



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 110

Book Summary

Firefighting is serious business. Readers learn about the challenges firefighters face and the kinds of equipment they use. It's very important work. Informative photographs support the text.

Book and lesson also available at Levels J and M.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Blend phonemes
- Identify short vowel a
- Identify pronouns
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Firefighters* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- KWL / ask and answer questions, main idea and details, pronouns, alphabetical order 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: *and*, *from*, *in*, *many*, *must*, *out*
- Content words:

Story critical: *fire* (n.), *firefighters* (n.), *ladders* (n.), *safety* (n.), *smoke* (n.), *tools* (n.)

Enrichment: *axes* (n.), *spray* (v.), *tanker* (n.)

Before Reading

Build Background

- Write the word *firefighters* on the board. Ask students if they have ever seen a fire truck and heard the sound of a siren as firefighters have gone to work protecting people. Encourage students to share what they know about firefighters and the work they do.
- Create a KWL chart on the board. Review or explain that *K* stands for things we know, *W* stands for questions we have and things we want to know, and *L* stands for the things we learned after reading. Fill in the first section of the chart with some of the information students know about firefighters. Give students their copy of the [KWL ask-and-answer-questions worksheet](#). Have them write what they know in the *K* section of their worksheet.

- Explain to students that they will soon be writing any questions they have about firefighters in the *W* section of their KWL chart.

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, fiction or nonfiction, and so on) and what it might be about. Show students the title page. Discuss the information on the page (title of book, author's name).
- Ask students whether they are familiar with the things firefighters do. Then ask them to think about anything they may be curious about regarding the duties and responsibilities of a firefighter and the equipment they see in the pictures.

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read. **Think-aloud:** *The title of the book is Firefighters. Just flipping through the book and looking at the pictures, I think part of the book will tell about the kinds of things firefighters do, and another part will tell information about things firefighters use to fight fires. I'm not sure what different types of fires there are, so I'll write that question on my KWL chart: What are the types of fires? I'll have to read the book to find out.*
- Have students write any questions they have about firefighters, based on the covers and a quick picture-walk, in the *W* section of their KWL chart.
- Invite students to share aloud any questions they may have before they begin reading.
- 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**

- Remind students that a main idea is the broad topic of a book. Explain to students that often the title of a book provides a good clue about the main idea.
- Explain to students that authors often give details about a topic to help the reader understand information that may be new to them. Providing details can help the reader picture the subject more clearly in his or her mind.
- **Introduce and model the skill:** Provide a simple model of identifying a main idea and detail. Draw a sample two-column chart on the board. Write the following labels above the columns: *Main Idea* and *Details*.
- **Think-aloud:** *Many times, information in a book is organized and written in sections. Sometimes there is no heading or title, but details are arranged together to tell about a main idea. The pictures sometimes help the reader to know what bigger idea the details on the page tell about.*
- Write *morning school subjects* under the heading *Main Idea*. Then write the subjects that you cover in the morning—for example, *language arts, reading, and computers*, under the heading *Details*. Say: *The details I listed will help someone to know what subjects we cover at school in the morning.*
- As a group, add another main idea to the chart, such as *afternoon school subjects*. Explain to students that after they read the book, they will make a similar chart of details about firefighting.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model how to use what they know about firefighters and firefighting as they preview the pictures.

- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 8 you might say: *The ladders that firefighters use are different from ladders some people use around their homes because they must be very long to reach high places.*
- Model for students the strategies they can use to work out words they don't know. For example, point to the word *firefighters* on page 3. Model using the familiar word parts *fire* and *fight*, and the picture, to read the word. Then read the sentence containing the word to students, and ask if the word *firefighters* makes sense.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *firefighter* in the dictionary. Invite a volunteer to read the definition for *firefighter*. Have them compare the definition with their prior knowledge of the word.
- Have students follow along on page 3 as you read the sentence in which the word *firefighters* is found to confirm the meaning of the word.


Set the Purpose

- Have students read the book to find out about firefighters and fighting fires. Remind them to stop after every couple of pages to check their KWL chart and to record answers to any questions they might have posed. Have them add any new questions to their chart as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book and have them put a finger on the bottom of page 8. Have them read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words they had trouble with. Then have them point out items in the pictures that were familiar to them. Have students tell how seeing familiar pictures helped them as they read. Have them share aloud some of the new details and information they learned.
- **Think-aloud:** *When I read about the tools that firefighters use, I thought about some of the things I've seen near fire trucks and the things I've seen in firefighting demonstrations. This helped me read the new words ladders and axes. If I didn't already know about some of the tools firefighters use, it might have been harder for me to understand that part of the book.*
- **Check for understanding:** Have students share some of the things they thought about as they read the information on the pages so far. Select volunteers to share answers to some of the questions they posed on their KWL chart. Ask other students to explain the details that helped them understand and picture the information.
- Ask students to identify details from the pages they have read so far. Have them explain how the details helped them understand the main idea of the book. Remind them that details are explained in the written text and are also shown in the pictures.
- Have students read the remainder of the book. Encourage them to continue filling in their KWL chart with information they learn and to add any new questions they may have as they read. Explain that noting details about firefighters and the things they do will help them remember and better understand what they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they have read.
- **Think-aloud:** *When I came to page 9 and saw the picture of the fire truck, it reminded me of when I went to a firehouse and saw a demonstration of the way fire trucks carry ladders. Thinking about this while I read made that section quite easy for me. I didn't know that some trucks carry water, too. I added this new information to the L section of my KWL chart.*
- Check student understanding by inviting them to share how they used their KWL chart as they read.

Reflect on the Comprehension Skill

- **Discussion:** Ask students what things about firefighters and fighting fires they were already familiar with in the book. Invite them to share something they already knew and something new that they learned. Ask if they thought about times they've seen firefighters at work as they read the book.
- **Check for understanding:** Explain to students that it helps them remember information they read in nonfiction books if they can organize the key facts on a graphic organizer. Give students their copy of the [main-idea-and-details worksheet](#). Explain that they can list all the topics about firefighters and the things they do in the first column and details about these things in the second column. When they have finished filling in the chart, they will have a summary of the key information in the book. Say: *The first pages told about some of the things firefighters do. I will write duties of firefighters in the first column. The information on the page listed put out fires, help keep fires from starting, and teach about fire safety. I will write these in the column under Details.*
- Have students record the example on their worksheet.
- **Check for understanding:** Have students find the next topic or idea in the book and tell the details. If they are correct, have them write the information on their worksheet.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about firefighters and the things they do to fight fires. Firefighters are a group of very special people who put themselves in danger's way to protect other people and their property. Some other people in your community have similar responsibilities, such as police officers. They protect and care for people. Can you think of any other people who do these things? Would you like to be a firefighter when you grow up? Why or why not?

Build Skills

Phonological Awareness: Blend phonemes

- Say the word *mask* aloud to students. Explain you are going to say it a second time by pronouncing and clapping each sound in the word: /m/ /a/ /s/ /k/. Ask students how many sounds are in the word (four). Have them say the word *mask* by pronouncing and clapping each sound.
- Say the words *ladder*, *pump*, and *smoke* one at a time. Tell students how many sounds are in each word. Then have volunteers say the words and pronounce and clap each sound in each word. Have other students repeat the process as a group for each word.
- Have students work together to pronounce and clap each sound in the words *water*, *fire*, and *truck*.

Phonics: Short vowel a

- **Check for understanding:** Write the word *mask* on the board and say it aloud with students. Explain that the sound they hear in the middle of the word is the short vowel /a/ sound.
- Have students say the short vowel /a/ sound aloud. Run your finger under the letters in the word as students say the whole word aloud. Write another word on the board, such as *tank*, and ask students to identify which letter represents the short vowel /a/ sound.



Have students look on page 8 and highlight or circle the words that have the short vowel *a* (*axes, ladders*). Write the words on the board.

- **Independent practice:** Have students conduct a short vowel *a* search on the other pages of the book.

Grammar and Mechanics: **Pronouns**

- Write the following words on the board: *we, he, she, they, and it*. Explain to students that *pronouns* refer to and replace nouns. Pronouns are used in talking or writing so the name of a person, place, or thing does not have to be repeated too many times.
- Write *Nouns* and *Pronouns* on the board. List male and female students' names in the *Nouns* column. Ask students to name the pronouns that could be used instead of the names (*he, she*). List the pronouns in the *Pronouns* column. Write two students' names together. Ask which pronoun could be used instead (*they*). Write a name and the word *I* (*Kendall and I*). Ask which pronoun could be used instead (*we*). Write *truck* in the *Nouns* column. Ask which pronoun could be used instead (*it*).
- Have students turn to page 5. Have a volunteer read the first sentence aloud. (*Firefighters fight many kinds of fires.*) Have another student read the next sentence aloud. (*They help people and save lives.*) Ask students what the word *they* is referring to or replacing (*firefighters*). Have students turn to page 12. Ask them to reread this page to find a pronoun (*us*). Ask students whom the word *us* is referring to.



Check for understanding: Have students turn to page 7. Have a volunteer read the first sentence aloud. (*Firefighters use many tools.*) Have another student read the next sentence aloud. (*They use water to put out fires.*) Ask students what the word *they* is referring to or replacing (*firefighters*).

- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their responses.

Word Work: **Alphabetical order**

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *firefighter* and *truck* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *f* or *t*. Explain that the word *firefighter* would come first in an alphabetical list because the letter *f* comes before the letter *t* in the alphabet.
- Write the words *axes* and *water* on the board. Have students identify the initial letter in each word (*a* and *w*). Ask students to identify which letter comes first in the alphabet (*a*). Explain that the word *axes* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *ladder, hose, smoke, air, tools, fan*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to 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 students review the main idea and details as they read.

Extend the Reading

Informational Writing Connection

Visit a firehouse or invite a firefighter to come talk to the class. Have students ask questions about how to become a firefighter. If students need additional information, provide them with print and Internet resources. Have them write a paper, with two main ideas, that tells about becoming a firefighter.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Art Connection

Have students use information they gathered in the Writing Connection activity to draw a picture of a firefighter with symbols around the margins that represent things that are needed in order to become a firefighter.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- effectively ask and answer questions to understand the text during discussion and on a worksheet
- accurately identify main idea and details in nonfiction text orally and on a worksheet
- accurately blend phonemes during class discussion
- correctly identify the short vowel *a* during discussion and in the text
- consistently identify pronouns and the nouns they replace in class discussion and on a worksheet
- accurately place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)