

General Information

Lesson Parts & Duration

Total Duration: 45 minutes

- Informational Text Features

Subject(s)

- Understanding informational text features and how authors use them to help readers understand the text. (RI.K.4; RI.K.6)

Objective

- Students will use informational text features to understand the meanings of new words and define the role of an informational text author

Materials

- **Required:** copy of Firefighters text, by Amanda Davis (pages 5-6)
- blank paper or printable “Exit Slip” (page 7)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 8)

Instructional Setting

- Students will be seated on the carpet or meeting area in front of a white board or document camera to display text on.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45 minutes

Students should be seated on the carpet or group area to begin this lesson.

Introduction

- T* Today we will be learning all about firefighters!
- T* We won't just be learning about what they do, but we will be studying the authors that write about them and some of the features they use to help us understand the text.
- T* I am going to read you this text all about firefighters.
- T* Before I begin reading, I want you to think about what you already know about Firefighters. Give students think time to process the question.
- T* When I am reading, I want you to see if you hear any information in this text that is something you already knew.

Read Firefighters (pages 5-6)

- T* Who heard some information in this text that they already knew about firefighters?
- T* Great!
- T* Now I am going to read this text again and this time I want you to listen for information that is new to you or something that you learned from the author.

Reread Firefighters (pages 5-6).

- T* Who was able to hear some information that was new to them this time?
- T* You are going to share what you learned with a partner.

Have students pick partners.

- T* We need a partner for to share our ideas with.
- T* When I say the magic word, which is firefighters, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).
- T* This is a respectful way to find a partner.
- T* Ok, "FIREFIGHTERS!"

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

- T* Fantastic! Thank you for finding a partner so quickly and respectfully!
- T* Now you may share what you learned with your partner.
- T* Remember to take turns, only one partner should talk at a time.
- T* The partner with the shortest hair should go first. Students share what they learned with their partner.

Teacher calls students back to attention by counting backwards from 5.

- T* Eyes on me in 5...4...3...2...1...0. Thank you!

Note:

When reading a text to students, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

T Raise your hand if you would like to share the new information that you learned. *Call on a few students to share what*



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

Informational Text Features

- T* Boys and girls, when authors write an informational text, they use different features to help their reader understand this new information.
- T* A feature is something that a text has, similar to how we have what are called facial features, like our eyes, nose, mouth, and eye brows.
- T* Informational text obviously doesn’t have eyes, a nose, a mouth or eye brows, but it does have some things that stand out to the reader.
- T* Let’s look and see what stands out!
- T* Our author’s name is, Amanda Davis, this means that she wrote this text all about Firefighters for us to read.
- T* One thing that I notice Amanda did was use bold words.
- T* These are words that are in a different color, font, or style than the rest of the words.
- T* Why do you think this author used bold words in this text? *Call on students to share answers. Possible answer: because those words are important for us to know.*
- T* Let’s look at some of the words this author made bold. *Show the text to the students. Let students identify which words have been made bold. Call on 3-5 students to come up and point out a bold word. Answers: community, fireproof, equipment, oxygen tank, hose, fire hydrant*
- T* Why do you think authors use this feature when they are writing informational texts? *Call on students to share their thinking.*
- T* Another feature this author uses is headings.
- T* Headings can be found at the beginning of each new section.
- T* Usually they are also bigger than the other words and many times bold, a different color, or font style.
- T* They tell the reader what this part of the text will mainly be about.
- T* Let’s look at the text together and see if we can find the headings. *Show the text to students. Let students identify where the headings are. If you have printed the text, you might underline or highlight where they find them.*
- T* Who would like to come up and point to a heading on this page?
- T* Remember to only pick one heading to point to. *Call 3 students up. Answer: Introduction, Uniform, Equipment, Firefighters Are Teachers Too!*
- T* Why do you think authors use this feature when they are writing informational texts? *Call on students to share their thinking.*
- T* Another feature that informational text authors and illustrators use is captions.
- T* These are small descriptions underneath pictures in a text.
- T* Can you find a caption in this text? *There is only one, students will be creating their own captions for the other pictures.*
- T* Right, under the picture of an oxygen tank we see a caption.
- T* There are no captions for the other pictures though.

- T* Could you help me come up with some ideas for captions for these pictures?
- T* Let's look at the first picture of the firefighter.
- T* What would make a good caption, telling our reader more about this picture? **Call on a few students to share their ideas. You could write them down under or next to the picture in the text. Repeat this for the other pictures in the text.**
- T* Informational text authors do many things to help us understand what they are writing about.
- T* I want you to think of one thing you learned from this text about firefighters.
- T* Also, think about if one of the features we talked about helped you to know this new information.
- T* I am going to give you a piece of paper (**printable exit slip -or- half sheet**) and you are going to write down the new thing you learned from this text.
- T* It's ok if you do not know how to spell all the words, just do your best!
- T* You can also draw a quick picture to go along with it if you would like.
- T* Once you have your paper, go back to your desk and write your name at the top.
- T* Then you can write your new fact that you learned about firefighters.
- T* When you are done, you can put your papers (**designate a spot in the room for their completed work**) and choose (**give them some options for what to do when finished working: reading books is always a great option!**)

Name: _____

Exit Slip:
Firefighters
My new facts about firefighters.

Tell the things you learned about firefighters.

Pass out printable exit slip -or- one half sheet of paper to each student. While they are working, be sure to circulate to help students who may need assistance.

Collect and leave papers for the teacher.

Differentiation:

You might also have students dictate to you what their new fact is and you can write it on the back of their paper. That way the classroom teacher can see their thinking when they return.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

Firefighters

By: Amanda Davis

Introduction

Firefighters are one of the many workers that help make our community a great place to live. Have you ever seen a firefighter in your **community** before?



Uniform

Firefighters often have a dangerous job. They must wear special clothes to help keep them safe when on the job. All of the items a firefighter wears are **fireproof**. This means that if they must go into a burning building or house, their jacket, pants, gloves and boots will protect them from the hot flames of the fire.

Firefighters also wear a strong helmet with a face shield to protect their head and face from any falling debris inside crumbling structures. This helmet also protects them from the fires they must put out.

Equipment

In order to do their job, firefighters have many pieces of **equipment**, or tools, which help them keep people safe.



This firefighter wears an oxygen tank.

When firefighters go into a fire, they must wear an **oxygen tank**. Where there is fire, there is smoke. And lots of smoke can make it very hard to breathe. Firefighters wear their **oxygen tank** on their back, like a backpack, and have a mask to go over their nose and mouth. This way they won't have trouble breathing while they are trying to save people and animals.

Another important piece of equipment for a firefighter is their **hose**. The hose is what firefighters use to put out the fire. The hose can be connected to the fire truck, which has a water tank on it, to supply the hose with water. Or they can connect the hose to a **fire hydrant**. These can be found all over your community. They have an almost unlimited supply of water from underground that firefighters can use to help them put out fires.



Firefighters use many different kinds of equipment to help them do their job. Can you think of some other tools they might use?

Firefighters Are Teachers Too!

Did you know that firefighters have another job? They are teachers too! They teach adults and children about fire safety.

Firefighters teach people what to do if their clothes catch on fire. First you stop: stop right where you are, don't try to run to put out the fire! Then you drop: drop to the floor. Last, you roll: roll your body from side to side to put out the fire.

Firefighters often have a dangerous and hazardous job. However, they keep our community safe and help many people in need! Would you like to be a firefighter?



Name: _____

Exit Slip:

Firefighters

My new facts about firefighters.

Tell the things you learned about firefighters.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!
- And sit back down quietly please...Thank you!



Break Up Your Day: “Who Are You?”



- Asks students to think of their favorite animal.
- Buddy A turns to Buddy B and acts like their favorite animal but with no sound!
- Buddy B tries to guess the animal. If they guess correctly it is their turn.
- If they don't guess the animal then Buddy A may use sound to help Buddy B guess their favorite animal.
- Buddy B then acts like their favorite animal - but with no sound. “Who Are You?” continues until both buddies have correctly guessed the favorite animals.



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner's stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.