

Fire! Fire!

PM Level 8

Yellow

Text Type Narrative

Running Words 161



Preparing for Guided Reading

Orientation to the Text

- Make whirling helicopters to fly outside.

Prior Knowledge

- Some students will have experienced similar situations in real life. The discovery of the family cat, safe after all, brings the story to a happy ending.
- The change of text style to include speech bubbles provides variety and challenge.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

again, all, coming, got, help

Content Words

shouted, fire, helicopter, Thank you, bucket, water

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Study the cover illustration. Discuss the word *rescue*. Ask, *What is the bucket for?*
- Read the story with students. Help them to understand the importance of the speech bubbles. The storyline depends as much on the bubbles as on the 'straight' text.
- A full discussion of pp. 2–3 will help students' understanding of bushfires. Draw their attention to the window curtains and the horizontal smoke.
- Discuss the appropriateness of the story title. Can students suggest alternatives?

Comprehension

- Which pet got out of the helicopter and ran away? (*Literal*)
- How did the helicopter pilot put out the fire? (*Inferential*)

Follow-up Activities

- Role-play the story, then read it as a play with students saying the character parts from the speech bubbles.
- Arrange a class visit to an airport that has a rescue helicopter, or to a fire station. Before the visit, ask students what they know and what they want to find out. Write these questions on individual cards for students to practise reciting.
- After the visit students could present aspects of the experience in a variety of forms, using art and craft materials and oral and written language.
- Make a floor model of the airport or fire station using building blocks, cardboard boxes and small vehicles.
- Make a floor story of the visit using the same layout as *Fire! Fire!* Plan the story first with students. Get the sequence of events right. Then add the speech bubbles.
- If a visit is not possible, invite a pilot or firefighter to come to the classroom.
- Use the class telephone for students to role-play how to convey an urgent message. As an extension activity, they could write the message and have it checked by a partner. Or, have forms available for students to complete.
- Do students know how to recite and write their own telephone number?
- Can they dial their own number?
- Do they know the emergency number for their area?

Fire! Fire!

Date _____

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can sequence the beginning, middle and end events to retell the story.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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