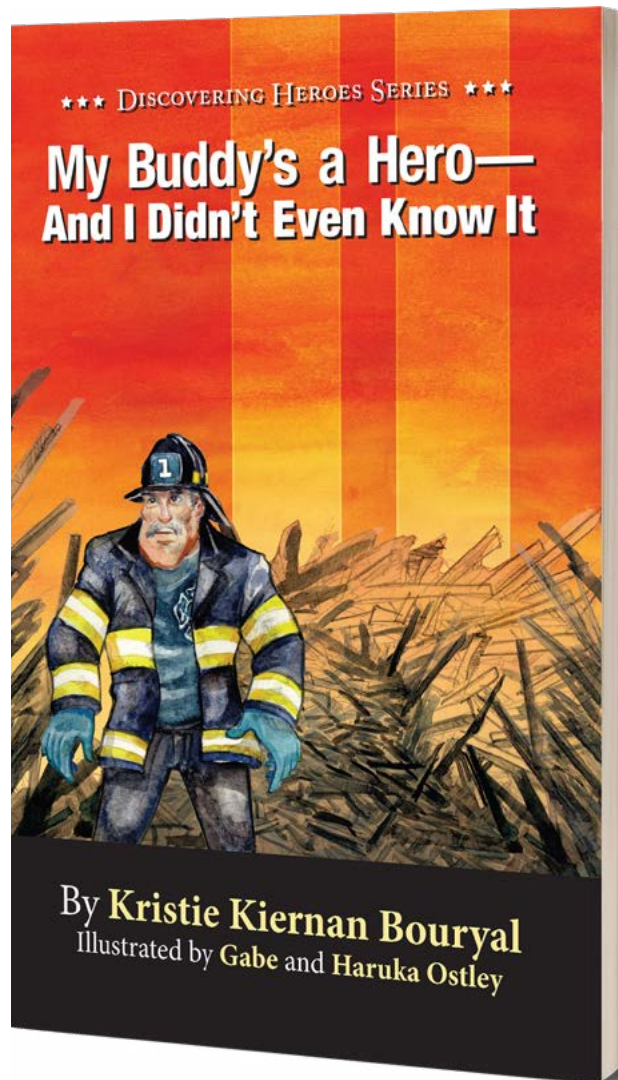


★★★ DISCOVERING HEROES® SERIES ★★★

9/11 Instructional Unit I

Grades 3-5



This unit is based on “My Buddy’s a Hero — And I Didn’t Even Know It,” the first book in the *Discovering Heroes*® series by Kristie Kiernan Bouryal, which is an authentic account of September 11, 2001. Bouryal’s intent for writing this story and the other books in the series is to encourage young readers to find deeper meaning about 9/11 through emphasizing the heroism of everyday people on that day and in its aftermath. Because of the heroism of everyday people, in the end, goodness overcame the evilest of deeds.

Discovering Heroes® Series

9/11 Instructional Unit I

Grades 3-5

Table of Contents

1. To the Teacher	1
• Unit Adaptation/Differentiation	
• Unit Implementation Schedule	
• Unit Description	
• Unit Objectives	
2. 9/11 Background Information	2
3. Description of 'My Buddy's a Hero — And I Didn't Even Know It'	3
4. Lesson 1: Real-Life Heroes – Author's Note and Chapter 1	5
5. Lesson 2: Real-Life Heroes – Chapter 2	8
6. Lesson 3: Real-Life Heroes – Chapter 3	10
7. Lesson 4: Real-Life Heroes – Chapter 4	12
8. Lesson 5: Real-Life Heroes – Culminating the Unit	13
9. Appendix of Unit Materials	14
• Expanded Word List for 'My Buddy's a Hero — And I Didn't Even Know It'	
• Fray Model Template	
• Cause and Effect Framework	
• 'My Buddy's a Hero — And I Didn't Even Know It'	
Reading Comprehension Worksheet and Worksheet Responses	
• Additional Resource: 'My Buddy's A Hero — And I Didn't Even Know It'	
Reading Comprehension Quiz and Quiz Answers	

To the Teacher

This unit is designed for the teaching of “My Buddy’s a Hero — And I Didn’t Even Know It,” the inaugural book in the *Discovering Heroes*® series. “Remembering Heroes” is the second book in the series. “9/11 Courage and Tributes” is the third. Each book has its own unit for teaching.

This Guide lays out an approach for elementary students to acquire a deeper understanding of the heroism displayed by real people on September 11, 2001. It shares a first-person account of the disaster at the World Trade Center (WTC) in New York City. The author, Kristie Kiernan Bouryal, gives us a story that instills the importance of questioning and sharing what it meant.

In addition, this unit approach encompasses best practices regarding pedagogy and application of Learning Standards. Each section of the Guide is replete with guiding questions that require inferencing and text-based evidence.

Unit Adaptation /Differentiation

To facilitate learning and tasks for English Language Learners (ELL) and students with special needs (SPED), modifications may have to be made. For example, more time may be needed in reviewing vocabulary and explaining who the characters are and the situations they find themselves in. The essential question should receive consistent consideration, as well as the idea of theme, e.g., heroes must not be forgotten.

Unit Implementation Schedule

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

Unit Description

The unit is based on “My Buddy’s a Hero — And I Didn’t Even Know It.” It begins with the Author’s Note to the reader to find deeper meaning in everyday heroes on that day and forever. Hopefully, the author expects these young readers to embrace her story and come to tell their own. She introduces the grandchildren characters, Tyler, Olivia and Sophia, and encourages the readers to try their approach with people in their own lives to learn more. Students will acquire a firsthand experience as the main character, Grandpa, takes them through the events at the WTC and his participation as a former fireman and first responder. An essential question serves as an arc extending over the entire story with guided questions for each chapter to guide student engagement in the narrative. Where applicable, students’ tasks are inserted, usually at the end of each chapter’s questions, as a sense of closure.

Unit Objectives

Students in NYS will:

- Know there is a NYS 9/11 Remembrance Day Law.
- Understand the significance of the mandated “moment of silence.”

All students will:

- Acquire pertinent vocabulary from an expanded list of key terms.
- Acquire a conceptual and real identity of the idea of “everyday heroes.”

- Understand the importance of remembering 9/11 heroes.
- Sense the emotional impact 9/11 had on the nation.
- Perceive a personal need to remember 9/11 to honor the fallen heroes.
- Learn why 9/11 is called the “darkest day” in America.
- Contribute their understanding of 9/11 to others from their book experience.
- Complete learning tasks related to the story.

THE UNIT TEACHING/LEARNING PROCESSES SUPPORT THE ACQUISITION OF LEARNING STANDARDS.

Instructional Focus

- Working with text by citing textual evidence to support ideas.
- Inferencing (drawing conclusions) based on textual evidence.
- Writing an argument to support a claim.
- Writing informative text to explore a topic.

9/11 Background Information

To the Teacher

The sole purpose of this 9/11 background information is to provide you, the teacher, with a snapshot of what happened on that day. *It may serve as a cautious reference in working with young readers.* The book, “My Buddy’s a Hero — And I Didn’t Even Know It,” is the

focus of the unit with unsung “everyday heroes” being the central idea.

On September 11, 2001, the United States was attacked with a series of airline hijackings committed by 19 militants associated with the Islamic extremist group al-Qaeda. These were the deadliest terrorist attacks on American soil in U.S. history. In New York City 2,753 people were killed; at the Pentagon 184; and in Pennsylvania, where one of the hijacked planes crashed after the passengers attempted to retake control of the plane, 40 died. All of the terrorists died in what were suicide attacks. Firefighters, police, and paramedics in New York City were especially impacted as hundreds rushed to the scene of the attacks. More than 400 were killed.

Most of the hijackers were from Saudi Arabia, and many were in the U.S. prior to the attacks. They traveled in small groups while some received flight training in the United States just prior to the attacks. On September 11, 2001, groups of attackers boarded four domestic aircrafts at three East Coast airports. Soon after takeoff they disabled the flight crews using box cutters as weapons. They took control of the aircrafts, which were headed for the West Coast with full loads of fuel.

At 8:46 a.m. American Airlines flight 11, which left from Boston, was flown into the North Tower of the World Trade Center’s (WTC) Twin Towers. Initially, most people thought this was an accident. Seventeen minutes later, at 9:03 a.m., United Airlines flight 175 from Boston struck the South Tower. Then, the U.S. knew it was under attack. The Twin Towers were badly damaged and in flames, with workers trapped above the points of contact. Rather than face death in the infernos that were raging, some chose to leap to their deaths.

At 9:37 a.m. the third plane, American Airlines flight 77, which left Dulles International Airport near Washington, D.C. earlier, struck the southwest side of the Pentagon, which is just outside of the city, touching off a dangerous fire. Minutes later the Federal Aviation Authority ordered a nationwide ground stop for all aircraft for the first time in history.

At 9:59 a.m., people around the world watched in disbelief as the South Tower of the WTC collapsed. At 10:03 a.m. the fourth aircraft, United Airlines flight 93, which left from Newark, NJ, crashed near Shanksville, PA, countryside after its passengers attempted to overpower the terrorists. The passengers on this flight were aware of what was happening in New York and Washington through their cellular phones and decided to take matters into their own hands to spare another building or landmark from being hit. At 10:28 a.m., the North Tower of the WTC collapsed just 102 minutes after being struck.

After the attacks, authorities quickly learned that Osama bin Laden and his al-Qaeda organization were solely responsible. Osama bin Laden made a declaration of holy war against the U.S. 9/11 was one of the darkest days in America's history, as it was the deadliest terror attack to ever take place on U.S. soil.

TEACHER: This section only applies to NYS.

THE NYS 9/11 Remembrance Day Law

March 4, 2019

An act to amend the education law, in relation to providing for the observance of the September 11 National Day of Service and Remembrance and providing for the observance of a brief period of silence on such day.

- What do you believe the “moment of silence” should mean to all of us?

(Students may associate the moment with others in which they honored a family member or friend who passed on.)

- What would you think about in that “moment of silence”?

(Students may recall a person or an event in the moment of silence.)

Teacher

We're going to read an important book today about something that happened on September 11, 2001. It must seem like long ago. But some things must never be forgotten. This is so true about this day. Read the title of the book, “My Buddy’s a Hero — And I Didn’t Even Know It.” I’d like you to think about it as we read the book. Now, look at the cover and imagine how the illustration relates to the title. Anyone want to venture a guess?

The author, Kristie Kiernan Bouryal, is going to tell us a story about brave people, many of whom she knew, who were involved in the events that took place on 9/11. She’s going to tell us about the heroes who did so much to help others. These were real people who did great things despite the danger and personal risks they were taking.

Description of ‘My Buddy’s a Hero — And I Didn’t Even Know It’

In “My Buddy’s a Hero — And I Didn’t Even Know It,” the main characters learn America was attacked on September 11, 2001.

- The grandchildren characters discover their grandfather was part of a group that helped to rescue the last man out alive from the ruins of the World Trade Center.
- It’s the first time the grandkids ever heard that their grandfather was part of the rescue and recovery efforts.

- They also learn Grandpa and Grandma lost many of their friends on 9/11.
- This story, and others that follow, only unravel because the kids are curious, ask a lot of questions, and their grandparents answer in an informed, loving way.

Lesson 1: Real-Life Heroes – Author’s Note and Chapter 1

1. Begin With an Essential Question

Why is it important to remember and honor our heroes?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guiding questions.)

Guiding Questions

- Who are your heroes?
(Responses will vary with a reference to a parent or possibly a famous person.)
- What makes them a hero?
(Most responses will probably vary, but may refer to various skills or productions, including everything from music to sports and acting.)
- Can a regular person be a hero? How?
(These questions get closer to what happened on 9/11 by having students looking more realistically at heroic acts that may have touched their lives or that they gleaned from the news.)

Teaching Point/Students’ Task

Complete the Frayer Model Template for Concept of Hero and share your team’s work. *(Access the Frayer template from the Appendix of Unit Materials.)* Work in Think/Pair/Share teams to complete this important task. When completed, let’s have voluntary teams present their completed template and see how they compare with others.

2. Introduce the Book

Show the cover to the students and let them know this is the first book in the *Discovering Heroes®* series. Read the title, “My Buddy’s a Hero — And I Didn’t Even Know It.” Then, show the picture on the cover and engage students.

- What do we learn from the cover of the book?
(Students will see the image of an older firefighter or responder who looks heroic in the midst of the wreckage that surrounds him. They should relate the picture to the title.)
- What do you predict the book is all about?
(Student may relate the cover to 9/11 or a similar event.)
- What’s the topic?
(Most should respond by referring to the idea of hero.)
- Why?
(The question is posed to have students defend their response to the question about the topic.)

3. Author’s Note

Teacher

The author is Kristie Kiernan Bouryal. Let’s read the Author’s Note and respond to the following questions.

- Why does the author say that 9/11 was America’s darkest day?
(She says this to emphasize how terrible the attacks were, as they were the deadliest attacks of their kind to ever take place on U.S. soil.)
- What is the author saying to the reader?
(She is defining the “everyday hero.”)
- What is she asking you to do?
(She asks them to learn to ask the right questions and relate what they learn to others. She also says her story will help them do this.)

- What can you tell about the author from her notes? What details support your response?
(Students will be affected by the author's knowledge and personal association with those who were there.)

4. Meet the Characters

Addressed at the Back of the Book

About Grandpa

Grandpa is a loving husband, father of four daughters, and a former lieutenant in the Fire Department of the City of New York, where he valiantly served for more than two decades. For about 17 of those years, he was assigned to three of the department's five elite rescue units — Rescue 1, Rescue 2 and Rescue 5.

About Tyler, Olivia and Sophia

Tyler is an 11-year-old with an infectious spirit and smile who loves America, his family, baseball, football, fishing and being creative.

Olivia is a bright-eyed, determined 8-year-old who loves an intellectual challenge, art, baking, softball, dance, basketball and video on demand.

Sophia is a witty, playful 6-year-old with a sheepish smile and a sly spirit who loves animals, music, cooking, swimming, gymnastics, mobile devices and video on demand.

5. Read Aloud Each Chapter

Teacher and/or student(s) reads the text aloud while incorporating variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments for a fluent and enjoyable delivery.

However, before undertaking the Read-Aloud, review key vocabulary with students as a pre-reading strategy. While the author built the vocabulary list for the book, her words may have to be defined, as they may appear in discussions with students. Checking for understanding is a good strategy for this purpose.

(Access the vocabulary list from the Appendix of Unit Materials.)

Teaching Point/Students' Task

Listen to each vocabulary word taken from the story and unit as it is pronounced and defined. Respond to each word by adding anything else which brings meaning to the word, such as synonyms and/or antonyms.

Chapter 1: Summary

Chapter 1 begins with Grandpa and the grandchildren having dinner, in which the family discusses going to the firehouse tomorrow for a ceremony for those who died in the attack on the Twin Towers. The grandchildren ask questions while Grandpa answers



their questions about the ceremony and why it is taking place. Olivia asks Grandpa about his friends who responded to the attack and asked if he went there. Although retired, Grandpa tells how he got his gear to wear and Grandma drove him to a firehouse, so he could travel to a ferry boat that took him from Staten Island, NY, to Manhattan to help with the rescue efforts.

As you open the book to Chapter 1, show your students the illustration on the inside page.

- Can you anticipate what's going on in the illustration?

(Children are smiling while eating with an older man who appears to be a relative. They are all happy to be together.)

Read pages 1 through 3 and respond to the questions above.

- What is Tyler trying to do to improve the setting of the story?

(Tells a joke.)

- What are the grandchildren and grandparents planning to do tomorrow?

(Going to the firehouse for a memorial service for those who lost their lives on 9/11.)

At the end of the chapter ask the following questions:

- How would you describe Grandpa's role in Chapter 1?

(He is the main character who leads the discussion about 9/11 and guides the grandchildren in understanding what heroes did at that time.)

- What role are Tyler, Olivia and Sophia playing in the Chapter?

(They function as the questioners to move the narrative.)

- How does that role relate to what the author tells us in her note?

(The author tells the reader to "ask probing questions, be an active listener.")

Teaching Point/Students' Task

Write a complete sentence that captures the central idea of Chapter 1 and begin your response with: I infer that the central idea of Chapter 1 is ... and support it with two details from the chapter. Once completed, share what you have written in your team.

(Possible response: I can infer that the central idea of Chapter 1 is preparing to be a part of those honoring the heroes of 9/11. "We're going to a memorial service," Grandpa said. Then Grandpa goes on to say: "It's a ceremony to honor people who lost their lives." And, any other appropriate text-based response.)

Lesson 2: Real-Life Heroes – Chapter 2

1. Remind Students of the Essential Question

Why is it important to remember and honor our heroes?

2. Read Aloud Chapter 2

Teacher and/or student(s) continue reading the story aloud while students work in their teams.



Chapter 2: Summary

Chapter 2 actually begins with an illustration of the devastation as seen on a street near where the Twin Towers of the World Trade Center collapsed. The grandchildren, who are surprised to learn so many details about 9/11, ask Grandpa what it was like when he arrived at the site. The illustration on the previous page provides an example. Grandpa talks about the dust clouds and smoke and no planes in the air. It is an eerie site which is so far from normal. He sees firefighters in distress from the near impossible task of finding people under large piles of steel, dust, concrete and wreckage. The children are astounded by the bravery of Grandpa as he describes a human chain of firefighters, police, and members of the military and other emergency personnel helping them to find survivors — and they did. Grandpa points out that fire trucks were destroyed along with the tools, so they had to move debris that was huge with their hands.

Teacher

As we begin reading Chapter 2, keep in mind the events in Chapter 1 and how they may relate to Chapter 2.

As you prepare to read Chapter 2 (page 5), have the students reflect on the illustration on the previous page.

- What is being portrayed in the illustration?

(It shows what it must have been like in the area near where the Twin Towers collapsed.)

Answer the following guiding questions at the end of the chapter.

- What is it that surprises Tyler, Olivia and Sophia in the beginning of the chapter?
(They feel they are just learning so many new details about 9/11.)

- What character trait do the grandchildren exhibit?

(Curiosity by asking probing questions.)

- How would you describe the physical condition of the rescue workers at the site where the Twin Towers fell when Grandpa approached it?

(They were exhausted and disoriented.)

- What details from the story contribute to Grandpa's character?

(He is brave because he was a retired firefighter who did not need to be helping as a rescue worker. He cared about his fellow firefighters and all of the people who needed help. He went to the site knowing how dangerous it was to help.)

Teaching Point/Students' Task

Working in paired teams, complete a Cause and Effect task by responding to the questions in the diagram: Why did it happen? What happened? Be prepared to share your responses.

(See Cause and Effect diagram in the Appendix of Unit Materials.)

Lesson 3: Real-Life Heroes – Chapter 3

1. Remind Students of the Essential Question

Why is it important to remember and honor our heroes?

2. Read Aloud Chapter 3

Teacher and/or student(s) continue reading the story aloud.

Chapter 3: Summary

Chapter 3 begins with Sophia wondering how Grandpa must have felt as he helped at the site of the

destruction, where the Twin Towers once stood. He responds by saying that the only concern he had was getting people out alive. The situation at the site was so bad that Grandpa talks about the constant digging and moving of debris to try to find survivors — and they did. The conditions were awful so the rescuers had to work in teams to allow them time to rest. They were shivering and nauseous from inhaling all the smoke from the fires that were still burning. The illustration on pages 10-11 of the book accurately depicts the conditions and nature of the rescuers' work. To emphasize a critical point to the grandchildren, Grandpa says, "I want you all to remember something important, there will always be people trained for disasters who risk their lives to take care of other people." He goes on to say that "September 11th was America's darkest day." At the end of the chapter, Tyler says, "I had no idea my buddy is a hero." He is referring to Grandpa, and both Olivia and Sophia agree as all three of them hug him.



Teacher

As we begin reading Chapter 3, think about how the previous chapters relate.

Students respond to the guiding questions as they cover a related section of the chapter.

- When Grandpa says, “There will always be people trained for disasters who risk their lives to take care of other people,” what is he saying about people like himself who take on these jobs?

(It means that people who take these kind of jobs do what it takes despite the dangers.)

- When Grandpa says, “September 11th was America’s darkest day,” what does the word “darkest” represent in the sentence and the book?

(Darkest would be synonymous with tragic because it’s as if something laid a dark cloud over America on the day. More people were killed by an attack on American soil that day than on any other day in American history.)

- What is revealed about Grandpa in the last paragraph of the chapter?

(Tyler says that he never knew his grandfather was a hero, and Olivia and Sophia agree.)

- What word might capture an appropriate central idea for Chapter 3?

(Heroism. Selflessness. Courage. Etc.)

Teaching Point/Students’ Task:

Continue to work in your paired teams. Explain briefly in writing how the illustration in Chapter 3 supports the information in the chapter and share responses.

(The illustration captures the description that Grandpa provided by showing a scene of destruction and rescuers moving debris with their hands.)

Lesson 4: Real-Life Heroes – Chapter 4

1. Remind Students of the Essential Question

Why is it important to remember and honor our heroes?

2. Read Aloud Chapter 4

Teacher and/or student(s) continue reading the story aloud as they work in their teams.

Chapter 4: Summary

The chapter is preceded by an illustration that shows Grandpa and the grandchildren at what appears to be a ceremony. At the beginning of the chapter the children ask to go to the memorial tomorrow. They all go to the Fire Department of New York City's Rescue 1 firehouse ceremony where they see many people and friends of Grandpa who extend their warmth toward one another. Here one man gives Grandpa a big hug and says to the grandchildren, "Did you know your Grandpa is a hero?" As the narrator points out, they did know because they asked good questions. The grandchildren are proud of Grandpa and are now eager to learn more about what he and others did on 9/11 and about the friends he lost.

Students respond to the guiding questions as they cover a related section of the chapter.

- After reading the first paragraph of the chapter, what do you think the illustration on page 14 is all about?

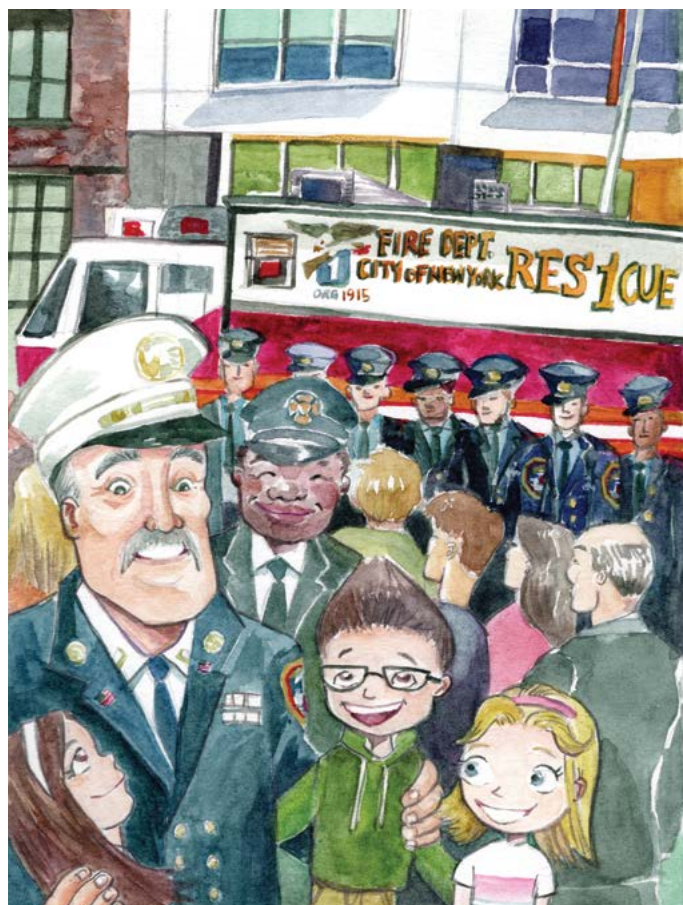
(It shows Grandpa and the grandchildren smiling at a memorial at the Rescue 1 firehouse in NYC.)

- How does paragraph 3 support what the grandchildren learned about Grandpa in Chapter 3?
(It supports Tyler's statement that his buddy, Grandpa, is a hero, and they all agreed.)

- What purpose may the last paragraph of the chapter suggest?
(Now the grandchildren want to know more about the men they are remembering at the memorial ceremony and other acts of heroism.)

Teaching Point/Students' Task

Continue to work in your paired teams. Explain orally, after thinking carefully, how the cousins react to all that they are learning about 9/11 and Grandpa. *(They now understand a great deal about what happened on 9/11, but realizing that Grandpa is not only their friend, but also a hero is most important to them.)*



Lesson 5: Real-Life Heroes – Culminating the Unit

Teacher

As we complete the unit, there is one last task. You will work in your teams to complete a reading comprehension worksheet to capture what you recall and understand from our reading of this powerful and informational book, “My Buddy’s a Hero — And I Didn’t Even Know It.”

Teaching Point/Students’ Task

You will complete the Reading Comprehension Worksheet in your paired teams. Once completed we will review your responses. (*See the Appendix of Unit Materials for the Reading Comprehension Worksheet and Worksheet Responses.*)

As an Aside

It is important to affect students’ semantic memory if this learning opportunity is to stay with them as the basis for recalling what they have read in the future.

To the Teacher

In the next book in the *Discovering Heroes*® series, “Remembering Heroes,” Tyler, Olivia and Sophia learn about some of Grandpa’s brave friends and brothers who lost their lives on September 11, 2001. They also explore the concept of everyday heroes and see them in action. Find out more at contextproductions.com.

Appendix

Unit Materials

Instructional materials for the unit are contained in this Appendix:

- Expanded Word List for ‘My Buddy’s a Hero — And I Didn’t Even Know It’
- Frayer Template for Concept of Hero
- Cause and Effect Framework
- ‘My Buddy’s a Hero — And I Didn’t Even Know It’ Reading Comprehension Worksheet and Worksheet Responses

Additional Resource

- ‘My Buddy’s A Hero — And I Didn’t Even Know It’ Reading Comprehension Quiz and Quiz Answers

Expanded Word List

'My Buddy's a Hero — And I Didn't Even Know It'

The words are to be pronounced and definitions read. Then, identify words that may be similar in meaning (synonyms) and different (antonyms). Use each word in an appropriate sentence.

Bravery: Showing strength in the face of danger.

Context: The situation in which something exists or happens.

Inspiring: An encouraging feeling making a person want to do something.

Perspective: Points of view or thoughts people may have about someone or something.

Ceremony: A formal event held for a special occasion.

Debris: Pieces of the buildings and other broken materials spread out across the large area where buildings once stood.

Desolate: A depressing, grim place without pleasant features in it.

Eerily: Odd and strange. On 9/11 it was odd and strange that there was no noise in Manhattan because it's usually very loud and busy.

Manhattan: Manhattan is another name for New York City.

Devastated: A feeling of being shocked or deeply saddened, which is how Grandpa and countless others felt at Ground Zero on September 11, 2001, and afterwards; even people who weren't at Ground Zero felt devastated by what happened.

Disaster: A sudden event that brought about great

damage and loss of life and property.

Rubble and Ruins: Pieces of the buildings that collapsed and everything that was in them may also be called rubble and ruins.

Demolished: To deliberately destroy something, as in the case of the Twin Towers.

Darkest: As used in calling 9/11 America's darkest day. It is a figure of speech to represent an event that resulted in a dark cloud lying over America due to the disaster of the attacks and the largest number of people killed in such an attack on American soil.

Plumes: Plumes of smoke are giant, thick clouds of smoke rising high into the sky. They covered downtown Manhattan that day and could be seen from miles away.

Retired: Grandpa met the requirements for the number of years he had to work, plus he reached an age that was old enough to stop working, so he did.

Smoldering: Fires burn with flames, but when the flames go away, whatever is burning is still hot and you can see smoke coming off of it.

'My Buddy Is a Hero — And I Didn't Even Know It'

Work in a think/pair/share team with the Frayer template below and define the concept: Hero. Then list at least three (3) facts and/or characteristics of a hero. Then, list at least two (2) examples of a hero. Finally, list at least one (1) non-example of a hero.



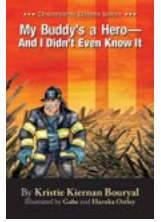
Frayer Model Template

Definition	Facts/Other Characteristics
Examples	Non-Examples

**Concept
of Hero**

Notes: _____

'My Buddy Is a Hero — And I Didn't Even Know It'



Complete the Cause and Effect framework by listing at least one (1) cause of the 9/11/01 attack and three (3) effects, based on the book.

Cause and Effect

Cause

Why did it happen?

1. _____

Effect

What happened?

1. _____

2. _____

3. _____

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Worksheet



Name: _____

Class: _____ Date: _____

1. What did you learn from this story?

2. How did Tyler, Olivia, and Sophia learn their Grandpa was a hero?

3. Why did Grandpa want to go to the memorial at 6 in the morning?

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Worksheet



Name: _____

Class: _____ Date: _____

4. Choose a line in the story that supports the idea that there are people around you that may be heroes, but you have to ask and learn their story.

5. Why did Tyler ask why they were going to the memorial?

6. Grandpa describes downtown Manhattan as desolate and eerily quiet. What mood does this create?

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Worksheet



Name: _____

Class: _____ Date: _____

7. How would the story be different if Tyler, Olivia and Sophia didn't ask their thoughtful questions?

8. The author says September 11, 2001, was America's darkest day. What does the author mean by that?

9. Why do you think Grandpa went to Manhattan to help people?

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Worksheet



Name: _____

Class: _____ Date: _____

10. Tyler, Olivia and Sophia learned so much through the questions they asked Grandpa. Is there a question that you could ask Grandpa to learn more about his story?

11. Choose a person in your life that you would like to learn more about. Who did you select and what questions would you ask them?

12. Based on this story, what are some words that describe Grandpa's character?

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Worksheet Responses



1. What did you learn from this story?

- *In order to learn more, you have to ask questions.*
- *There are heroes in the world that you don't even know about.*

2. How did Tyler, Olivia and Sophia learn their Grandpa was a hero?

Tyler asked why Grandpa was going to the firehouse and that sparked more questions and answers that followed.

3. Why did Grandpa want to go to the memorial at 6 in the morning?

To honor people who lost their lives on September 11, 2001.

4. Choose a line in the story that supports the idea that there are people around you that may be heroes, but you have to ask and learn their story.

As they looked around the firehouse, their minds couldn't help but wonder: How many other stories of heroism are waiting to be told?

5. Why did Tyler ask why they were going to the memorial?

He asked because he wasn't sure why and because he noticed that people were more quiet than usual.

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Worksheet Responses



6. Grandpa describes downtown Manhattan as desolate and eerily quiet. What mood does this create?

It creates a sad, dreary, and somber mood.

7. How would the story be different if Tyler, Olivia and Sophia didn't ask their thoughtful questions?

They wouldn't have learned all the details of Grandpa's story.

8. The author says September 11, 2001, was America's darkest day. What does the author mean by that?

The author means that it was a very sad day for the country with the largest loss of life.

9. Why do you think Grandpa went to Manhattan to help people?

Grandpa went to help people because he cared so much about the people he was searching for, and he was highly trained for a situation like this.

10. Tyler, Olivia and Sophia learned so much through the questions they asked Grandpa. Is there a question that you could ask Grandpa to learn more about his story?

Yes, there are many. One is: Grandpa, what were your friends like who died on September 11, 2001?

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Worksheet Responses



11. Choose a person in your life that you would like to learn more about.
Who did you select and what questions would you ask them?

A child can pick a person and share their own question.

12. Based on this story, what are some words that describe Grandpa's character?

Some words that describe Grandpa's character are: Selfless, brave, courageous, fearless, caring, heroic, and more.

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Quiz



Name: _____
Class: _____ Date: _____

1. What were Tyler, Olivia, Sophia and their family doing when the story begins?
 - a. making dinner
 - b. eating lunch
 - c. eating dinner
 - d. waking up

2. Where was the family going on the following morning?
 - a. a memorial service
 - b. a funeral
 - c. school
 - d. work

3. Who were Grandpa's friends?
 - a. firefighters
 - b. police officers
 - c. doctors
 - d. nurses

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Quiz



Name: _____
Class: _____ Date: _____

4. How did Grandpa get into the city on the morning of September 11, 2001?
 - a. he took a plane
 - b. he took a car
 - c. he took a train
 - d. he took a ferry boat

5. What did Grandpa see when he arrived at the site where the buildings fell?
 - a. the Twin Towers
 - b. dust clouds and smoke
 - c. trees
 - d. the planes

6. What did Grandpa mean when he said, “my brother firefighters”?
 - a. firemen he worked with that were his brothers
 - b. firemen he worked with that were so close to him they were like family
 - c. firemen he worked with that were just friends
 - d. firemen he worked with that had the same parents

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Quiz



Name: _____
Class: _____ Date: _____

7. Did Grandpa know of any survivors that day?
- a. no, there were none
 - b. yes, they were easy to find
 - c. yes, there were a lot
 - d. yes, there were two buried very deep
8. How did Grandpa describe his feelings that day?
- a. scared
 - b. afraid
 - c. focused
 - d. happy
9. How does Tyler describe Grandpa at the end of the story?
- a. a firefighter
 - b. a hero
 - c. a soldier
 - d. a friend

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Quiz



Name: _____
Class: _____ Date: _____

10. How did Tyler, Olivia and Sophia learn so much about their Grandpa?
- a. they asked the right questions
 - b. Grandpa loved to tell them stories
 - c. they went to a museum
 - d. they went to the firehouse

My Buddy's a Hero — And I Didn't Even Know It

Reading Comprehension Quiz Answers



1. c
2. a
3. a
4. d
5. b
6. b
7. d
8. c
9. b
10. a

CONTEXT PRODUCTIONS® CURRICULUM
Discovering Heroes® Series

ISBN: 978-1-7329913-8-5

Published by Context Productions
www.contextproductions.com

