

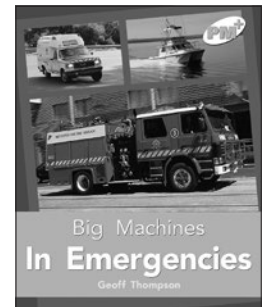
# Big Machines In Emergencies

PM Levels 18/19

Turquoise

**Text Type** Information Report / Procedure / Recount

**Running Words** 422



## Preparing for Guided Reading

### Orientation to the text

- Help students to develop conceptual understandings of emergencies and emergency vehicles. Discuss the meaning of the word *emergency*.

### Prior knowledge

- This text explains how emergency vehicles are used. It expands students' knowledge and reinforces safe practices when in an emergency.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*bright, danger, easy, flash, flashing*

#### Content Words

*ambulances, Emergency, reach, rescue, sirens, spray, vehicles*

### Decoding

- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.

### Focusing on the story – guided reading

- Read the contents page. Draw students' attention to the way in which the vehicles have been grouped. Notice that there are land, sea and air emergency vehicles.
- Discuss reasons for emergencies, e.g. sickness, accidents, danger. Revise the procedures to be followed when calling for assistance in an emergency. Talk about the need for a speedy response.
- Ask, *Why do you think fire engines are red?* Read and discuss the *Did you know?* statement. Encourage students to describe how they think a hydrant supplies water. Draw a simple diagram to show how an extension ladder unfolds. Study the poster. Talk about knowing what to do if there is an emergency at home. Stress the importance of order in the instructions and the need for speed! Discuss safe practices, e.g. the placement of smoke alarms in homes and buildings.
- Ensure that students are able to describe the distinctive markings of each emergency vehicle. Ask, *Why does an ambulance require a flashing red*

*light?* Draw students' attention to the inside of the ambulance and why it is always ready for a range of emergencies. Explain that there is always a doctor or paramedic in attendance.

- Draw students' attention to how cramped it is inside the plane. Remind them that this confined space contains equipment for dealing with most emergencies. Talk about when an air ambulance would be used.
- Study the photograph of the accident on pp. 18–19. Ask, *What do you think the emergency is? Why do you think the police are there?* Talk about why the power is being turned off. Ask students what safety precautions the power worker would need to take. Read and discuss the *Did you know?* statement. Encourage students who know how two-way radios work to share their ideas.
- Discuss occasions when police helicopters might be used. Read and discuss the *Did you know?* statement.
- Encourage students who know about police boats to share their knowledge. Describe emergency situations, e.g. rough weather, 'mayday' calls, lost people, jet ski boats close to swimmers, etc. Explain that police on these boats have the same authority as police in patrol cars.
- Point out the features of the procedure and letter.
- Read and respond to the questions. Read the glossary.

### Comprehension

- How do emergency vehicles help people? (*Literal*)
- Why do some emergency vehicles have flashing lights and sirens? (*Inferential*)
- Why are the different markings on the vehicles important? (*Inferential*)

### Follow-up activities

- Prepare questions and send e-mails to a variety of rescue service centres seeking information about how they help with rescue work, e.g. police, fire department, ambulance, etc. When the replies have been received, help students to recognise similar details, e.g. co-operative team effort, skilled helpers and specially equipped vehicles.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up