



Guided Reading with

AT THE FIREHOUSE WITH DAD

Guided Reading: *H*

DRA: 14

Intervention: 13

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Overview: An Asian Indian boy joins his firefighter dad at work for the day. See what happens and who he meets at the fire station.

16 pages, 219 words + Note

Genre: Realistic Fiction

Focus:

- understanding the author’s message
- connecting personal experiences / background knowledge with a story
- using informational text to prepare for possible real-life experiences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- predictable sequential events

Phonics:

- initial /s/ consonant blends and digraphs
- long /e/ vowel sound

High-frequency Words:

is, your, to, day, I, am, go(ing), with, my, he, a, put(s), out, all, over, the, me, his, and, has, in, they, see, when, it, or, there, are, of, where, can, on, here, so, if, like(s), too, big, their, them, have, we, after, for, one, from, now

Common Core Standards

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3, RF.4
- W.1
- SL.1, SL.2, SL.4
- L.1, L.4

ELL/ESL

En las estación de bomberos con papá See back page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What places have you visited with your father or other adults?
- What might you see if you visited a firehouse?
- What might you be able to do while visiting a firehouse?
- What might you hear at a firehouse?

2. Connect children’s past experiences with the book vocabulary:

- Hold the book. Call children’s attention to the title. Read: “*At the Firehouse with Dad.*” Talk about the kinds of occupations parents might have.
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children what the boy might do during his special visit.
- Have children suggest some words they might read in the story.



- Give children the book and have them look at the pictures.
- Ask them to tell what happens in the story as they turn the pages.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word.
- Tell children to think about words that would go with a story about visiting a firehouse and begin with the letter of the unknown word. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains several high-frequency words and many familiar words that children may know by sight.
- The story is written in narrative form.
- The story events are predictable relative to visiting a firehouse.
- Compound words are used.
- Quotation marks are used on page 3.
- The illustrations support the text, but much of the story is contained in the text.
- An informational section on pages 15

and 16 offers practical fire safety tips as well as an example for writing charts.

Guided Reading Note: Children reading at level H are moving into an early fluent stage, and the focus shifts to an emphasis on comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence.

Reading the Book

1. **Set a purpose by telling children to read about what the boy does while he is visiting the firehouse with his dad.**
2. **Have children read the first few pages silently.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child. Check comprehension with a simple comment such as: "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back to a page. You may want to record these "noticings."



3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Can they connect the text to their own experiences?
- Do they react to the text even though they are reading silently?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way,

such as, "Did you think about chunking the word?"

5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a sentence or story.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Point out the following compound words: *firefighter, firehouse, earmuffs, upstairs*. Review how compound words are formed and how this is sometimes a clue to their meanings.
- Work with words from the story with initial /s/ consonant blends and digraphs: sleep, slide, smoky, stripes, shows. Explore other words with these sounds.
- Work with the plural noun endings "-s" and "-es" using words from the story. Distinguish these words from present



tense singular verbs ending in “-s.”

- Work with the long /e/ vowel sound and explore the various spelling patterns that can represent this sound: “e” as in me, “ea” as in eat and each, “ie” as in piece.
- Discuss the informational text on pages 15 and 16. Review the fire safety tips and discuss how they are presented as a list or chart. Point out that this is one way to present nonfiction information in a book.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit AT THE FIREHOUSE WITH DAD to compare what the father in this story does with the work children’s parents or guardians do.

After the First Reading

- 1. Have children confirm their predictions about what happened in the story.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.
- 3. Elicit children’s ideas about how the boy might have felt while visiting the firehouse.** Let volunteers tell about visits they may have taken to family members’ places of work.

- 4. Talk about why the boy may have enjoyed his visit to the firehouse.**
- 5. Ask children to talk about anything that surprised them or was a new piece of information that they didn’t know before they read the story.**
- 6. Discuss information, such as fire safety tips, in the story that could help children in their real lives.**
- 7. Brainstorm with children what might happen after the end of the story.**

Second Reading

- 1. Have children reread the book silently or to a partner.**
- 2. This is a time for assessment.** Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.
 - While they are reading, watch what children do and what they use from the teaching time.
 - You might also take a running record on one child as an assessment of the child’s reading behavior.
 - You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.



Cross-Curricular Activities

Art: Children can create their own fire safety posters to take home and share with their families. Children may use construction paper or larger poster boards, if available, and colorful markers, colored pencils, crayons and/or paint.

Music: Using familiar songs, encourage individuals or groups of children to create a song about a day at a firehouse, or perhaps even a fire safety jingle. Model this through a shared writing experience.

Songs are a great way to teach about fire safety and remember rules and tips. For additional songs and poems about fire safety, check out this website:

<http://www.preschooleducation.com/sfire.shtml>

Science: Talk about the process of combustion and how some fires are started by human carelessness. Discuss the concept of pressure and how water is pumped out of a fire hydrant into the enormous fire hose to extinguish a blaze. Explore how weather can help or hinder a group of firefighters when trying to put out a fire.

Math: Have children explore the amount of water it takes to extinguish a large fire. Estimate how many gallons may have to be pumped to put out that fire. Discuss measurement in relation to the length of fire ladders, hoses, and trucks. Talk about how a fire chief decides how many fire trucks and

firefighters are needed to fight a fire.

Social Studies: For Fire Prevention Week (around October 9), plan a visit to your local firehouse, or invite a firefighter to visit the class and give a presentation. Talk about fire safety and what to do in case of a fire. The following websites have several links to fire safety sites for children, teachers, and families:

<http://www.nfpa.org/safety-information/fire-prevention-week>

<http://www.sparky.org/>

<http://www.usfa.fema.gov/prevention/outreach/children.html>

Help children learn how to make fire escape plans / maps for their own homes. Encourage children to work with their families to create their escape plans and then post them at home in easily visible places.

Create a layout of a firehouse or fire station. Talk about what is typically found in a firehouse. What tools do firefighters need? Where are the fire trucks and emergency vehicles kept? Where do the firefighters live? You might draw a fire station or firehouse with a garage, residence room, fitness area, a sliding pole, and so on.

Writing: Invite children to write thank you letters to their local firefighters sharing gratitude for their bravery, public service, and hard work keeping the community safe. Mail the letters or deliver them in person during a visit to the firehouse.



BEBOP CLASSROOM CONNECTION



Guided Reading: *H*
EDL/DRA: 14
Intervention: 13

Guided Reading with EN LA ESTACIÓN DE BOMBEROS CON PAPÁ

Children reading at guided reading level H are moving into an early fluent stage of reading. All the directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples. Phonics skills to focus on include: initial /b/ consonant sound, /ch/ consonant blend, exploration of the /y/ sound for "ll" (double L) and "y," and the hard /g/ sound represented by the "gu" spelling when used with the vowels "e" or "i," as in **manguera**, while the "u" is silent. The Spanish edition contains numerous high-frequency words and many familiar words. New vocabulary may include the following: **bombero, rayas, humo, oscuridad, escaleras, mangueras, sirena, auriculares, fósforos, enchufes de electricidad, escape, emergencias, lámpara.** Unfamiliar words may be presented along with synonyms, such as "**fuego**" for "**incendio**," to help deepen children's comprehension of the words and the story. You may also use real objects to support the learning of new vocabulary. For dual-language children, cognates may also be used, such as: **estación/station, alarma/alarm, hamburguesas/hamburger, ensalada/salad, sirena/siren, lámpara/lamp, emergencias/emergencies.** The story is written in narrative form. The present-tense narrative of the story changes to a familiar command-form voice for the fire safety guidelines on pages 15 and 16. Point out this change to children and talk about why the author made this change. Also explore the plural noun endings "-s" and "-es."

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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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