

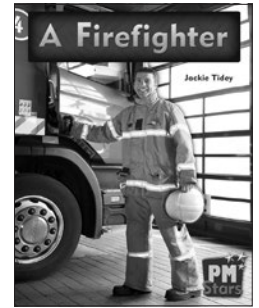
# A Firefighter

PM Levels 14/15

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**Text Type** Description

**Running Words** 224



## Preparing for Guided Reading

### Orientation to the Text

- Tell students that this book is a description. Explain that a child describes his or her dad, a firefighter, as the topic of this description. Note that the description could be delivered as a class speech.
- Read the title of the new book. Discuss the photo on the cover. Determine students' prior knowledge of firefighters and the services they provide, such as fighting fires, attending rescues, removing hazardous materials, delivering emergency medical services and providing assistance during floods.

### Prior Knowledge

- This book is a child's description of his or her dad, a firefighter.

### Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *He shows children how to stay safe if a fire starts.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*because, careful, could, hard, how, scared*

#### Content Words

*clothes, helmet, lights, rubber, siren, sleeves, slip, station, uniform*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

### Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

## Focusing on the Book – Guided Reading

- Turn to the title page. Reinforce the key features of non-fiction texts: contents page, chapter headings, glossary. Read the chapter headings. Ask students to locate each chapter within the book. Explain that in a non-fiction book, each chapter can stand alone.
- Study the photographs before reading the book. Introduce key interest words. Explain the subjective type of writing used in this book, e.g. *My dad ... He works ... He has ... Dad puts ...* Ask questions beginning with *who, when, where, what, how* and *why* to reinforce meaning. Encourage students to use written text from the book as well as visual information to justify their responses.
- Find each glossary word within the book. Recall that a glossary provides meanings for some words in the book.
- Locate words in the book with these endings: *-er, -y*.
- Discuss the suffix *-ful* at the end of *careful*. Recall that *beautiful* ends the same way.
- Locate compound words joined with a hyphen, e.g. *fire-safe*.
- Find these personal pronouns: *he, them*. Notice that *them* replaces the word *firefighters* in: *Some of them help to put out the fire.*
- Say these words and clap the syllables: *children, uniform, helmet*.

## Comprehension

- Why does the firefighter go to schools? (*Literal*)
- What is the rubber on the bottom of a firefighter's boots for? (*Literal*)
- Why does the firefighter put on a helmet to go to a fire? (*Literal*)
- Why does a fire engine have a siren and lights? (*Inferential*)
- How do fire-safe clothes keep a firefighter safe? (*Inferential*)
- Why do people, cars, trucks and buses stop to let a fire engine go past? (*Inferential*)

## Follow-up Activities

- Invite a firefighter to school. Have students prepare questions linked to protection and covering prior to the visit, e.g. *How do fire-safe clothes provide protection?*
- Role-play fire-safety procedures.

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## Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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## Success Criteria

- I can use word parts to help me decode fluently, e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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## Guided Reading Notes

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