

UNIT 9: Firefighters *at a glance*

WORDS

LEVEL 1	LEVEL 2
Firefighter Helmet Hose Smoke	Hydrant Station Wrench

SUGGESTED BOOKS

Expository	Narrative
<i>Firefighter</i> by Dana Meachen Rau	<i>Clifford the Firehouse Dog</i> by Norman Bridwell

DRILL AND PRACTICE

- ❖ Go Fish
- ❖ Creating Felt Firefighter Scene Pieces

CONCEPTUAL ACTIVITIES

- ❖ Felt firefighter scene
- ❖ I am a Firefighter

COMMON CORE STANDARDS FOR SOCIAL STUDIES

K	Strand 4 Geography, Concept 4 Human Systems: PO 3. Describe how people earn a living in the community and the places they work
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FIREFIGHTERS: WORDS AND DEFINITIONS

LEVEL 1 WORDS	DEFINITION
Firefighter	The person who helps people and puts out fires
Helmet	The hat a firefighter wears to protect his head
Hose	A flexible thing that sprays water
Smoke	Like a cloud, caused by a fire

LEVEL 2 WORDS	DEFINITION
Hydrant	Keeps water nearby for firefighters to use
Station	The place firefighters & fire trucks stay at
Wrench	A tool the firefighters use to get water from a hydrant

firefighter



the person who helps people and puts out fires

helmet



the hat a firefighter wears to protect his head

hose



a flexible thing that sprays water

smoke



like a cloud, caused by a fire

hydrant



keeps water nearby for
firefighters to use

station



the place firefighters
and fire trucks stay at

wrench



a tool the firefighters use to get
water from a hydrant

FIREFIGHTERS: ASSESSMENTS

WORD	PRE-INTERVENTION SCREENING	POST-INTERVENTION ASSESSMENT
LEVEL 1		
Firefighter		
Helmet		
Hose		
Smoke		
LEVEL 2		
Hydrant		
Station		
Wrench		

FIREFIGHTERS: INTERACTIVE BOOK READING QUESTIONS

Before reading the book, place each question on a sticky note and place it on the corresponding page.

Book 1: <i>Firefighter</i> by Dana Meachen Rau			
Reading	Page #	Question type	Question
1	5	abstract	The firefighter is going down the pole after he hears the alarm. Why do you think he uses a pole instead of the stairs?
1	8	competence	What does the firefighter put on his head?
1	21	relate	The firefighters put out the fire, but the house is ruined. The people are happy to be safe, but sad to have lost their home. Tell me about a time that you lost something and it made you feel sad.
2	5	relate	The firefighter goes down the quickly. Have you ever gone down a pole at the playground? Tell me about it.
2	10	abstract	These firefighters are leaving the station in a hurry, where do you think they are going?
2	12	competence	What are the firefighters holding?

Book 2: <i>Clifford the Firehouse Dog</i> by Norman Bridwell			
Reading	Page #	Question type	Question
1	4-5	relate	Tell me about a time you went to a fire station. OR What would it be like to go to a fire station?
1	16-17	competence	What is coming out of the building?
1	22	abstract	What would the firefighter do if Clifford was not there?
2	19	relate	Look. Clifford is helping pull out the hose. Tell me about a time when you used a hose.
2	20	abstract	The firefighter is holding the hose. What will he do with it?
2	23	competence	What did Clifford blow away?

FIREFIGHTERS: CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with your student.
Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

Prompt 1: Tell me about a time you saw a firefighter working from a movie or in real life. After student responds: What did you see the firefighters doing?

Materials needed: Show You Tube video 08-12-2014 House Fire – Pageland SC (1:22)

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

Prompt 2: Firefighters need to be strong and work hard to hook a hose up to a hydrant to get water, to put out a fire and help someone. Tell me a about at time you worked hard at helping someone.

Materials needed: You Tube video "hooking up the fire hydrant//totally trucks" (1:20 sec long) Show prior to the conversation.

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

Prompt 3: There are a lot of community helpers (police officers, teachers, doctors, farmers, and firefighters). How does a firefighter help you?

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

FIREFIGHTERS: DRILL AND PRACTICE

ACTIVITY: Go Fish

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"> • 2 sets of target word cards
Procedure	<ol style="list-style-type: none"> 1. Explain the directions for Go Fish. 2. Each player gets four cards. The remaining cards are placed in the Go Fish pile. 3. Look for a match. If there is a match, then the player with the match has to say the vocabulary word for the match and give the quick definition for the word. The teacher can help with the word and the definition if the student doesn't know it. 4. Player 1 tries to make a match by asking the other person "Do you have _____?" 5. Then, the Player 2 asks "What does that mean?" and the first player has to give a definition for the word. 6. If Player 2 has the card, it is given to Player 1. If Player 1 doesn't have the card, Player 2 says "Go Fish" and Player 1 player picks a card from the deck. 7. Then Player 2 gets a turn to ask. 8. Continue this procedure taking turns asking for a card until all the cards are chosen.

ACTIVITY: Creating Felt Firefighter Scene Pieces

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"> • Different colored felt (including red) • Scissors • Permanent Markers • Templates for firefighter related words.
Procedure	<ol style="list-style-type: none"> 1. With the student, make felt pieces for Felt Firefighter Scene Conceptual Activity (e.g., helmet, hose, fire hydrant, fire station, fire truck). 2. When tracing and cutting out felt pieces, discuss the purpose of word using target words and concise definitions.

FIREFIGHTERS: CONCEPTUAL ACTIVITIES

ACTIVITY: Felt Firefighter Scene

Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> • Felt pieces (buildings, fire truck, hydrant, hose, fire, smoke, water, and the scene) • Firefighter hat for student (if accessible)
Procedure	<ol style="list-style-type: none"> 1. Talk about being in the station. 2. Fire alarm goes off, take the truck out. 3. Pull up to the fire hydrant and get the hose out. 4. Describe what student is doing, what he has to do next. 5. Put the water on the fire and help the people out of the building. 6. Create opportunities for the student to use the vocabulary words during play by describing what he needs to help with the meanings of the words.

ACTIVITY: I am a Firefighter

Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> • Video of firefighters <ul style="list-style-type: none"> ○ A Day in the Life – Firefighter (13:13): https://www.youtube.com/watch?v=gbL45xX6p6E ○ Firefighters: Community Helpers (5:03): https://www.youtube.com/watch?v=CCARK8O-Zwo • Plastic firefighter helmet (if accessible) • Red, orange, and yellow tissue paper
Procedure	<ol style="list-style-type: none"> 1. Watch a video about firefighters. 2. Role Play: Teacher and student take turns being (1) a person who has a fire in their home and (2) a firefighter putting out the fire. Model the use of target words during role play.