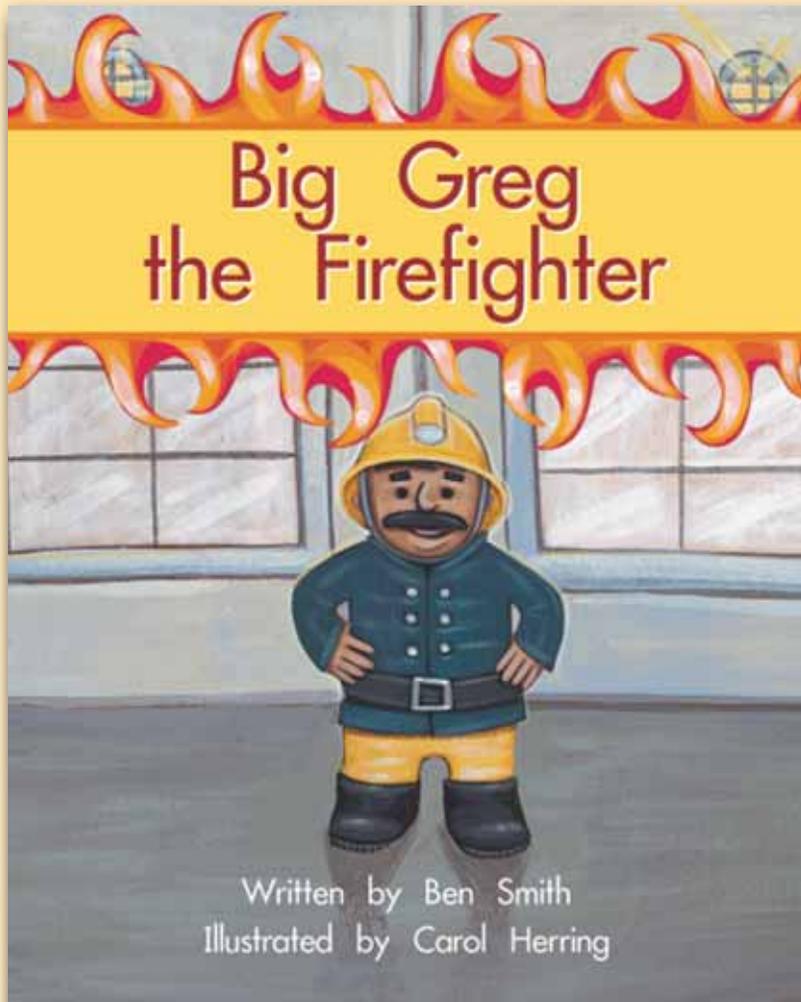




Level 5 Book e



Level	5
Word Count	100
Text Type	Literary recount
High Frequency	got, his
Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

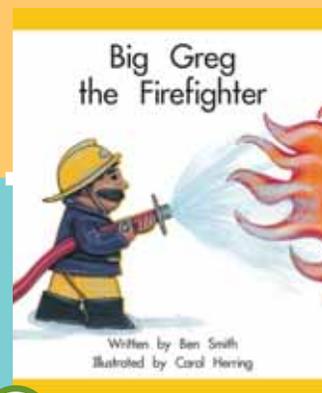
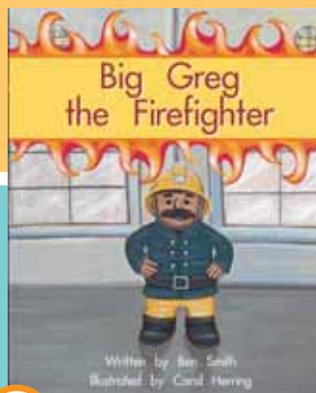
Cover & Title Page



Invite the children to look at the cover and title page and make predictions as to what this story is about.



Encourage the children to use their knowledge of familiar words and letters, as well as the pictures, to help them read the title.



Invite the children to respond to the text. Have them retell the story in their own words.



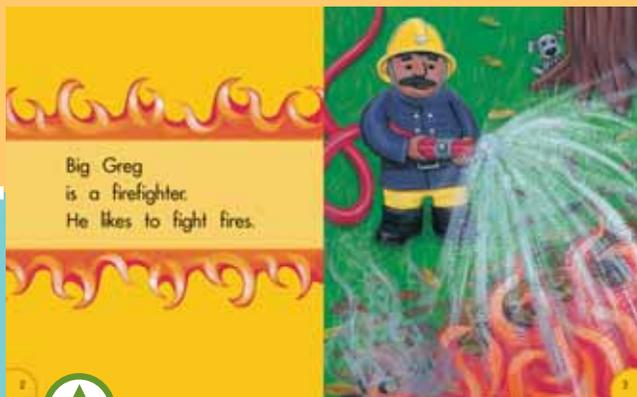
Did the children have to employ any strategies to help them read the text? Praise them for their use of strategies.

AFTER READING

BEFORE READING

2/3

Invite the children to talk about this picture. Who is Big Greg and what does he like to do?



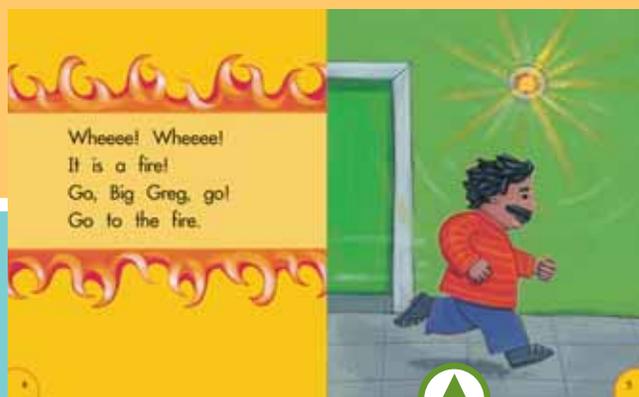
Write the word *firefighter* on the board. Ask the children to find the word on this page and read the sentence that it is in. Have them identify the two little words in *firefighter*. Now have them find *fight* and *fires* on the page. Discuss the three words.

AFTER READING

BEFORE READING

4/5

Discuss with the children what would cause Big Greg to be running. Ask them to look at his clothes. Are these his firefighting clothes?



Talk to the children about the setting of a story. Tell them that as well as seeing a setting, you can also hear things. Discuss with them what Big Greg can hear in this part of the story.

Ask the children to identify the words that make the sound Big Greg can hear. What other sounds could the fire siren make?

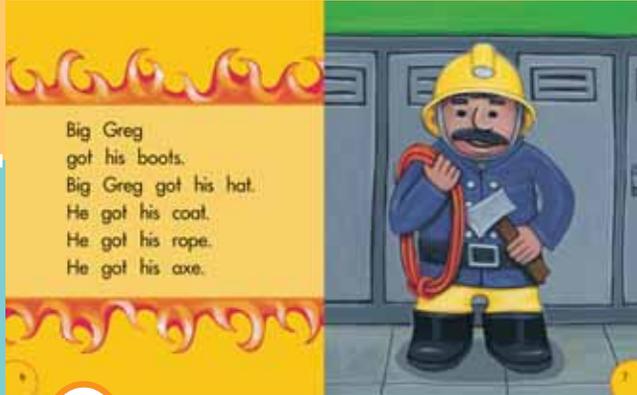
AFTER READING



Invite the children to talk about the special clothes that firefighters wear. Have them use the picture to help with their suggestions.



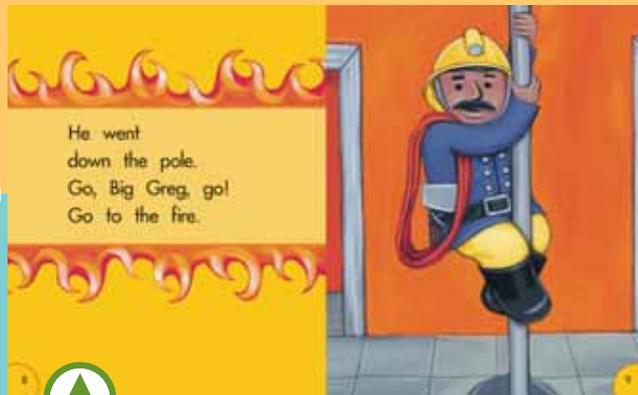
Ask the children to locate *got* and *his* on this page.



Invite the children to discuss more fully a firefighter's clothes. Have any of them ever seen a firefighter up close? What special qualities do firefighters' clothes have to have?



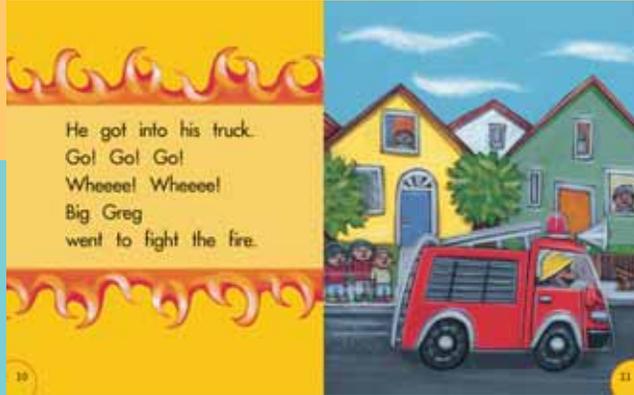
Ask the children to talk about what they can see in this picture. What is Big Greg doing? Where has he come from? Where is he going?



Write *Greg* on the board. Have the children say the sound that the consonant blend *gr* makes. Ask them to supply other words that start with *gr*. Prompt if necessary, for example, *I'm thinking of a colour. It starts with gr ...*

BEFORE READING 10/11

Ask the children to comment on this picture. What do they think is happening now? Can they imagine the noise that accompanies Big Greg's fire truck?



AFTER READING

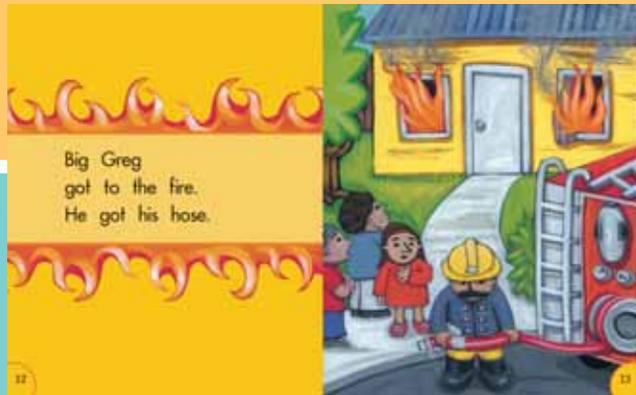
Continue the discussion of the setting. Ask the children to describe what they could see and hear if they were Big Greg.

Ask the children to find *got* and *his* on this page.

BEFORE READING 12/13

Invite the children to talk about this picture. What is happening? What is Big Greg doing? What will happen next?

Ask the children to locate *got* and *his* on this page.



AFTER READING

Continue the discussion on the setting. Tell the children that as well as seeing and hearing things in a setting, you can also smell them. Ask the children to discuss what they can see, hear, and smell as they look at this picture.

The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

To the Space Station

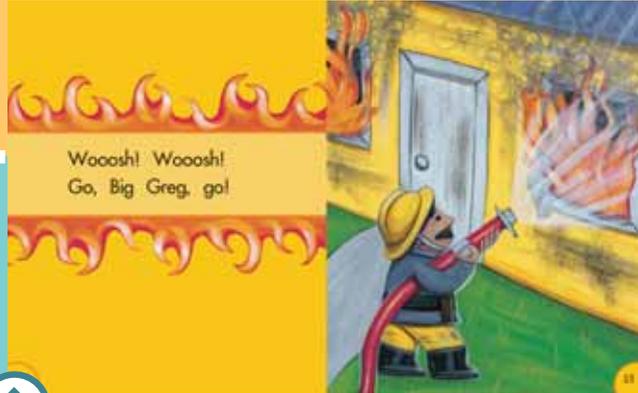
Big Greg, the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

Look in the Tree

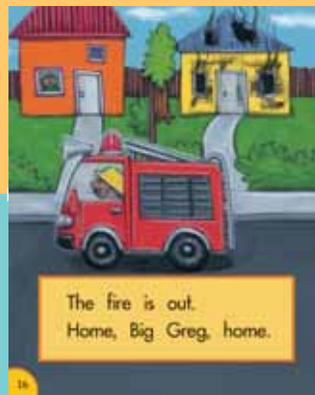
Continue the discussion about what Big Greg is doing. Can the children imagine the noise that the water will be making? Will Big Greg put the fire out?



Add another feature of settings for the children. Tell them that you can also touch or feel things in a setting. Ask them to discuss how the water would feel. How would the flames feel if Big Greg touched them?

Ask the children to comment on how the story ends. Is the fire out? Where is Big Greg going now?

Ask the children to return to the beginning of the book. Remind them to look at the words as well as the pictures as they read.



Discuss with the children how understanding more about a setting can add to their understanding of the story. Have them say what they learned by thinking about the setting.

5 e Big Greg the Firefighter

Name _____

Write a word in each gap to complete the story.

Then read the story.

Big _ _ _ _ is a firefighter.

He _ _ _ his hat.

He got _ _ _ boots.

He got his _ _ _ _ .

He got in his _ _ _ _ _ .

He went to the _ _ _ _ _ .

He got his _ _ _ _ .

He put out the _ _ _ _ .

He went home.

5 e Big Greg the Firefighter

Name _____

Draw the setting. Include what Big Greg would be able to see, hear, and smell.

