



Running words: 184

Book Summary

This story looks at the job of a firefighter. Penny is a firefighter who works the night shift. She arrives at the fire station and checks her gear and the fire engine to make sure everything is working. After she exercises, she has dinner, but the fire bell interrupts her meal. She and the other firefighters rush off to put out a fire in a garden shed. After they put out the fire, they return to the fire station and check their gear again before sitting down to eat. However, the fire bell rings again. Penny and the other firefighters head out to another emergency.

Themes

Careers, Safety, School and community

Features of the Book

- The information contained in the illustrations
- Content words for discussion: checks, fire engine, fit, gear
- Phonics and phonemic awareness: consonant blends – st; long vowel sounds – *drives/fire/firefighter/night/siren/time*; short vowel sounds – *fit/is/rings/sit/this*

Strategies

Penny the Firefighter introduces and reinforces the following strategies:

- making connections;
- determining main ideas;
- determining cause and effect.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

Penny the Firefighter

by Feana Tu'akoi

Introducing the Text

Begin by asking the students to think of the times that they have seen firefighters on the street or perhaps visited a fire station. Write their answers in a list.

- *What did you notice about the firefighters' gear? What did you notice about the fire engine?*
- *What kinds of tasks does a firefighter do?*
- *Would you like to be a firefighter? Why or why not?*

Reading the Text

Hand one book to each student. Ensure that the content words (*check, fire engine, fit gear*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Who is on the cover? (two firefighters and a family)*
- *Where are these people? (on the street in front of a house)*
- *What do you predict this story is about? (a firefighter)*

Pages 2 to 3

- *Where is Penny? What is she doing? (arriving at the fire station and working on the fire engine)*
- *What firefighting gear do you see? (helmets, coats, fire engine, ladder)*

Read the text together. Confirm that Penny has arrived for her shift at the fire station and is checking her gear and the fire engine.

- *Why do some firefighters work at night? (Fires can happen at any time of the day or night.)*

Pages 4 to 5

- *What is Penny doing on these pages? (exercising and eating)*

Read the text together. Confirm that Penny exercises to keep fit, and she eats her meals at the fire station. Have a student point out the speech marks. Remind them that these marks indicate who is speaking in the story.

- *Why do firefighters need to be fit? (to handle heavy equipment and to work for long periods of time at fires and other emergencies)*
- *Do you think Penny will finish her dinner before answering the fire alarm? Why or why not?*

Pages 6 to 7

- *Where are the firefighters going? (to respond to the emergency)*
- *How can you tell something is wrong at the house on page 7? (The family looks upset and are pointing to smoke behind the house.)*

Read the text together. Confirm that the family is telling the firefighters that their garden shed is on fire.

Penny the Firefighter

Pages 8 to 9

- *How do the firefighters help?*
(They hose down the shed with water and put out the fire.)

Read the text together. Confirm that the firefighters put out the fire with water.

- *Why doesn't Penny turn on the siren on the way back to the fire station?*
(The emergency is over, so they don't need to rush.)

Pages 10 to 11

- *What is Penny doing on these pages?* (checking the fire engine again before heating up her dinner)

Read the text together. Confirm that Penny has checked her gear again and made sure the fire engine is ready before she prepares her dinner.

- *Why does Penny have to check the fire engine and her gear again?* (She and the engine must always be ready to respond to the next emergency.)
- *Do you think Penny will be able to eat her dinner now?*

Page 12

- *Where do you think the firefighters are going?* (to answer another fire call)

Read the text together. Confirm that the firefighters have been called to another emergency and that Penny's dinner will have to wait again.

Revisiting the Text

- Revisit the list of tasks the students made at the beginning of the story. Have them compare and contrast the tasks they listed with the tasks Penny performed as a firefighter. What questions would the students want to ask Penny about her job? Canvass the students again about whether, after having read the story, they would like to be a firefighter.
- Find and list the “st” consonant blends in the story. With the students, add any other words they know that begin with this blend.
- Write the words *drives/fire/firefighter/night/siren/time and fit/is/rings/sit/this* in two lists on the board. With the students, add other words that contain the long “i” and short “i” sounds.

Following Up

- Encourage the students to think about the main idea of the story – what the job of firefighter involves. Did the author give them a good idea of what it is like to be a firefighter? Why or why not? With the class, write a job wanted ad for a firefighter. Have the students consider the kind of person that would like this job as well as the skills that person would need.
- Give the students copies of the BM for this story. Using information from the story, they can fill in the boxes in a cause-and-effect sequence.