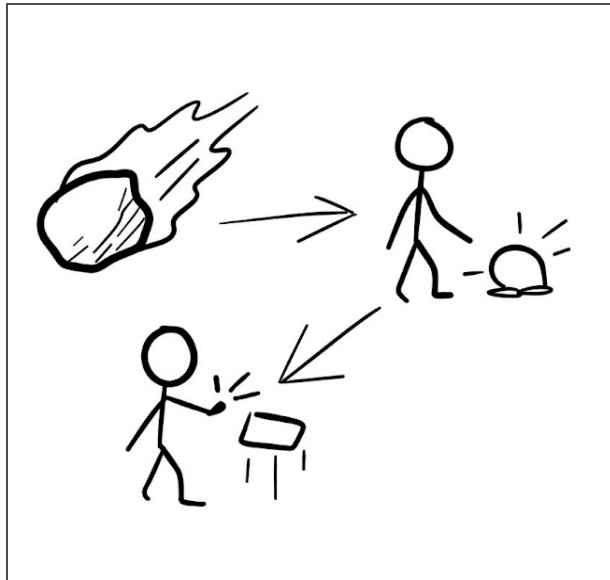
Lift it, hold it,
shimmer, shine!

Narrative Writing Brainstorm

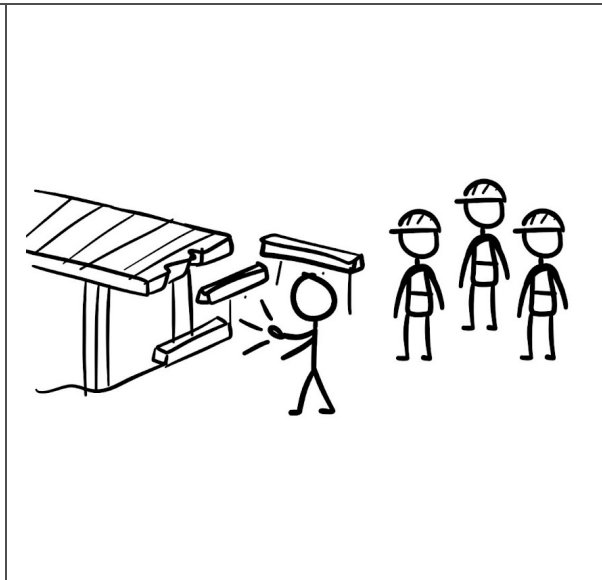
Grades K-2 English Language Arts

We are stronger
together

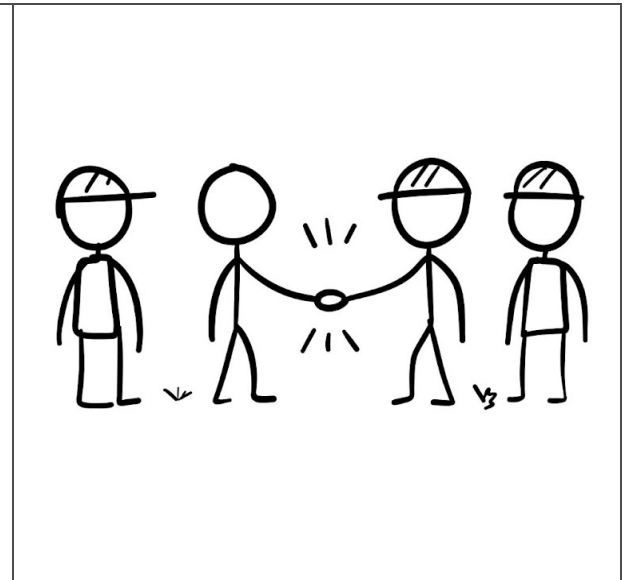
Beginning



Middle



End



- Meteor lands → glowing rock → power
- Telekinesis (move objects with mind, shimmer)
- Curious, caring, determined
- Grandma reminder: use powers to help

- Bridge falls, town cut off
- Can lift pieces but not fix alone
- Hold bridge with powers
- Builders + townspeople help

- Bridge fixed with teamwork
- Lesson: can't do everything alone

Mentor Text 2

Freddie Ramos and His Purple Shoes

One day a box sat by the door,
Freddie had never seen it before.
He opened it up, and inside, surprise!
Brand new purple sneakers, just his size.

ZOOM! ZOOM! Zapato!

He laced them tight and took a stride,
ZOOM! He was racing far and wide.
Through the streets he whooshed sprinting so fast,
No one could believe he'd dashed right past.

ZOOM! ZOOM! Zapato!

But Freddie learned along the way,
Superspeed can't save the day.
He needed brainpower, quick and smart,
To solve tough problems and do his part.

ZOOM! ZOOM! Zapato!

His mom was kind, and she cared for him,
Her love was steady, never dim.
And friendly Mr. Vaslov, wise and true,
Helped Freddie learn what heroes do.

ZOOM! ZOOM! Zapato!

Freddie smiled, his heart beat true,
Superpowers mean thinking too.
Zapato Power was his gift to share,
With purple shoes and a heart that cares.

ZOOM! ZOOM! Zapato!

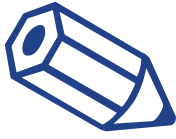
Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Stanza Topic Cards

<p style="text-align: center;">Origin</p> <p>How did your hero get their power? (meteor, invention, animal bite, magic object)</p> <p>First line starter: <i>One night I touched a glowing stone...</i></p>	<p style="text-align: center;">Power in Action</p> <p>What does it look or sound like when they use their power?</p> <p>First line starter: <i>I zipped across the park so fast...</i></p>	<p style="text-align: center;">Helping Others</p> <p>How does your hero save or help someone in need?</p> <p>First line starter: <i>I carried friends across the stream...</i></p>
<p style="text-align: center;">Facing a Problem</p> <p>What challenge or enemy does your hero have to face?</p> <p>First line starter: <i>A giant robot blocked my way...</i></p>	<p style="text-align: center;">Teamwork</p> <p>How does your hero work with a friend or partner?</p> <p>First line starter: <i>My best friend and I stood side by side...</i></p>	<p style="text-align: center;">Lesson Learned</p> <p>What does your hero discover about being brave, kind, or smart?</p> <p>First line starter: <i>I learned that kindness saves the day...</i></p>

Revision Strategy Menu 2



Add

Ask yourself: "What can I add to make my writing clearer or more complete?"

When to use:

- Writing needs more explanation
- Missing information or a linking word (like *because* or *also*)

Example: I held the bridge up high. (6 syllables). → I held the bridge up so high. (7 syllables)



Delete

Ask yourself: "Is there anything extra off-topic?"

When to use:

- Repetition of the same words, phrases, or ideas
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Example: I zoomed so very fast through the night. (9 syllables) → I zoomed so ~~very~~ fast through the night. (7 syllables)



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- Make the message stronger by using different words

Example: I ran across the street so fast. → I dashed across the street so fast.



Rearrange

Ask yourself: "Would my writing make more sense in a different order?"

When to use:

- Important details are out of order
- Words, phrases, sentences, or ideas are confusing

Example: I held the bridge up high, so strong. → So strong, I held the bridge up high.

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Notice and Wonder Peer Feedback Form

Author: _____

Revisor: _____

What do you notice about the author's work?

What stands out? What's working well?

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What's unclear or might need improvement?

Name: _____

Date: _____

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What Makes a Superhero?

<p>Superpower: <i>What is my superpower? How does it look in action?</i></p>	<p>Origin: <i>How did I get my power?</i></p>	<p>Personality & Interests: <i>What kind of person am I? What do I like or care about?</i></p>	<p>Motivations: <i>Why do I use my power?</i></p>
<p>Relationships: <i>Who matters to me? How do they influence my choices as a superhero?</i></p>	<p>Problem: <i>What challenge do I need to solve using my power?</i></p>	<p>Solution: <i>How do I use my powers to solve my problem? Do I use only my superpower or do I use my other abilities as well?</i></p>	<p>Lesson: <i>What lesson do I take away from using my power?</i></p>



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<ul style="list-style-type: none"> ● Telekenisis—move objects with mind ● Focus hard ● Glow or shimmer around the object 	<ul style="list-style-type: none"> ● Meteor landed in back yard ● Touched glowing rock ● Felt wave of energy 	<ul style="list-style-type: none"> ● Curious ● Determined ● Caring 	<ul style="list-style-type: none"> ● Help friends and family ● Make community better ● Protect environment and animals
Relationships: <i>Who matters to me? How do they influence my choices as a superhero?</i>	Problem: <i>What challenge do I need to solve using my power?</i>	Solution: <i>How do I use my powers to solve my problem? Do I use only my superpower or do I use my other abilities as well?</i>	Lesson: <i>What lesson do I take away from using my power?</i>
<ul style="list-style-type: none"> ● Grandma matters most ● Use powers to help, not show off 	<ul style="list-style-type: none"> ● Bridge fell ● Cut off from town ● Can't get supplies or get help 	<ul style="list-style-type: none"> ● Can lift the pieces of the bridge, but can't fix ● Hold the pieces while builders/engineers fix ● Others in town organize as it is fixed 	<ul style="list-style-type: none"> ● Use powers responsibly ● Can't do everything alone ● Together stronger

What Makes a Superhero?

Superpower: <i>What is my superpower? How does it look in action?</i>	Origin: <i>How did I get my power?</i>	Personality & Interests: <i>What kind of person am I? What do I like or care about?</i>	Motivations: <i>Why do I use my power?</i>
<ul style="list-style-type: none"> ● Super speed ● Smoke behind ● Wind when zooming by 	<ul style="list-style-type: none"> ● Mysterious gift from Mr. Vaslov 	<ul style="list-style-type: none"> ● Curious, determined ● Smart ● Loves helping others 	<ul style="list-style-type: none"> ● Help people in his neighborhood ● Take care of his mom ● Figure out what it means to be a hero
Relationships: <i>Who matters to me? How do they influence my choices as a superhero?</i>	Problem: <i>What challenge do I need to solve using my power?</i>	Solution: <i>How do I use my powers to solve my problem? Do I use only my superpower or do I use my other abilities as well?</i>	Lesson: <i>What lesson do I take away from using my power?</i>
<ul style="list-style-type: none"> ● Mom—doesn't want her to worry ● Mr. Vaslov—friend, makes inventions, wants to help ● Other friends—wants to play fair, helps with problems at school and at home 	<ul style="list-style-type: none"> ● Who sent the shoes ● Who wrote "POOPEE" around Starwood Park Apartments ● How to control the shoes ● Find Mr. Vaslov 	<ul style="list-style-type: none"> ● Uses Zapato Power to zoom around ● Uses brain power to figure out mysteries 	<ul style="list-style-type: none"> ● Being a hero isn't just about having a superpower ● Make good choices, help others, use power wisely

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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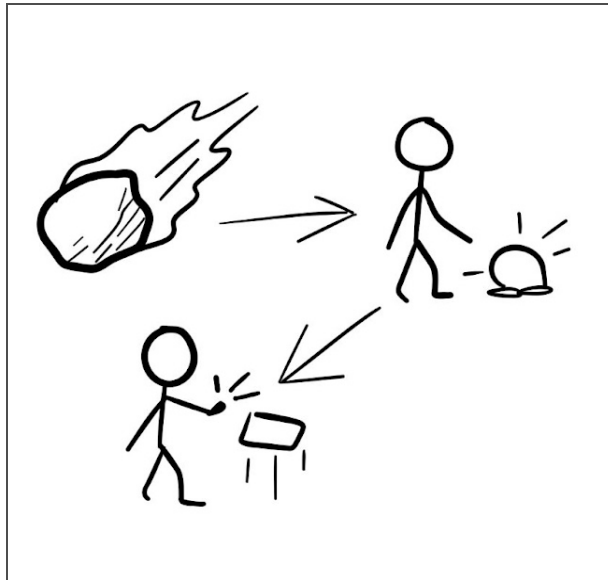
Lift it, hold it,
shimmer, shine!

Narrative Writing Brainstorm

Grades K-2 English Language Arts

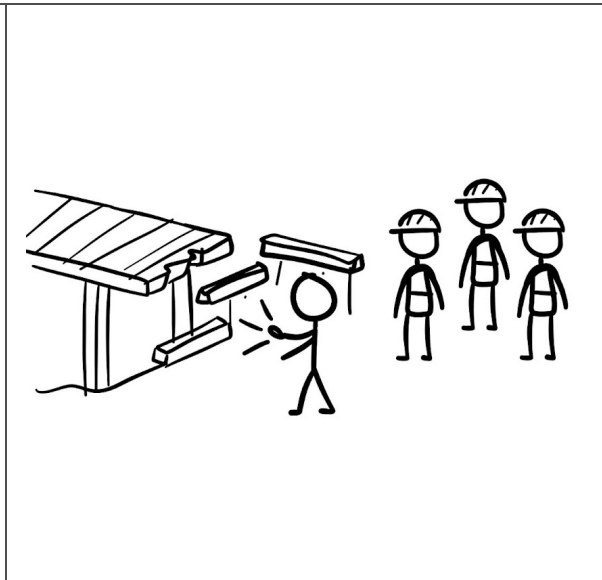
We are stronger
together

Beginning



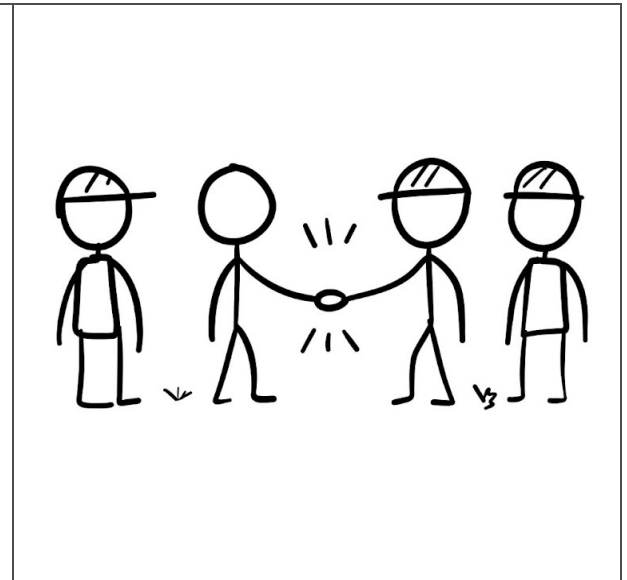
- Meteor lands → glowing rock → power
- Telekinesis (move objects with mind, shimmer)
- Curious, caring, determined
- Grandma reminder: use powers to help

Middle



- Bridge falls, town cut off
- Can lift pieces but not fix alone
- Hold bridge with powers
- Builders + townspeople help

End



- Bridge fixed with teamwork
- Lesson: can't do everything alone

Mentor Text 2

Freddie Ramos and His Purple Shoes

One day a box sat by the door,
Freddie had never seen it before.
He opened it up, and inside, surprise!
Brand new purple sneakers, just his size.

ZOOM! ZOOM! Zapato!

He laced them tight and took a stride,
ZOOM! He was racing far and wide.
Through the streets he whooshed sprinting so fast,
No one could believe he'd dashed right past.

ZOOM! ZOOM! Zapato!

But Freddie learned along the way,
Superspeed can't save the day.
He needed brainpower, quick and smart,
To solve tough problems and do his part.

ZOOM! ZOOM! Zapato!

His mom was kind, and she cared for him,
Her love was steady, never dim.
And friendly Mr. Vaslov, wise and true,
Helped Freddie learn what heroes do.

ZOOM! ZOOM! Zapato!

Freddie smiled, his heart beat true,
Superpowers mean thinking too.
Zapato Power was his gift to share,
With purple shoes and a heart that cares.

ZOOM! ZOOM! Zapato!

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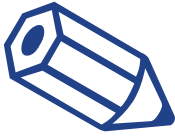
Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Stanza Topic Cards

<p style="text-align: center;">Origin</p> <p>How did your hero get their power? (meteor, invention, animal bite, magic object)</p> <p>First line starter: <i>One night I touched a glowing stone...</i></p>	<p style="text-align: center;">Power in Action</p> <p>What does it look or sound like when they use their power?</p> <p>First line starter: <i>I zipped across the park so fast...</i></p>	<p style="text-align: center;">Helping Others</p> <p>How does your hero save or help someone in need?</p> <p>First line starter: <i>I carried friends across the stream...</i></p>
<p style="text-align: center;">Facing a Problem</p> <p>What challenge or enemy does your hero have to face?</p> <p>First line starter: <i>A giant robot blocked my way...</i></p>	<p style="text-align: center;">Teamwork</p> <p>How does your hero work with a friend or partner?</p> <p>First line starter: <i>My best friend and I stood side by side...</i></p>	<p style="text-align: center;">Lesson Learned</p> <p>What does your hero discover about being brave, kind, or smart?</p> <p>First line starter: <i>I learned that kindness saves the day...</i></p>

Revision Strategy Menu 2



Add

Ask yourself: "What can I add to make my writing clearer or more complete?"

When to use:

- Writing needs more explanation
- Missing information or a linking word (like *because* or *also*)

Example: I held the bridge up high. (6 syllables). → I held the bridge up so high. (7 syllables)



Delete

Ask yourself: "Is there anything extra off-topic?"

When to use:

- Repetition of the same words, phrases, or ideas
- Writing goes off topic

Example: I zoomed so very fast through the night. (9 syllables) → I zoomed so ~~very~~ fast through the night. (7 syllables)



Change

Ask yourself: "Can I say this in a better way?"

When to use:

- A word or phrase is not clear
- Make the message stronger by using different words

Example: I ran across the street so fast. → I dashed across the street so fast.



Rearrange

Ask yourself: "Would my writing make more sense in a different order?"

When to use:

- Important details are out of order
- Words, phrases, sentences, or ideas are confusing

Example: I held the bridge up high, so strong. → So strong, I held the bridge up high.

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Notice and Wonder Peer Feedback Form

Author: _____

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What do you notice about the author's work?

What stands out? What's working well?

What do you wonder about the author's work?

What's unclear or might need improvement?

SHIMMER, SHIMMER SHINE!



By A. Student

One day the town bridge crashed right down,
No way to leave, no help in town.
I held the beams up with my mind,
While builders fixed them, piece by piece, in time.

Lift it, hold it, shimmer, shine!



That day I learned my power was true,
But let me tell how it all first grew.
Before the bridge, before the shine,
A meteor crash first sparked this power of mine.

Lift it, hold it, shimmer, shine!

It started one night when a meteor
crashed nearby,
A glowing rock lit up the sky.
I touched it once, a wave flew through,
Now I can lift things just by what I do.

Lift it, hold it, shimmer, shine!



I focus hard, I push myself,
The objects rise right off the shelf.
Grandma says, "Use it to help, not show,"
So I use my gift to help things grow.

Lift it, hold it, shimmer, shine!

The bridge was strong, the town could cheer,
We worked together, far and near.
You can't do it all by yourself, it's true,
Some jobs take many, not just you.

Lift it, hold it, shimmer, shine!





Vocabulary

Name: _____

Date: _____

chuckled

verb

laughed softly



clinging

verb

holding onto something tightly



concentrate

verb

to focus your attention or thought on something



confess

verb

to admit as true



controls

noun

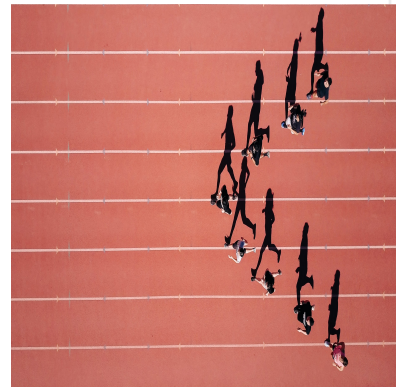
buttons to turn a device on or off



dashed

verb

ran very quickly



developing

verb

making or bringing into being



excuse

noun

a reason used to escape blame



groaned

verb

made a deep sound to show pain



gulped

verb

quickly drew in a breath, or gasp



hollered

verb

cried out, yelled, or shouted



in-
prefix

inventor
noun

a person who comes up with brand-new ideas
and makes something that did not exist before



investigate
verb

to look into carefully and closely to learn the
facts



pouted
verb

showed unhappy feelings with an expression on
your face



protested

verb

expressed being against something



puzzled

adjective

confused



resist

verb

to keep from giving in to something



snooping

verb

looking into others' business in a secretive way



suspicious

adjective

causing questions or doubts



wailed

verb

cried out loudly in sadness or pain



whined

verb

complained or protested in an annoying way





Unit Rubrics & Assessments

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Editing Checklist 1

Language and Conventions Focus Area	✓
I include expanded sentences that answer <i>Who? What? Where?</i> and <i>Why?</i>	
My sentences make the meaning clearer or more interesting.	

My writing goal:

Name: _____ Date: _____

Single Point Narrative Writing Rubric 1

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment	Strengths What am I doing well already? What am I proud of?
Event Sequence		I include a clear beginning, middle, and end.	
Point of View		I use the third person point of view. (For example: He was excited to try his new shoes.)	
Setting		I include 3–4 details to describe the place and time of the story.	
Characters		I include one or more major characters.	
		I name and describe the feelings of the major characters.	

		I name what the character says and does throughout the story.	
Plot		<p>I begin my story by: (circle one)</p> <ul style="list-style-type: none"> ● Describing the characters and setting ● Starting with a sound effect ● Asking a question 	
		I include many details to describe the problem in the middle of the story.	
		I include an ending that shows how the problem is solved.	
Precise words and phrases		I use 3 or more temporal words to show the order of events in my story.	

Narrative Writing Rubric

2nd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Event Sequence Includes a clear beginning, middle, and end	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story and pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details to describe the place and time of the story; Uses multiple sensory details to describe the setting	4 3 2 1	


Development	Rubric Score	Notes
Characters Includes one or more major characters; Develops the major character with multiple details and descriptions; Names and describes character feelings; Names what the character says and does throughout the story	4 3 2 1	
Plot Includes a beginning with details that hook the reader, such as describing the characters and setting, starting with a sound effect, or asking a question; Includes many details to describe the problem in the middle; Includes an end that shows how the problem is solved	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple and compound sentences; Varies sentence types; Uses nouns correctly, including collective nouns, frequently occurring irregular plural nouns, reflexive pronouns; Uses verbs correctly, including past tense of frequently occurring irregular verbs; Uses adjectives and adverbs and can choose between them depending on what is to be modified	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, proper nouns; Uses correct punctuation conventions, including end of a sentence, commas in greetings and closings of letters, apostrophe to form contractions and possessives	4 3 2 1	

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Editing Checklist 2

Language and Conventions Focus Area	
I include expanded sentences that answer <i>Who? What? Where?</i> and <i>Why?</i>	
My sentences make the meaning clearer or more interesting.	
I use apostrophes to form contractions.	
I use apostrophes to show ownership.	

My writing goal:

Name: _____ Date: _____

Single Point Narrative Writing Rubric 2

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment	Strengths What am I doing well already? What am I proud of?
Event Sequence		I include a clear beginning, middle, and end in my poem.	
Point of View		I use the first-person point of view, including reflexive pronouns. (For example: I was excited to try my new shoes for myself.)	
Setting		I include 3–4 details to describe the place and time of the poem.	
Characters		I include one or more major characters.	


		I name and describe the feelings of the major characters.	
		I name what the character says and does throughout the poem.	
Plot		<p>I begin my poem by: (circle one)</p> <ul style="list-style-type: none"> ● Describing the characters and setting ● Starting with a sound effect ● Asking a question 	
		I include many details to describe the problem in the middle of the poem.	
		I include an ending that shows how the problem is solved.	

<p>Precise words and phrases</p>		<p>I use 3 or more temporal words to show the order of events in my poem.</p>	
<p>Poetry</p>		<p>I organize my writing in stanzas of short lines.</p>	
		<p>I use poetry tools, such as: (circle the ones you use)</p> <ul style="list-style-type: none"> ● Rhythm ● Rhyme ● Repetition 	

Name: _____ Date: _____

Finding Your Power: *Freddie Ramos*

Editing Checklist 3

Language and Conventions Focus Area	
My sentences make the meaning clearer or more interesting.	
I use apostrophes to form contractions.	
I use apostrophes to show ownership.	

My writing goal:

Name: _____ Date: _____

1. Why does the author put "eeee!" in bold letters?

2. Why does Freddie follow the squirrel?

3. The author says Freddie "could search the whole building in two blinks." What does that mean?

Name: _____ Date: _____

Part One: Vocabulary

1. What might be a **bad excuse** for not doing your homework?
 - a. A monster ate it for breakfast.
 - b. You forgot your backpack at school.
 - c. You left your folder in your aunt's car.

2. Gio **wailed** when...
 - a. Mr. Vaslov gave him a beach ball.
 - b. Freddie rescued Puppy from the speeding car.
 - c. He thought Puppy had been kidnapped.

3. Mr. Vaslov is _____, so he created a wristband to control Freddie's Zapato Power.
 - a. suspicious
 - b. an inventor
 - c. at the controls

4. What might make you feel **puzzled**?
 - a. Your grandma calls you on your birthday.
 - b. A bird tweets outside your window.
 - c. A car starts driving backwards down the street.

Part Two: Content Knowledge

5. In this unit, you read multiple books in the *Freddie Ramos* series. Using what you read, answer the question:

What is more important: brain power or superpower? Why?

Your answer should include:

- 1–2 examples from the unit
- Complete, detailed sentences

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *Zapato Power: Freddie Ramos Springs Into Action*

"FREDDIE! WHERE ARE YOU?" Mom shouted all over Starwood Park.	10
ZOOM! ZOOM! ZAPATO!	13
I raced back up the hill to where mom stood with her hands on her hips. "Where did you go? I was worried."	31
"To tell Mr. Vaslov about Mrs. Tran's window," I said.	36
"I'm glad you're all right."	46
Mom hugged me. She's been mushy ever since last year, when we lost my soldier dad and my grandmother, Abuela. Mom says we only have each other now, so she deserves extra hugs whenever she gets worried about me.	81
"And I'm glad you know better to throw balls through windows," Mom added.	90
"Gio needs a softer ball," I said.	103
"Yes, he does," a deep voice behind us agreed. It was Mr. Vaslov. He held a blue and white beach ball.	128
Mom laughed. "Gio won't break any windows with that!"	131
"I know." Mr. Vaslov smiled. "That's why I'm giving it to him."	140
	152

Jules, Jacqueline. *Zapato Power: Freddie Ramos Springs Into Action*. Albert Whitman & Company, 2010. Print. Pages 16–17.

Excerpt from *Zapato Power: Freddie Ramos Springs Into Action*

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ZOOM! ZOOM! ZAPATO!

I raced back up the hill to where mom stood with her hands on her hips. "Where did you go? I was worried."

"To tell Mr. Vaslov about Mrs. Tran's window," I said.

"I'm glad you're all right."

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Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/2nd-grade/materials/>