

The Town Fire Brigade

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?”

Model how to use picture, print and contextual cues.

Vocabulary

Focus High-frequency Words: here, into, little, open, ran, said, she, were

Focus Content Words: bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town

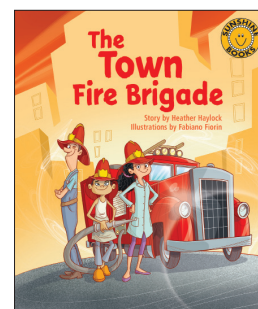
Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: br

Words to Blend and Segment: bricks, bridge, brigade, bring, brown

Fluency

Model fluent reading of a section of the text, emphasising the sound words, repetition and attending to punctuation, for students to repeat. (onomatopoeia)



The town fire brigade is made up of volunteers. They all have jobs to do but when there is a fire, off they go to help.

Before Reading

- Ask: Has anyone seen a fire brigade in a small town? Usually the firefighters have other jobs but help when a fire alarm sounds. Read the title and the names of the author and illustrator.
- Together look at the front cover. Ask: What can you see? What are the firefighters doing? Can you see one winking? Why do you think that is?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bakery, fire, firefighters, hole, ladder, roof, school, siren, station, town* into the conversation. Notice the sound words in the pictures. On page 15, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the man on the bike doing? Find the words for the sound of the siren starting with /w/. Read them. Why is he biking? What was he doing before he started biking? Find the words *bakery, flour, van, tray* and *oven* to confirm. Look for the first sound, /b/. What else do you hear? *b-ake, bakery*. Make sure it looks right, sounds right and makes sense. Follow a similar process for other tricky words. Read the sentences together. Read the sound words in bold in the picture.
- On pages 4–5, ask: How did Mr Rowley get to the fire station? Read the sound words (*scoot scoot zoom*). Whose scooter did he take? How did the boy feel? Look at his face.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- On page 16, have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Look at the back cover to re-tell the story using the pictures.
- Identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? What caused each of the fires? How did each firefighter get to the fire station?
- Reread the story together. Change voices for the characters and emphasise the sound words in the art, e.g. *Woo-woo! Clippety Clop!* Tell students that this is onomatopoeia, words that sound like the sound of the thing they are referring to. Have students make a poster to illustrate some of the sound words as shaped words, e.g. *SLURP*, *Woosh* for the fire hose.

Phonics

- Write the words *bricks, bridge, brigade, bring, brown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *br-icks, bricks*. Read them together and talk about the meaning of each. Students think of more br- words to add to the list, e.g. broom, brake, brand, brooch, brush.
- Find words in the story starting with cl-, e.g. *cleaning, clippety-clop*. Students think of more to add to the list. Read them together.

Word Study

- Talk about the words *here, into, little, open, ran, said, she, were*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *open* is the opposite of closed on page 14.
- Notice the way the firefighters call the animals when they escaped from the vet. What do they call the dog and cat? (*kitty, doggy*) What letter does the y sound like? (long /e/) Think of other animals to do this to, e.g. horse/horsey.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text, emphasising the sound words, repetition and attending to punctuation, for students to repeat.

Writing

- Have students make a cause-and-effect chart, e.g. Cause – left buns in oven; Effect – fire at bakery. Add all the incidents in the story. They illustrate where possible and share with a partner.
- Students make a story map covering the events in the story in order. They illustrate and label the story map, then use it to re-tell the story to the class.
- Find out about volunteer fire brigades that usually operate in rural or small town areas. Find out who the people are that put out the fires. Present your findings.