



FIREHOUSE TEACHER'S MANUAL

The *Firehouse* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *Firehouse* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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FIREHOUSE TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

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| <p>Reading Literature or Informational Text</p> | <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> |
| <p>Foundational Skills</p> | <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> |
| <p>Writing</p> | <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> |
| <p>Speaking and Listening</p> | <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> |
| <p>Language</p> | <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |

FIREHOUSE

Summary

The book uses pictures and text to introduce the concept of firefighters to children.

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| Learning Activities | Introduce the Book <ul style="list-style-type: none">• Display the book and read aloud the title. Page through the book to help children make predictions about the content of the book. (SL.K.1)• Have children describe the events and settings in the pictures. Have them ask and answer questions about the firefighters and the things in the pictures. (RI.K.1, RI.K.3, SL.K.2)• Read the Note in the beginning of the book to children. Have children tell about the things in the book. (RF.K.1, RF.K.2) |
| | Present a Reading Routine <ul style="list-style-type: none">• Read aloud the text with children. Have them point to each word as you read it, following from left to right and from page to page. (RF.K.1, RF.K.2)• Read the first sentence on page 1. Stop after the sentence and ask a question about the content: What is an important job in any town or city? Continue with the second sentence: Who is there to help in times of trouble? Repeat this routine for other pages. (RI.K.1, RI.K.2, RI.K.7)• Display page 1. Reread the first sentence and ask children to tell what the word <i>important</i> means. Have them use the word in a sentence. Continue with other pages, choosing more difficult words such as: equipment, protect, aerial, overalls, helmet, emergency. (RI.K.4, RI.K.7, L.K.4, L.K.6) |
| | Provide Activities for Reading <ul style="list-style-type: none">• Display pages 4 and 5. Read the sentence on page 4 with children. Then ask volunteers to retell what the sentence says. Continue with page 5 and have volunteers point to the particular piece of clothing as each is named. Repeat with page 6. Reread each page and ask children to tell the information in their own words. (RI.K.1, RI.K.7)• Ask questions about the vehicles on pages 16–24 and have children use information from the pictures and text evidence to support their answers. Help children compare the vehicles to identify how they are alike and how they are different. (RI.K.1, RI.K.10) |
| | Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Play a guessing game in which children try to guess what item in the book you are thinking about. Give one important clue about the item. Have children ask yes or no questions to help identify the item. (SL.K.2, SL.K.4)• Language Skills: Read a sentence with a preposition, help children identify the preposition, discuss or demonstrate its meaning, and then have children use the preposition in oral sentences. See, for example, the sentences on pages 1, 2, 4, and 7. (L.K.1.e) |

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| Vocabulary | |
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| Summary Have children use the following strategy to identify the meanings of unknown words in a reading selection. | |
| Vocabulary Activities | Word Structure Explain to children that they can use word structure to determine the meanings of words. Provide examples of regular plural nouns from the text. Tell children that adding -s to the end of a word indicates that there is more than one. For example, read page 8 and write the word <i>calls</i> on the board. Have children identify the base word <i>call</i> . Tell them that the -s at the end of <i>calls</i> indicates that there is more than one call. Continue with <i>firefighters</i> on page 8 and <i>meals</i> and <i>friends</i> on page 9. (L.K.1, L.K.4) |
| Writing | |
| Summary Have children develop their writing skills by completing the following activities. | |
| Writing Activities | Narrative Writing Explain to children that a story tells what happens first, next, and last. Have children look at the picture on page 10. Ask them to think of a story about Sparky. Write: <i>Sparky lives at the firehouse. He plays with his bone. He eats his lunch. He walks in the parade.</i> Read the story aloud to children and have them identify what happens first, next, and last. Then have groups of children write or dictate other events to create a story about Sparky. Have them draw pictures to illustrate their story events. (W.K.3) |
| | Informative/Explanatory Writing Read aloud the text on page 11 with children. Have them look at the picture. Then have children tell what they learned about the safety steps. Have children draw pictures to show the safety steps. Write the steps <i>Stop</i> , <i>Drop</i> , and <i>Roll</i> on the board. Review the words and have children label their pictures. Have volunteers show the pictures and tell about the safety steps in their pictures. (W.K.2, W.K.8, SL.K.6) |
| | Opinion Writing Review the pictures and text on pages 28–29 with children. Have groups of children discuss why they think marching in a parade would or would not be fun to do. Then have children draw a picture of the activity they would most like to do and write or dictate a sentence that tells why they would like to do that activity. (W.K.1) |

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