

Strand: Government/Authority

Theme: Services

Purpose for Reading: To find out about firefighters and what they do.

Comprehension Strategies: Making connections to the world, asking and answering questions, making inferences, evaluating.

Vocabulary

Dictionary Words: burning buildings, car accidents, chemical spills, forest fires, school visits

Vocabulary Words: boot, bucket, coveralls, fire-engine, helicopter, jacket, oxygen tank, push-ups, safety glove, trousers

High-Frequency Words: an, do, get, has, have, help, if, not, of, one, out, over, put, some, that, their, there, they, too, two, what, when, who, with, your

Before Reading

- Ask students to tell you what they know about firefighters. Prompt students to explain what firefighters do, what special equipment they may use, and the types of emergencies they may be called to assist with. Make a list of things firefighters do.
- Read the title and have students describe the cover photograph. *Who are the firefighters talking to? What do you think they might be telling the children?* Add any extra information to the list.
- Read the title page together and ask students what they notice about the photo. *What is this firefighter doing? What type of fire might this be? A bush fire? A building fire? What do you think the ladder is attached to? How is the firefighter trying to put the fire out? What makes smoke? Do you think this job may be dangerous? Why?* Add new information to the list.

Introduce the Picture Dictionary

Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Have students speculate what may have caused the building and forest fires and what a chemical spill might be. Add any new information about what firefighters do to the list.

Take a Photo Walk

- Pages 4–5: Have students describe these pictures. What information do they give us about the special clothes firefighters wear and the tools they use? Ask students to infer how each item of clothing might protect firefighters and how each tool might be used in an emergency. Mention the words *special clothes* and *special tools* during the conversation.
- Pages 6–7: Discuss what the firefighter is doing in the photo. Read the label and discuss what an oxygen tank is. Read the caption and discuss the meaning of the word *extension*.
- Pages 8–9: Ask students what they think is happening in the photo. Read the label and caption. Ask students to speculate about why the helicopter may be used to drop water rather than a fire-engine.
- Pages 10–11: Invite students to describe what is happening in the photo. Read the label and caption and discuss what the jaws of life are.
- Pages 12–13: Have students discuss what they see in the photo. Read the label and caption. Invite students to infer what may cause a chemical spill and what could happen to the firefighters if the chemical spill touched their skin.

- Pages 14–15: Ask students where they have seen this photo before. Read the caption and label. Ask students where they think this photo was taken.

Read the Book

- Ask students to close the book and read the title independently.
- Turn to pages 2–3. Have students read the dictionary words.
- Turn to pages 4–5. Have students read this page independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite students to tell you what they know about firefighters that they didn't know before. Read the list of things on the board that firefighters do. Prompt discussion about what would happen if we didn't have firefighters.
- Tell students that firefighters are one group of people that help others. Ask students to think of other groups of people in the community that help others. Make a list of these occupations. Have students explain the different jobs these people do. Have them speculate how life would be different if there were no police, ambulances, doctors, etc.

Vocabulary and Word Recognition

- Walk through the book asking students to identify the high frequency words *they*, *have*, *put*, and *out*.
- Have students write these words quickly five times, saying the word as they write it.
- Ask students to locate other words that begin

with the digraph *th*, such as *these*, *this*, *the* and *that*. Ask students if they can think of other words that begin this way, such as *them*, *then*, *there*, etc. List them on the board. Read through the list with students, stretching out the sound of the digraph *th* on each word.

Oral Language

Have students work in pairs. Have one student ask questions from the book and the other student find the answers. For example, *How do firefighters help at car accidents?* After the first student asks three questions, have the pair swap roles.

Writing

Have students write a What Am I? about special tools or clothing from the book. For example, *I am hard. I protect the firefighter's head. I am yellow, red, and black. What am I?*

Creative Extension Activities

- Mix batches of red and yellow paint to make a variety of shades of orange. Using the yellow, orange, and red paint, have students paint a bush, building, or house fire scene. In the foreground, make a collage of firefighters putting out the fire.
- Have students trace around each others' body shapes. Have each child paint fire protective clothing onto their body shape. When dry, add labels to show the special clothes a firefighter wears.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activity on page 16.
- Complete the photocopiable sheets.

Name: _____

Unjumble the firefighters' tools.

Use page 4 of the book to help you.

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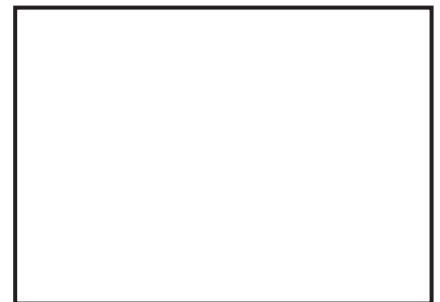
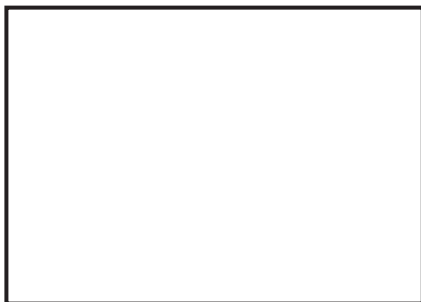
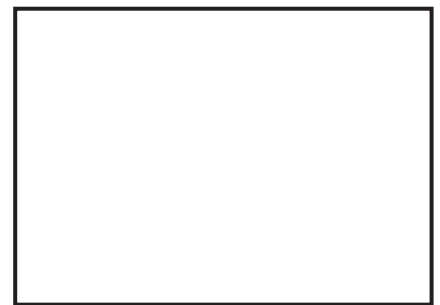
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Draw each one of the firefighters' tools.



Name: _____

Think of three things you can do to stay safe from fires. Draw and write about each one.

