

TEACHER'S GUIDE



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EPIC ZERO™ ***Tales of a Not-So-Super 6th Grader***

Classroom Activity and Discussion Guide

The activities in this guide align with Common Core standards for Grade 4-6



Epic Zero: Tales of a Not-So-Super 6th Grader

R.L. Ullman

But That's Another Story Press

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GRADE LEVEL 3-6

CURRICULUM CONNECTIONS

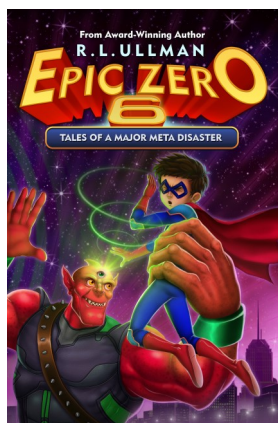
Language Arts—Reading, Language, Science

CONTENT STANDARDS

Common Core State Standards

www.corestandards.org

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DISCUSSION QUESTIONS AND ACTIVITIES

The following questions may be utilized throughout the study of *Epic Zero* as reflective writing prompts or alternatively, they can be used as targeted questions for class discussion and reflection. The questions in this section particularly address the Common Core State Standards: (RL.4. 1, 2, 3, 7, 9) (RL.5. 1, 2, 3, 4, 7, 9) (RL.6.1, 2, 3) (SL.6.1,2,3)(W.4-6.4)

- Consider the novel's title of *Epic Zero*: In what ways does it capture the themes of the book?
- In the first chapter, Elliott states "See, I know my life probably sounds glamorous and all, but trust me, it's not. Living with a bunch of do-gooders comes with some major drawbacks." From this introduction of Elliott, what can readers infer about him? Did you find those inferences about him to be accurate as you get to know him better throughout the novel?
- Describe Elliott. What makes him a dynamic character? Is he the type of person you would want to befriend? Why or why not?
- Describe the relationship between Elliott and his pet, Dog-Gone. What makes their relationship special? What makes their relationship challenging? Would you want to have a pet like Dog-Gone? Why or why not?
- In *Epic Zero*, Metas are classified according to their Meta power level (either Meta 0, 1, 2, or 3). In what ways are Metas judged by their class? Do you think it is fair to categorize Metas this way? Why or why not?
- Elliott's nemesis is the Worm. In what ways are Elliott and the Worm similar?
- How would the story be different if it was told in the third person? How would the story be different if it was told from the perspective of another character (besides Elliott)? Do you think changing the point of view would make the story better or worse? Why?
- In *Epic Zero*, there are nine different super-power types. If you could choose only one power to have, which power would it be? Why?
- At the end of the novel, Elliott has a choice to either turn over the Orb of Oblivion or keep it. Why did Elliott make the choice he selected? Was this a good choice or a bad choice? Why?

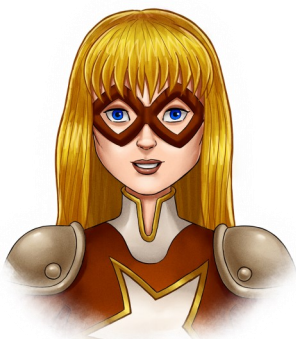


EXTENDED WRITING AND RESEARCH PROMPTS

The following activities contained in this section particularly address the Common Core State Standards (RL.4.1,2,3)(RL.5.1,2,4)(RL.6.1,2)(W.4-6.4)

- 1. SHAKE IT UP:** Throughout the course of the novel, readers are offered great insight into Elliott's point of view based on his first person perspective. Assume the role of one of the secondary characters from Epic Zero and draft a diary entry detailing what you experienced and witnessed. To prepare, create an outline using the five Ws (who, what, when, where, and why). Remember to write in first person and give special attention to sensory imagery (taste, smell, touch, sight, sound).
- 2. POWER PLAY:** The Meta characters in the novel are classified by Meta power level (either a Meta 0, 1, 2, or 3). Select one character from the novel and change his power level (e.g. a Meta 1 is now a Meta 3; or a Meta 3 is now a Meta 0). Compare and contrast your character's powers before and after the change and also describe how that character feels about the change. How does an increase or decrease in power affect that character's outlook? What does that say about the idea of power?
- 3. A HISTORY OF HEROES:** Superheroes are becoming more and more popular in society. Using library resources and the internet, research the history of superheroes. Be sure to learn the following:
 - How long have superheroes been around?
 - Who were the most popular superheroes of each generation?
 - What made these superheroes popular for each generation?
 - Have the characteristics of what makes a superhero popular changed from generation to generation?

After gathering this information, create a visual presentation that illustrates your findings.



LITERARY ELEMENTS ANALYSIS

Use the following activities to allow students to show their understanding of various literary elements in *Epic Zero*. The activities contained in this section particularly address the Common Core State Standards: (RL.4.1,2,3,7,9)(RL.5.1,2,3,4,7,9)(RL.6.1,2,7,9)

CHARACTER – New Recruits! The Freedom Force is looking for new talent, but remember, it's not always the strongest hero that makes the team! Ask students to create their very own Meta Profile to try-out for the Freedom Force. What unique name, vitals, powers and characteristics would they give their hero for their big audition? Describe in a few short sentences what unique qualities their hero has to offer and why their hero is certain to make the team.

DIALOGUE – Talk or Text? In *Epic Zero*, Elliott and the villains often used text messaging to communicate. Ask students to write out a new discussion scene using two or more characters from *Epic Zero*, but to draft the same scene two ways: in proper written dialogue and in text form. Have them discuss their thought process as they experienced writing it in proper dialogue, using proper punctuation, versus describing the action in the shorthand of texting.

PLOT – Heroic Advice! Ask students to describe one of the problems faced by a character in *Epic Zero* and write advice to him/her. Students may choose to be serious or humorous. Use the format common for advice columns where the person with the problem writes for advice and the expert writes back. Ask students to describe how the character might use this advice to change the plot in *Epic Zero*?

THEME – What's it All About? Ask students to list all the possible themes for *Epic Zero*. Together, vote on the top theme. Ask students to create a visual collage from *Epic Zero* of all the moments, symbols or dialogue that expressed this theme. Students can use drawings, magazine photos or other materials to bring the theme to life.



Meta Profile

<input type="text"/> Name:	<input type="text"/> Height:
<input type="text"/> Race:	<input type="text"/> Weight:
<input type="text"/> Status:	<input type="text"/> Eyes/Hair:

META
<input type="text"/>
<input type="text"/>
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Observed Characteristics	
Combat	
Durability	Leadership
Strategy	Willpower