



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 195

Book Summary

In *Fire Safety*, students will learn some tips to help keep their families safe from the dangers of a house fire. High-frequency words, a table of contents, and detailed photographs with illustrations support readers. Students will have the opportunity to locate details that support the main idea as they read this informative book.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate short vowel /i/ sound
- Identify short vowel *i*
- Recognize and use contractions
- Identify and use high-frequency word *your*

Materials

Green text indicates resources are available on the website.

- Book—*Fire Safety* (copy for each student)
- Chalkboard or dry-erase board
- Main idea and details, short vowel *i*, contractions worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *the, there, where, your*
- **Content words:**

Story critical: *alarm* (n.), *escape* (v.), *fire department* (n.), *panic* (v.), *practice* (v.), *tips* (n.)

Before Reading

Build Background

- Write the word *alarm* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud. Explain that an alarm is a device that uses a bell, siren, or other loud noise as a warning or signal.
- Ask students to name different types of alarms they know about. Record them on the board. Briefly discuss the uses of each type of alarm.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of story, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book on the basis of what they see in the table of contents. (Accept all answers students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand and remember what they read.
- Model connecting to prior knowledge as you preview the book.
Think-aloud: When I look at the picture on the cover, I see a child crawling close to the ground. It looks as if there is smoke in the air. I know if there is a fire in my house, I should crawl close to the ground to stay away from the smoke. On the back cover, I see a fire truck. I know fire trucks help firemen put out fires. Firemen rescue people from fires. The title of the book is Fire Safety. On the basis of the pictures and the title, I think this book will be about how to stay safe in a fire.
- Have students share how they connected to prior knowledge on the basis of the pictures on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most books have a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Have students look at the table of contents. Discuss student predictions and guide students to the consensus that the main idea of this book has to do with fire safety tips. Point out that they cannot finalize a main idea for this book until they read more information.
- Read page 4 aloud to students. Model identifying the main idea and supporting details.
Think-aloud: After reading these pages, I think the main idea is: Learning fire safety tips can keep people safe. I know the book will have details to help explain the main idea. Details are descriptions that help readers understand the main idea of the book. So far, I learned house fires happen every day and people sometimes get hurt. I know when people learn fire safety tips, they are less likely to get hurt. They will know how to keep their family safe. These are details that support the main idea: Learning fire safety tips can keep people safe.
- Review the items students listed in the Build Background section. Discuss whether or not any of these items might be details in the book.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *House fires happen every day, and they can hurt people. Learning fire safety tips can keep you and your family safe.*


- Remind students to look at the picture on the page and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *panic* on page 10 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a boy demonstrating what he should do if his clothes start to burn. One of the first things he should remember is not to worry. When I look at the first part of the word, it starts with the /p/ sound. However, the word worry starts with the /w/ sound, so this can't be the word. I know another word for being extremely worried is panic. The word panic starts with the /p/ sound. The sentence makes sense with this word. The word must be panic.*

Set the Purpose

- Have students use what they already know about fire safety to understand and remember what they read. Remind them to think about the details that support the main idea as they read.

During Reading

Student Reading

- Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 4 (*House*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place their finger on the page number in the bottom corner of page 4. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model making connections to prior knowledge.
Think-aloud: As I read, I learned house fires happen every day, and sometime people can get hurt. I read there are things people can do to keep their families safe. One of the important safety tips I read about is having smoke alarms. Smoke alarms make a really loud noise when there is smoke in a house. I know people should get out of a house when they hear this noise. This is one way people can stay safe. I will keep reading to learn more fire safety tips.
 - Invite students to share how they connected what they already knew with information discovered while reading the book.
 - Review the main idea of the story: *Learning fire safety tips can keep people safe*. Ask students to explain whether *smoke alarms* is a detail that supports the main idea of the book and why (yes, smoke alarms make a loud noise to warn people to get out when there is a fire).
 - Introduce and explain the [main-idea-and-details worksheet](#). Point out that the words *Smoke Alarms* have already been written on the worksheet. Together with students, write words and draw pictures to describe how smoke alarms support the main idea.
 - Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read the book. (Accept all answers that show students understand how to connect to prior knowledge.)
 - Ask students to think about other details they read that support the main idea, *Learning fire safety tips keeps people safe*. Have them choose one of the details to record on their worksheet. Encourage them to use sentences, phrases, and drawings. Have students share with the class details they drew and wrote about.
 - Have students read the remainder of the book. Remind them to think about what they know or have experienced with fire safety as they read and to identify important details on each page.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the book, I thought about the fire safety plan I have at my house. I have smoke alarms in most of the rooms in my home. We change the batteries twice a year to make sure they continue to work. The upstairs bedrooms have ladders so people can go out the windows. We also have a family meeting place in case of a fire. My family has a plan and knows fire safety tips. I hope we will never have to use them!*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

Reflect on the Reading Skill

- **Discussion:** Read the main idea on the board with students (*Learning fire safety tips keeps people safe*). Review the details students wrote on their worksheet. Invite them to explain why each of the details matches the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about fire safety tips. Now that you know this information, what are some other situations that might call for a list of safety tips? How would those tips be different from fire safety tips? How would they be the same?

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *tips* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound.
- Have students practice making the short /i/ sound with a partner. Have students work with a group to brainstorm to generate a list of other words that contain the short vowel /i/ sound. Invite volunteers to share their words.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short /i/ sound: *hurt, pick, smoke, with, panic*.

Phonics: Short vowel i

- Write the word *tips* on the board and say it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *tips*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short vowel /i/ sound.
- **Check for understanding:** Write the following words that contain the short vowel /i/ sound on the board, leaving out the medial letter *i*: *trip, sit, pick, and lid*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Contractions

- Write the following sentence on the board: *It's easier to breathe near the floor*. Circle the contraction. Explain that sometimes in written and spoken language, we combine two words to make a *contraction*. When two words are joined, some of the letters are taken out and replaced by an apostrophe. In this example, *it's* comes from *it is*, and the *i* is taken out of *is*. An apostrophe takes the place of the *i* and helps the reader to see that this word is a contraction.

- Point out the word *there's* on page 5, and explain to students it stands for *there is*. Also point out the word *family's* on page 6, and explain that not every word with an apostrophe is a contraction. Explain that this word uses an apostrophe to show possession.
- Ask students if they can name other common contractions and write a list on the board.
- Have students turn to page 9. Ask them to find the following sentence: *Don't touch the knob!* Ask volunteers to identify the contraction (*Don't*). Ask what two words make up the contraction *don't* (*do not*). Discuss which letters have been removed and the location of the apostrophe.
- **Check for understanding:** Use the contractions from the board in sentences. Say some sentences with contractions and some without. As you say each sentence aloud, pause and have students give the thumbs-up signal for every sentence with a contraction and the thumbs-down signal for every sentence with no contraction.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency word *your*

- Explain to students that they are going to learn a word they will often see in stories. They should be able to recognize and read this word quickly. Write the word *your* on the board and read the word aloud. Have students read the word aloud with you.
- Ask students to write the word *your* in the air with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *your* is used to identify something that belongs to someone.
- Use the word *your* in oral sentences to describe students. (*Your hair is brown. Your eyes are green.*) Have students use the word *your* in oral sentences to describe each other.



Check for understanding: Have students reread the book and underline every occurrence of the word *your*.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the main idea and details from the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of a fire safety tip from the book. Under the picture, have students write sentences to describe their picture. Remind students to use capital letters and periods.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Research and provide information about the fire department and fire safety. Have students use the information from *Fire Safety* and the new information provided to generate questions about fire fighters, the fire department, and fire safety. Record their questions on the board. Invite a member of the local fire department to visit the class to answer the questions, or do further research to answer them.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately discriminate short vowel /i/ sound during discussion
- identify and write the letter symbol that represents the short vowel /i/ sound in text, during discussion, and on a worksheet
- correctly understand, locate, and use contractions during discussion and on a worksheet
- correctly identify, write, and use the high-frequency word *your* during discussion and in the text

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**