

Firefighter Fred's Busy Day

Fluent Plus Lesson Plan

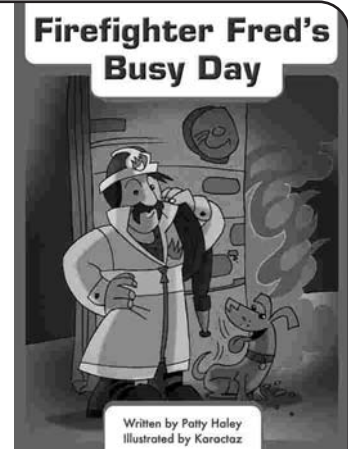
Firefighter Fred's Busy Day

Fluent Plus Level 19

Lesson rationale

The students will

- Make connections between information from the text and the students' prior knowledge
- Analyse the structure of the text



Before the lesson

Read the story carefully, paying particular attention to how the story works and the patterns set within it. Note how these patterns give the text structure and are vital for understanding the humour on the last page of the text. Read the lesson plan and familiarize yourself with ideas to teach in this lesson.

Reading and thinking

Tell the students the purpose of today's lesson by discussing the lesson rationale with them.

Introduce the book to the students by reading the title and looking at the cover illustration.

With the students, brainstorm ideas on the jobs, duties and tasks a firefighter may have to do during the course of a day. This may help the students' prediction and understanding of the story.

Read pages two and three.

Ask the students, *What are the firefighters doing? Why aren't they at a fire? What do you think Fred is waiting for?* Praise the students on their reading and thinking.

Read page four and continue to the end of page eight.

Praise the students again for their reading. Encourage the use of appropriate reading strategies.

Ask the students to predict what will happen next, *Firefighter Fred has rescued Maisy, what will Fred and the other firefighters do now?*

Read pages nine, ten and 11. Ask the students, *I think we have read these words before, can we find them in the story? (Pg 3, 4 and 5) What is the same in the writing? What is the same in the illustrations? What is different in the writing? What is different in the illustrations? Why has the writer done this? Is it a good thing? How does it help us?*

This is a lot of questions. You may need to use them all, you may not. The important point is that the text repeats but there are subtle changes in the repetition that a thinking reader will pick up on. The aim is to get your students to use them to develop greater understanding.

Read pages 12, 13 and 14.

Enjoy the humour of these pages.

Ask the students to read the following three pages. When they have completed ask them, *What can you tell me about these pages, the writing and the illustrations? What is similar and what is different?*

Read pages 18 and 19.

Ask the students what is going to happen next. *What guesses can we make about what will happen next? What illustrations might we see? And what might the writing say?*

Read pages 20 and 21.

Through discussion, note the similarities and differences in the text and illustrations. Discuss why this may be the case. Ask the students, *I think Fred is still waiting; What is he waiting for?*

Read to the end of the story.

More thinking

At the end of the story Fred tells Jake that he is good at cooking. The reason is that he practises during the day while he waits to fight fires. Ask the students, *Why is Fred good at cooking?* Attend to the students' answers. They will show you how much inferential reading and thinking is occurring. This activity could be carried out in discussion or as a written exercise (BLM 3 and 5).