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## **Book & Rationale**

### **Fly Guy Presents: Firefighters by Tedd Arnold**

<https://youtu.be/Bh6vz3lx8G4?si=4r-aeaKS1gjKSn5s>

This book would be a great book to start introducing community members to grade twos. The cover is inviting, the text is very easy to read, the pictures are a mixture between cartoon and real and some of the harder words are presented with how to sound them out. This book also opens conversations on what to do if ever in a fire, if on fire, how to prevent a fire, and who to call during emergencies. This book could also pave the way to researching other emergency services and how to deal with them. This book is also great for grade twos because who doesn't love a firetruck!!!

### **Outcomes:**

IN2.1

Determine characteristics of a community.

DM2.1

Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

### **Mentor Text Rationale:**

This book would be great start for using mentor texts. The students would be able to look at this book and point out some of the things that the author did to make it appealing to them as readers. Having students look at the book from the authors perspective opens them up for better literacy skills, as well as opens them up for more creative writing tasks in the future. *“Closely analyzing these author moves helps students begin to think about how they also might incorporate such a move, thus transferring author craft so they write like readers (Ray,2006a).”* We could use this book as a starting point for them to create their own fact page, possibly with a mixture of real pictures and cartoons, along with the other features the author did in the book. We could also use this to build on helpers, have each student create their own sentence about someone who has helped them in the community.

Dollins, C. A. (2020). A critical inquiry approach to mentor texts: Learn it with EASE. *The Reading Teacher*, 74(2), 191–199. <https://doi.org/10.1002/trtr.1928>

## Differentiated Sentence Activities

### Sentence scrambler:

1. Trucks! rush their The to firefighters
2. gear that All 50 weighs pounds!
3. fires Most accident. by are started
4. lighters. or Never with play matches
5. need dressed fast! Firefighters to get

### Sentence Elaboration:

1. Fires are...
2. If you need help....
3. Firetrucks have...
4. We need to practice...
5. Firefighters wear...

### Find the error:

1. Firefighters fight aliens.
2. We should always start fires.
3. Firetrucks are filled with glitter.
4. Some fire stations have pet gorillas.
5. When there is a fire we need to call 533.

### Circle the noun(s):

1. Firefighters put out fires.
2. You must not start fires.
3. Firetrucks are big.
4. Our school practices fire drills.
5. In an emergency, I can call for help.

### Sentence Building Station:

-teacher creates sentences and presents each word on individual cards. Students will then unscramble the words to create the sentence. Students will then write the sentence down on piece of paper. Idea from: <https://leadinliteracy.com/free-sentence-building-literacy-center/>

Some sentences I could use would be:

1. Firefighters fight fires and help in an emergency.
2. Firefighters are an important part of our community.
3. During a fire, I know to STOP, DROP, CRAWL.
4. I can prevent fires by being safe.

**Story Time:**

In a group the teacher will begin a sentence with a single word, pass it on to a student, who then must repeat that word and add on to it. Ex: TEACHER: Firefighters, STUDENT 1: Firefighters are, STUDENT 2: Firefighters are very, STUDENT 3: Firefighters are very strong – and so on.

This activity helps students realize that there is more to sentences than a single word, and that we can easily put more detail into our sentences.

**Phonemes:**

<b>2</b>	<b>3</b>	<b>4</b>
fly in one	Fire Call rush	Station Fast slide

**Author Craft:**

Speech/ Thought Bubbles	This book has many examples of speech bubbles through out the text. It also features some thought bubbles.
Punctuation	This book uses many types of punctuation. Periods, quotation marks, question marks, exclamation marks, and commas.
Illustrations	This book is filled with a mixture of cartoons as well as real life illustrations featuring real life firefighters, firetrucks and kids. The illustrations are used to explain what the book is talking about.

**Teacher Talk:**

Good morning, everyone! Does anyone remember what we were learning about from this book? Yes! About firefighters and how to be safe in a fire! Let’s have a quick look through again to remind us about everything we have learned.

Let's look at page 3, what do you notice about the page? Yes! I noticed that there are cartoons on top of a real picture as well! OO yes there is even words coming from Fly Guy's mouth! Does anyone know what these bubbles might be called? Yes! A speech bubble!

Let's look at page 9, do we notice anything similar here? Yes! Again, this page has real photos, cartoon photos and speech bubbles! I like how there are real photos on the pages, it helps me understand what firetrucks, and firefighters do in real life.

Let's look at pages 4 &5, what do you notice? No speech bubbles! I wonder why the author did not put one on. Do you think we could make one for this page? What could we write? That's a good idea! We could write, "Thank you for your service!" in a speech bubble!

Do you think we could make our own page for this book? What should we include? Yes, that's a great idea! Let's take a picture of ourselves and draw a firetruck! We will stick them together and create our own speech bubble! I think mine will say, "I love firetrucks, they are cool!" Can you talk to a friend beside you and think of what you want yours to say?

Before we get started on drawing firetrucks, lets look back at the author's work! What did he all include in his craft again? Right! Pictures, cartoons, punctuations like exclamation marks and fun speech bubbles! Good job team!

The next day I could use this book as a mentor text to expand on our skills. I would begin with a reminder of the book and our subject matter. Then I would pose the question, "Have you ever needed to call for help before? Who did you call? Did they help you?" We would then go through some options together as a class and create a sentence on the board. "Once I fell off the swing, my friend got the teacher. The teacher helped me by

getting me a band aid.” I would allow students to create their own, by either building off of what we brainstormed or starting with their own thoughts.