

# Lucky the Firehouse Dog

## Community Heroes Lesson Plan

### Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of punctuation to understand the correct tone and expression to use in the reading.
- **Content Area:** Students will learn about firefighters and their role in our community.

### Summary

Firefighters play an important role in our community. But their job is not easy. A firefighter must do many things to prepare for his or her job. Lucky, the Firehouse Dog, takes a cat, Pumpkin, on a tour of a firehouse. Pumpkin learns all about firefighters and how they prepare for an emergency.



### Materials

- *Lucky the Firehouse Dog* script booklets
- *Community Heroes Character Masks* (pages 50–55 or Teacher Resource CD) copied on cardstock
- copies of *The Friendly Firefighter* (Teacher Resource CD)
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

### Introduce the Literature

Give each student a copy of the reproducible page, *The Friendly Firefighter*. Ask students to draw on their individual firefighter the equipment or items needed to fight fires. Allow them to share their drawings with the class. Divide students into three different groups. Give one group *Daisy the Firecow* by Viki Woodworth, give the next *Firefighters A to Z* by Chris L. Demarest, and give the third group *Firefighters* by Angela Royston. Students read the books in groups, choosing one student to read the book to the group, or take turns reading. When finished, each group shares the information it learned with the rest of the class. Ask the class how a firefighter prepares for a fire. Did their drawings have everything a firefighter needs to get ready for a fire? Students may add other things to the firefighter drawings. Read *Lucky the Firehouse Dog*. Ask students if they learned more information about items a firefighter needs, and have them add those to the drawing.

### ELL Support

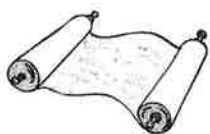


Place ELL students with strong readers who can help them as they read in groups. Or, place all ELL students and others who struggle with reading in the same group, and read the story to them while other students are reading in their groups.

### Involving All Students

Though there are only six roles, it is important to involve all students in the reader's theater experience. For this lesson, allow those students who are not assigned parts to be the "sound effects" for the reader's theater. When the script is performed, these students can create various sound effects at appropriate times in the reading.

## Leading the Script



1. Have students ever seen a picture of a dalmatian on a fire truck? Ask why dogs rode with firemen. Then, give them all blank pieces of paper. Ask each to draw a picture of another animal that would be a good pet for a firefighter and to write one sentence that explains why that animal is a good pet for a firefighter. Allow students to share their choices of pets. Tell students that they will perform a reader's theater about a dog named Lucky who is the pet for the firefighters in the story.
2. Give the character masks to the six students who will perform the script. Introduce the characters to the class one character at a time by announcing the name of the character and describing the part each will play. Ask the class what role they think each character will play in the story. Will Pumpkin be a cat that is afraid of fires or a cat that wants to join the firehouse? How will Matt react when his house catches on fire? Write the predictions about each character on the board. As they read the scripts, students will discover whether the predictions were correct.
3. Provide each student with a copy of the script, give the script booklets to small groups, or print copies of the *Take-Home Script: Lucky the Firehouse Dog*. Point out the pictures throughout the script. Do they see anything that is similar to the books they just read or to the firefighters they just drew? Allow students to share the observations.
4. Write the vocabulary words from the reader's theater script on the board. Divide the class into small groups, give each group a new vocabulary word, and have the groups find the meaning of the word in the dictionary. After students know the meaning, ask each to create a picture of a firefighter using this word in some way. For example, if the word is *hydrant*, the students might draw a picture of a firefighter hooking a hose to a fire hydrant. Allow students to share their words with the class so that everyone will learn the new words.



## ELL Support



ELL students may need help in finding the words in the glossary or

dictionary. They may also need help to understand the definitions of the new words.

Prior to discussing with the students how characters may feel in certain situations, show pictures of different faces. Ask students to name the emotion that each face shows and write that emotion below the picture. When you discuss the different scenes in the book, discuss how the character may feel. Show a picture of the scene and the character in that scene.

Encourage ELL students to refer to the pictures of the faces on the board to help them understand the different emotions.



### Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

Approximate reading levels for the roles in this script are:

- ❖ Matt: high 1<sup>st</sup> grade
- ❖ Karen: low 2<sup>nd</sup> grade
- ❖ Narrator 1: high 2<sup>nd</sup> grade
- ❖ Pumpkin: high 1<sup>st</sup> grade
- ❖ Lucky: low 2<sup>nd</sup> grade
- ❖ Narrator 2: high 2<sup>nd</sup> grade

### Meeting the Fluency Objective

1. The fluency objective for this script focuses on understanding punctuation to aid in choosing the appropriate expression and tone while reading a passage. Do this lesson before reading the script to model the use of proper expression and tone based on punctuation.
2. To begin the lesson, write the following sentences from the script on the board. Ask students to identify the punctuation at the end of each sentence. How does the punctuation help them to read the sentences with proper expression and tone?
  - Karen:** "There you go, boy. Did you think I forgot you?"
  - Lucky:** "Well, do I look like a dalmatian? I think not!"
  - Pumpkin:** "Phew! These coats smell like smoke."
  - Matt:** "Oh, no! We know better than that!"
3. Explain that the use of tone and expression in the voice helps others know how the character feels. Ask a volunteer to read the first sentence aloud, using the punctuation as clues for how to read the sentence properly. Ask each student how he or she decided to read the sentence with that particular expression. Repeat Step 3 with the remaining sentences.
4. Divide the class into small groups. Assign each group an end punctuation mark, and ask each group to create sentences about firefighters, using the assigned ending punctuation. Students can read their sentences aloud to the class, using the correct tone and expression.
5. Explain that using proper tone and voice while reading allows the meaning of the script to be conveyed and makes it more exciting for the audience. Always pay attention to punctuation, as it gives a clue as to how the sentence should be read.
6. The song in this script, "Riding to the Fire," uses a lot of expression and tone. To further the students' learning on using punctuation to aid in proper expression and tone, ask them to listen to the song. Ask students to explain what types of expression and tone were used in the song. What types of punctuation would give a clue to that expression and tone?



### Content-Area Connection—Social Studies

Firefighters are a part of everyone's community. They

not only help put out fires, but they provide for us in other ways as well. Firefighters help rescue people from flooding waters, or help rescue cats from trees. This lesson helps students realize the importance of the firefighters in their community.

1. Tell students that you have some very sad news. Your community has decided that firefighters are no longer needed in the community. So, you feel the class needs to convince the community that firefighters are very important to the people living here.
2. Ask the class to brainstorm ideas about how a firefighter helps the community (e.g., putting out fires, rescuing people from emergencies, rescuing stranded animals, and helping people who have been in accidents). Write the ideas on the board.
3. Students must make posters to post around the community that explain why a firefighter's job is so important. Divide the class into small groups. Allow each group to choose one way that firefighters help the community from the brainstorming list or choose a way as a group.
4. The class will create posters using paints, crayons, or magazine pictures. The posters should include the phrase, "Save Our Firefighters," a picture of how firefighters help the community, and a sentence to explain why firefighters are important.
5. Share the posters with the class, and ask students how the community would be affected if it had no firefighters. What might happen? Has a firefighter ever helped a student? Allow students to share their stories. Tell them that all members of the community are important, including firefighters. Display the students' posters around the room, if possible.



### ELL Support

Assign the students roles in their groups. One student can be the writer,

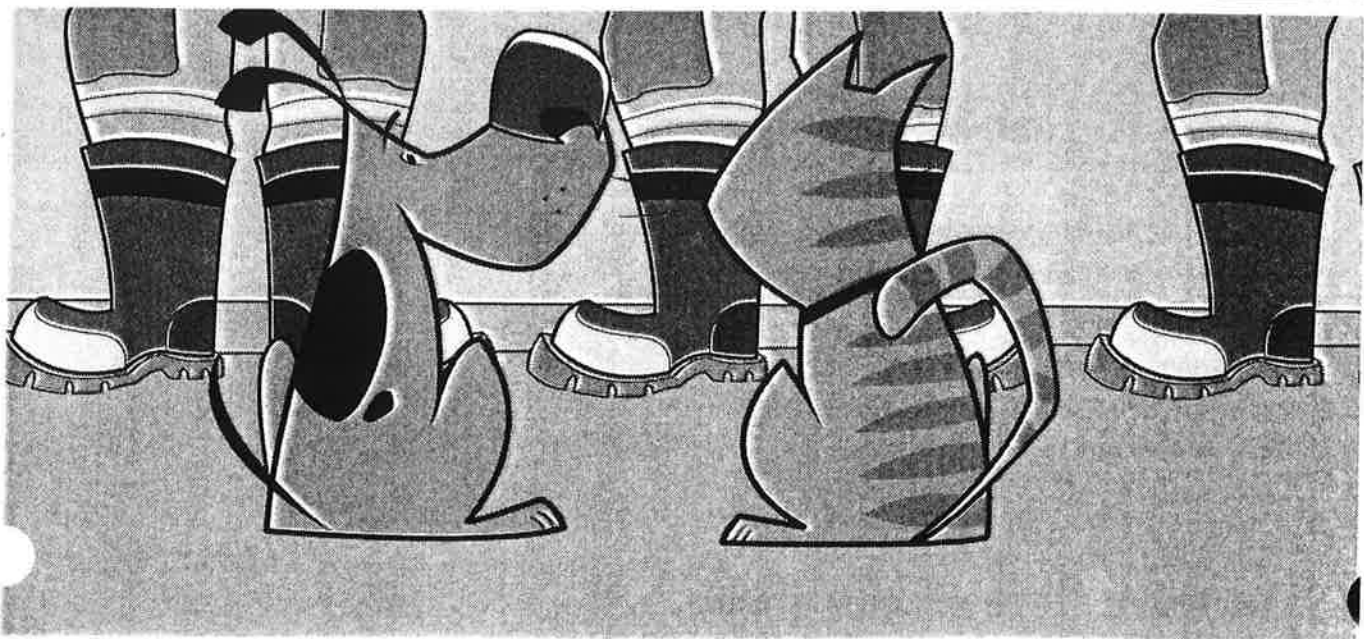
one is the illustrator, one is the coloring artist, and one is the sentence creator. This allows you to assign the ELL student a job that he or she is strongest at doing. For example, if the ELL student has good ideas but has difficulty writing, he or she could be the sentence creator. The writer can write down the sentence that the ELL student created on the poster. This gives all of the students a chance to show their strengths and allows them to take part in creating the poster.



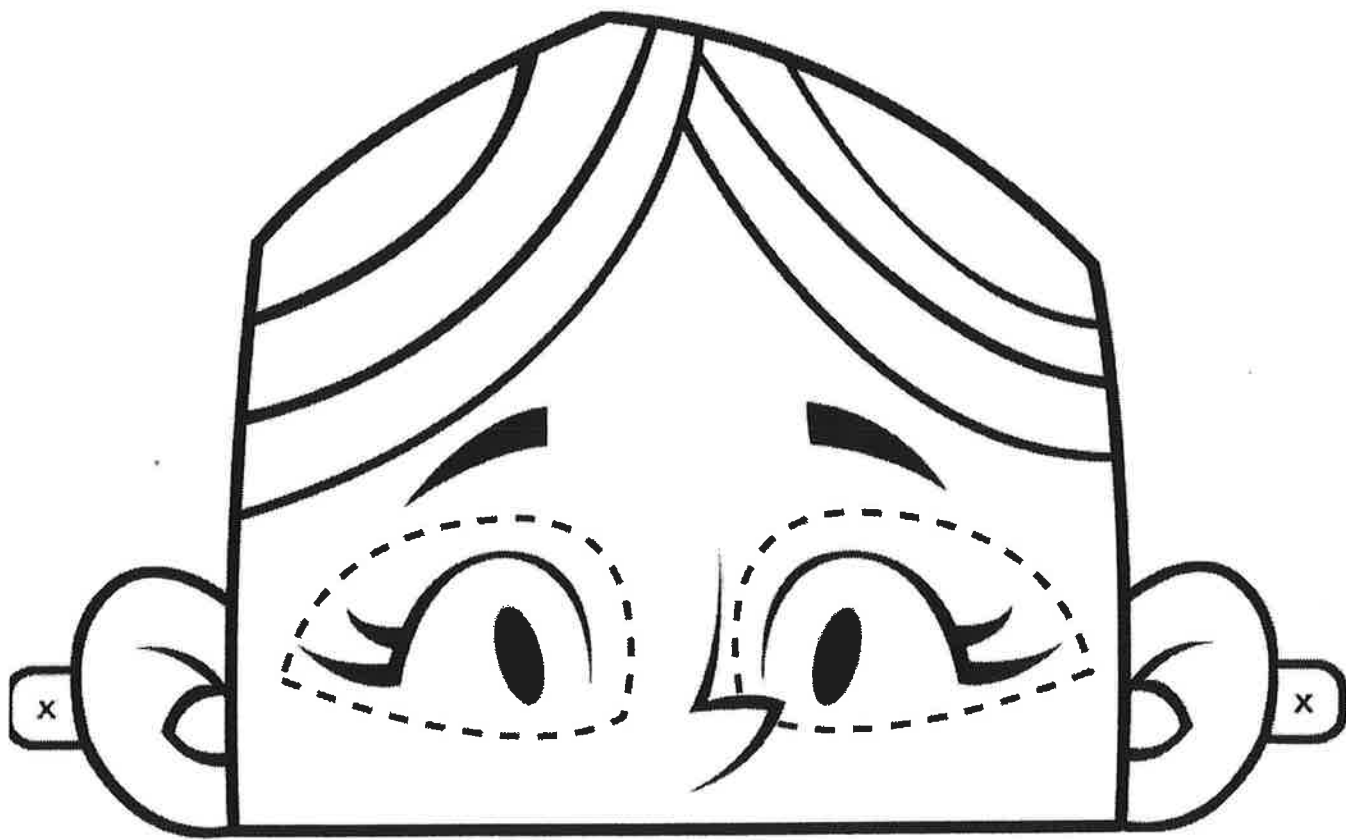


### Fine Arts Connection

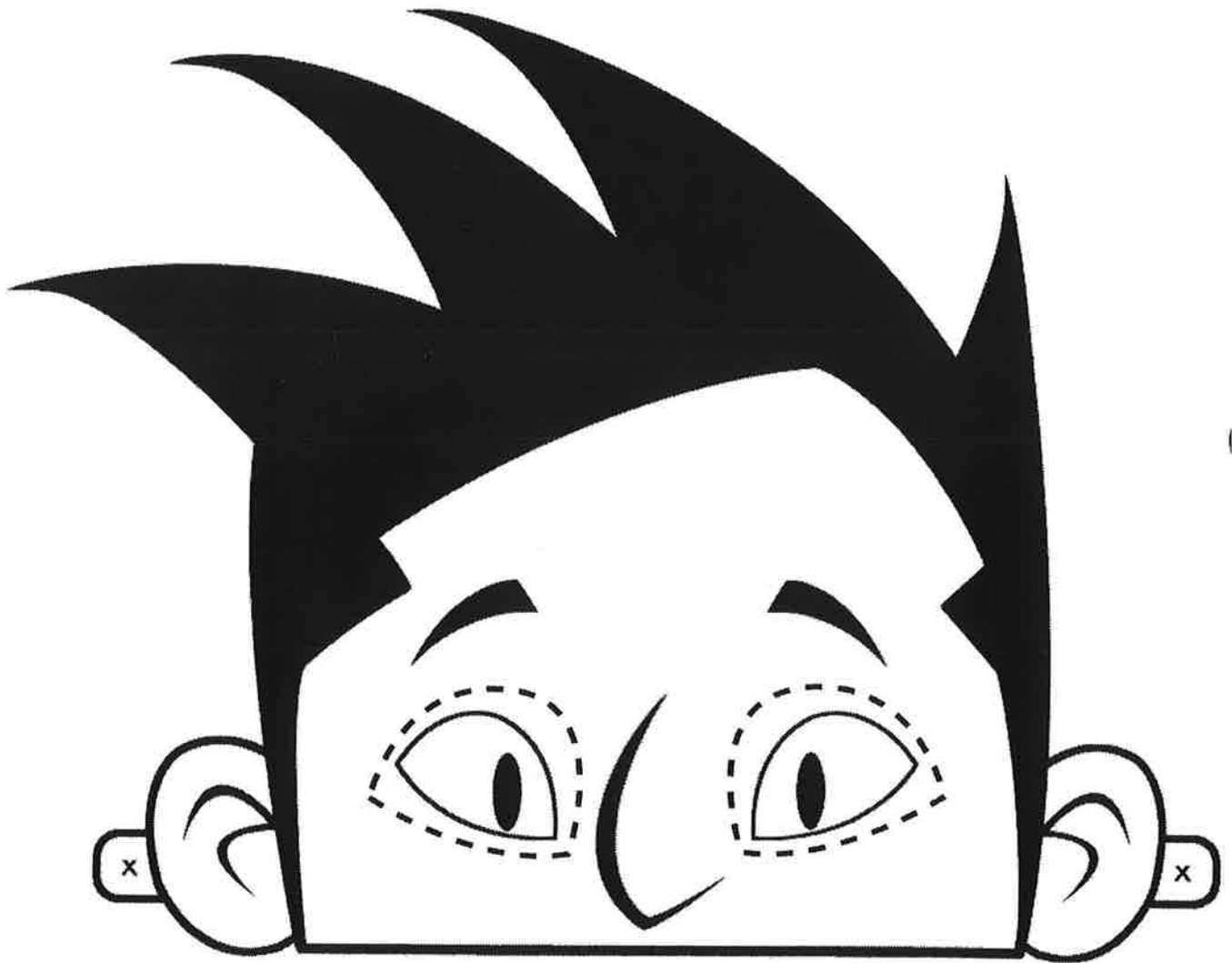
1. The script contains a song and a poem: "Riding to the Fire" and "Safety First." This song and poem are specifically related to *Lucky the Firehouse Dog* but are not limited to use only with this script.
2. Introduce the poem to students by reading it together as a class. Place your students into small groups. Explain that the poem instructs us what to do in case of a fire. Tell students they must create actions to go with the poem. The actions will show the class what to do in case of a fire.
3. Give each group 10 to 15 minutes to create actions to accompany the poem. Allow each group to perform its actions. The class may read the poem each time a group performs the actions for the poem. This activity enhances fluency, as students participate in both choral reading and repeated readings for each group's performance. Remind students to use proper tone and vocal expression while reading.
4. Ask students why it is important to know what to do in case of a fire. What other things might they do that were not listed in the poem but were discussed in the reader's theater?
5. An extension activity for the song "Riding to the Fire" is included in Step 6 on page 46. Students can sing the song using correct voice and expression by attending to punctuation clues in the song.



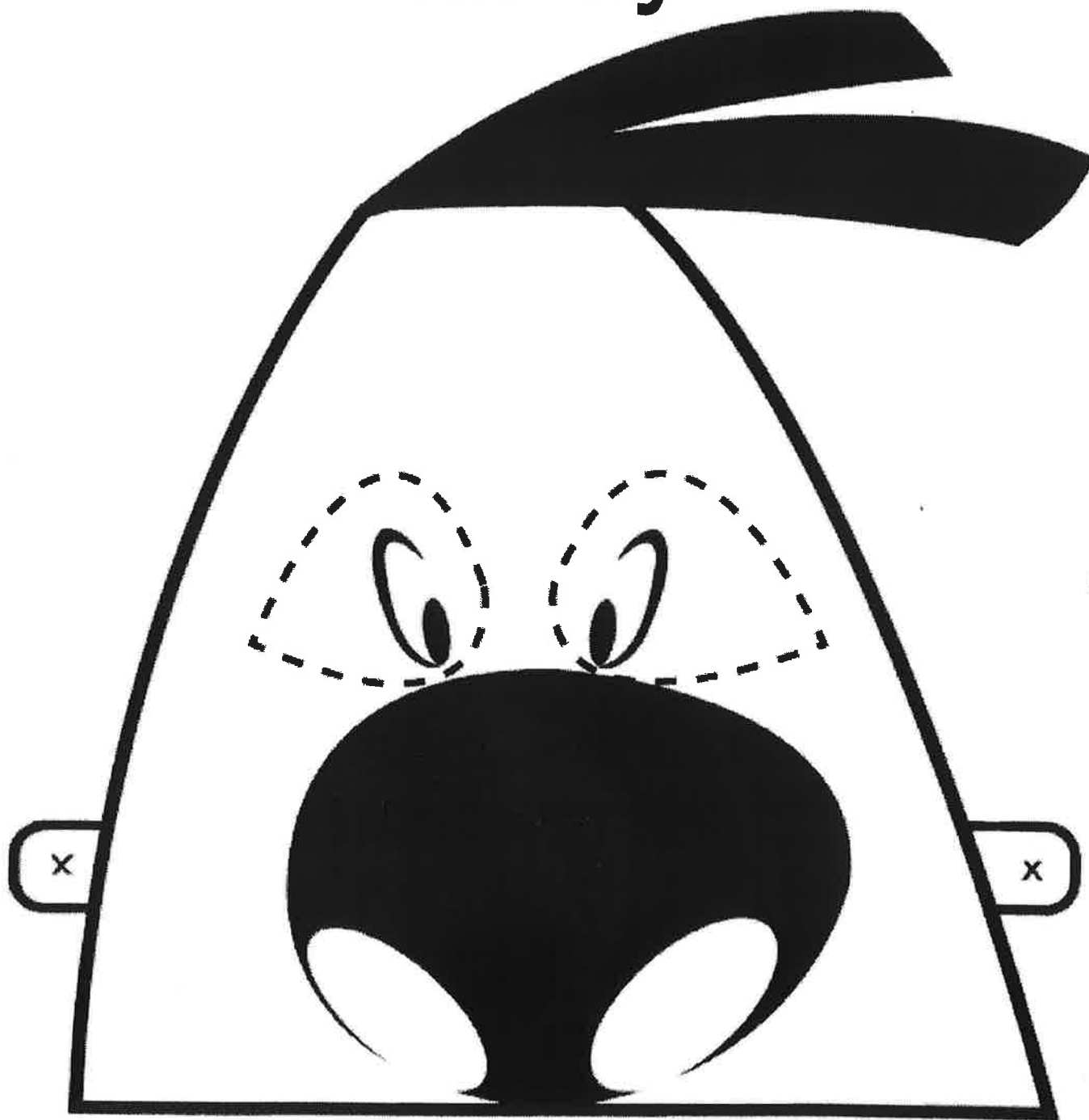
# Karen



# Matt



# Lucky

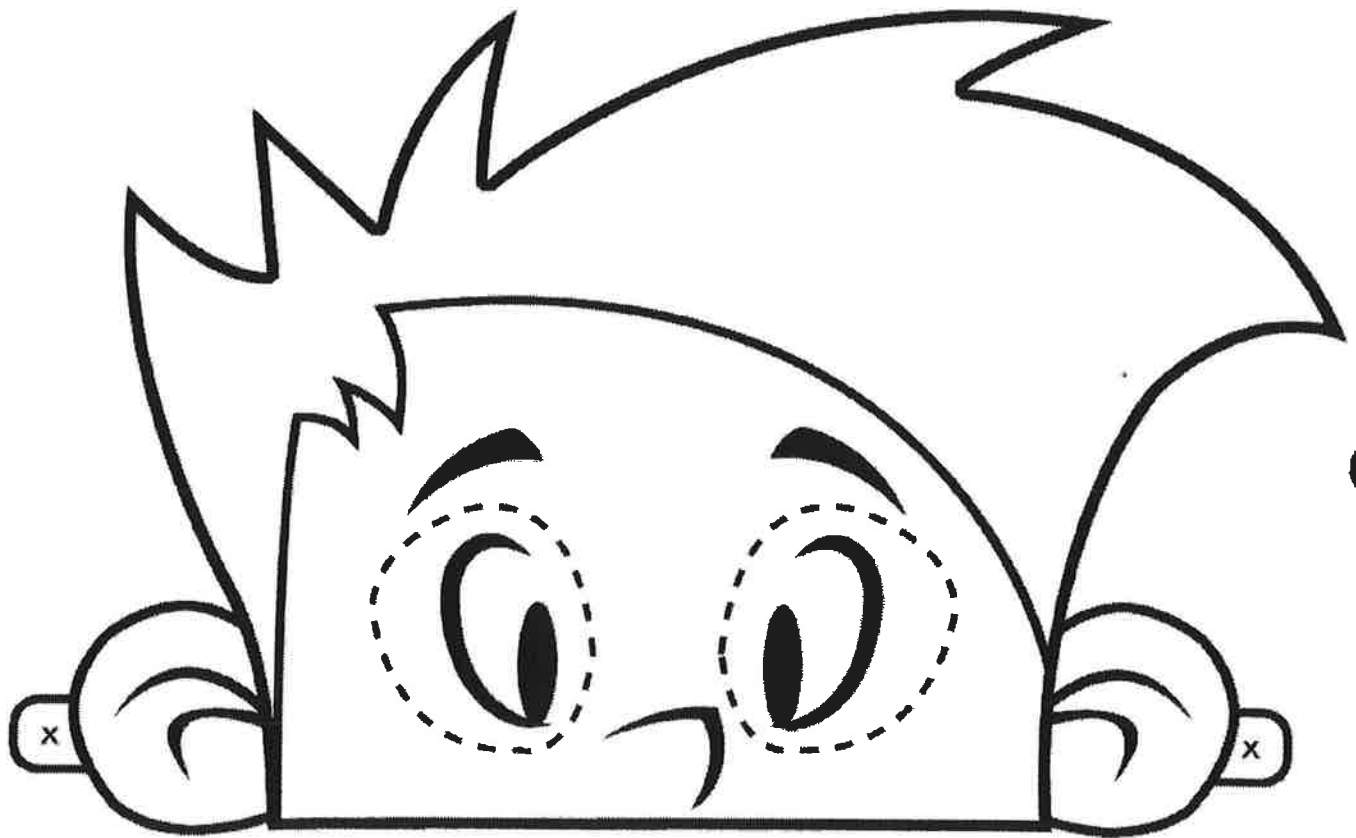




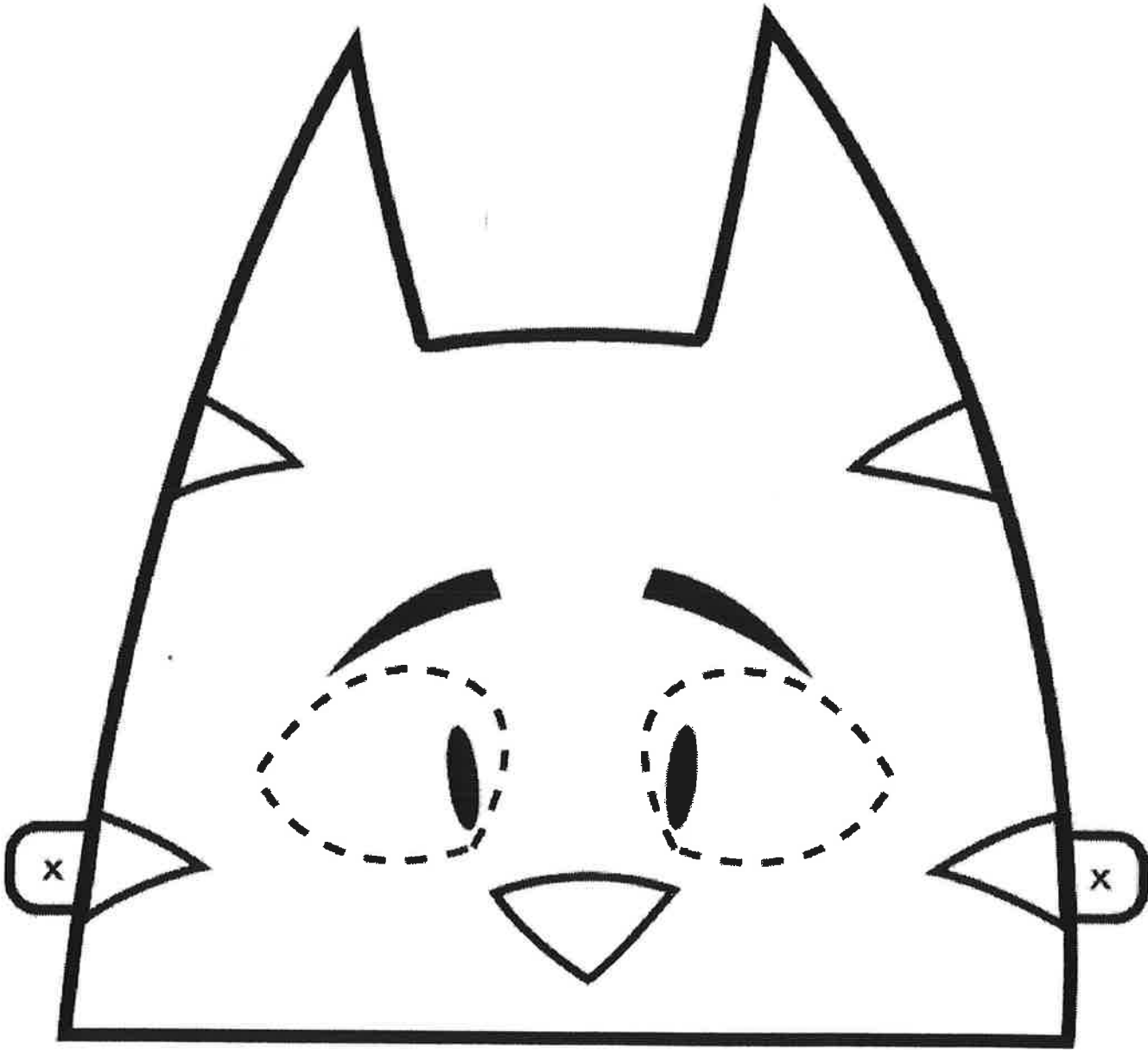
# Narrator 1



# Narrator 2



# Pumpkin





## Many Helping Hands

**Grades: 1<sup>st</sup> -2<sup>nd</sup>**

### **What's the Story?**

*Many Helping Hands* shows the true meaning of friendship and helping others. When a family is confronted with difficult times, the neighbors and extended family are there to help in any way they can.

### **Objective:**

Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone as they read.

### **Heads Up!**

While this script only has six roles, there are ways to involve all students.

- Ask some students to work on presenting sonnets.
- Others can create back drops, props, mask, etc.
- Switch out a different group kids to read Act 1, and then Act 2 and so on.
- During final presentation, students can be the audience and listen respectfully

### **Materials:**

- *Many Helping Hands* script books (1<sup>st</sup>-2<sup>nd</sup> grade Readers Theater Kit)
- *Many Helping Hands* Primary Sources (pages 20-31 or teachers Resource CD)
- Performance CD and CD player or computer with CD drive speakers (optional)

### **Introduce the Literature:**

Bring a large, empty glass jar. Ask students to pretend they are saving money in a jar. What would they buy once the jar is filled? Have student make list of ideas, then allow them to share their list, giving reason for buying each item. Show them the cover of *A Chair My Mother* by Vera B. Williams. Ask them to predict, from the cover and title, what this book might be about. Then, read the book aloud to the students. After you have read and discussed the book, explain that students will read a script called *Many Helping Hands*.

# Many Helping Hands

## Family and Friends Lesson Plan

### Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone as they read.
- **Content Area:** Students will make predictions about the story *Many Helping Hands*.

### Summary

*Many Helping Hands* shows the true meaning of friendship and helping others. When a family is confronted with difficult times, the neighbors and extended family are there to help in any way they can.



### Materials

- *Many Helping Hands* script booklets
- *Family and Friends Character Masks* (pages 26–31 or Teacher Resource CD) copied on cardstock
- copies of *Handy Predictions* (Teacher Resource CD)
- copies of *Word Predictions* (Teacher Resource CD)
- copies of *T-Chart* (Teacher Resource CD)
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song
- Performance CD and CD player or computer with a CD drive and speakers

### Introduce the Literature

Bring in a large, empty glass jar. Ask students to pretend they are saving money in the jar. What would they buy once the jar is filled? Have students make lists of ideas, then allow them to share their lists, giving reasons for buying each item. Show them the cover of *A Chair for My Mother* by Vera B. Williams. Ask them to predict, from the cover and title, what this book might be about. Then, read the book aloud to the students. After you have read and discussed the book, explain that students will read a script called *Many Helping Hands*. This script is also about a family who gets help when something bad happens to them. After completing the reader's theater, allow students to compare *Many Helping Hands* to *A Chair for My Mother* using a T-Chart.

### ELL Support



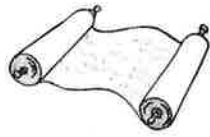
Instead of ELL students making a list of items to buy, allow them to find pictures in a magazine to create collages of objects. Help students label the pictures with assistance from another classmate or an adult. Students should then present the collages, and the class can chorally read the picture labels.

### Involving All Students

Though there are only six roles, it is important to involve all students in the reader's theater experience. For this lesson, assign the same role to three or four students. Each person assigned to a given role will read that character's lines together with the other students assigned to that same role. This gives every student the opportunity to take part in the reader's theater.



### Reading the Script



1. Give each student paper and a crayon. Ask students to trace their hands. In each of the hands, have students write about a time that they helped a friend, family member, or neighbor. Allow students to share their drawings with the class and hang them around the room. Tell students that they will read a script about a family having a hard time. Luckily, this family had many neighbors and friends who were willing to help.
2. Provide each student with a copy of the script. Give the script booklets to small groups, or print copies of the *Take-Home Script: Many Helping Hands*. Ask students to look at the cover. In what ways is this story about helping others? (For more prediction activities, see the Content-Area Connection on page 23.)
3. Before reading the script, draw students' attention to new vocabulary words in the script. Focusing on the language arts skill of prediction, read the new vocabulary words to the students in sentences that convey the words' meanings. Ask students, based on context clues, to predict what the words mean.
4. Students write down the words and their predictions on the *Word Predictions* graphic organizer. Point out the glossary at the end of the script. Explain that a glossary is like a minidictionary and provides definitions of certain words in the script. The glossary also provides pronunciations for some of the words.
5. After students find the words in the glossary, ask if the actual definitions are close to their predictions. Have them write the actual definition on the graphic organizer under "The Real Definition." Students who cannot yet write can draw pictures of their predictions and the actual definitions.

### ELL Support



Partner an ELL student with a fluent reader. Have the fluent reader read the

part while the ELL student does corresponding actions and gestures that the character might do. Choose actions ELL students can use that are similar to illustrations in the text, as well as look and listen for key vocabulary words in the script.



# Many Helping Hands

## Family and Friends Lesson Plan



### Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate.

If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

Approximate reading levels for the roles in this script are:

- ❖ Mario: high 1<sup>st</sup> grade
- ❖ Aunt Ellen: low 2<sup>nd</sup> grade
- ❖ Narrator 1: high 2<sup>nd</sup> grade
- ❖ Mom: high 1<sup>st</sup> grade
- ❖ Mr. Foster 1: low 2<sup>nd</sup> grade
- ❖ Narrator 2: high 2<sup>nd</sup> grade

### Meeting the Fluency Objective

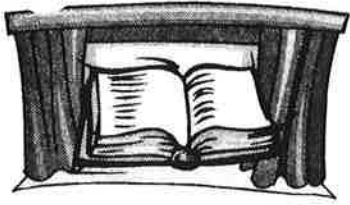
1. The fluency objective for this script focuses on using tone and vocal expression while reading a passage. Before reading the script, model the use of voice when reading. Read the following sentence aloud to students: "It is so hot!"
2. First, read it in a happy vocal expression, using an upbeat tone; then in a sad voice; and finally, in a complaining voice.
3. Ask students how each sentence sounded as you read it. Were you happy that it was hot in the first sentence? How did you feel about the heat in the second sentence? What about the third?
4. Explain that the use of tone in the voice helps convey how you feel. Sometimes in the script, characters feel sad, and sometimes they are happy or energetic.
5. Write the following sentences from *Many Helping Hands* on the board.
 

**Mario:** "Can we have pizza?"

**Mom:** "Oh, my leg. I think I broke my leg."

**Mario:** "Mom, are you going to be okay?"

**Mom:** "I'm so happy to see my boys! How are things at home?"
6. Read the sentences aloud in a monotone. Ask students how to improve on the tone and voice. Allow some students to demonstrate the proper tone to use for the sentences.
7. Explain that using proper tone and voice while reading both conveys the meaning of the script and also makes it more exciting for the audience.
8. Allow students to read the script again, focusing on tone. Ask them to listen to a recording of the script on the Performance CD. Remind students to pay attention to the reader's tone and how that tone affects the sentences.



### Content-Area Connection— Language Arts

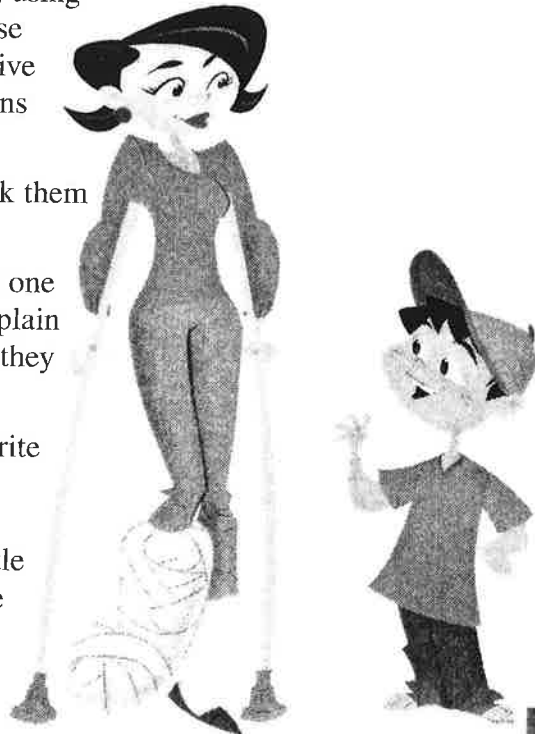
Making predictions sets a purpose for reading a story because it gives students an opportunity to find out if the predictions were correct. Explain that it is important to make predictions based on background information, pictures, or the title.

1. Explain that students are to become detectives and to figure out what *Many Helping Hands* is about. Students will read a story about a boy who has something terrible happen to him but overcomes his troubles with the help of family and friends.
2. List the six characters on the board. Ask students what role each character will play in the story. Who could Mario be? What about Mr. Foster? Write their predictions about the identity of each character on the board.
3. Show students the following items or pictures of them from a magazine: a car (toy car), a photo of a doctor or a hoscope, and grocery bags. Ask students to predict how these items might relate to the reader's theater script, *Many Helping Hands*. Remind them about the importance of making predictions.
4. Ask each student to create his or her own predictions, using the graphic organizer *Handy Predictions*. Discuss these predictions as a class. Tell students that if their detective work has paid off, they will discover if their predictions are correct.
5. After reading the script, review the predictions and ask them to explain how close they came to the actual story.
6. Discuss why, as detectives, it is important to use what one knows about a situation when making predictions. Explain that detectives base their predictions on evidence that they find.
7. For a follow-up activity, ask students to choose a favorite literature book and to draw three objects that are important to that story. Students will show their drawings to their partners, along with the cover and title of the books. The partners should then predict how the i drawn relate to the books. Allow the partners to read the books to check if the predictions are correct.



### ELL Support

Cut out pictures of objects that relate to *Many Helping Hands*, and write on note cards the names of the objects. On chart paper, record events in the story with which the objects coincide. Read through the events. Use illustrations and actions in the script to help convey meaning. Ask students to name the object and match it with the corresponding note card. Ask students to predict which part of the story the object represents. Tape the object and the note card next to the predicted event. After students read the script, review their predictions.

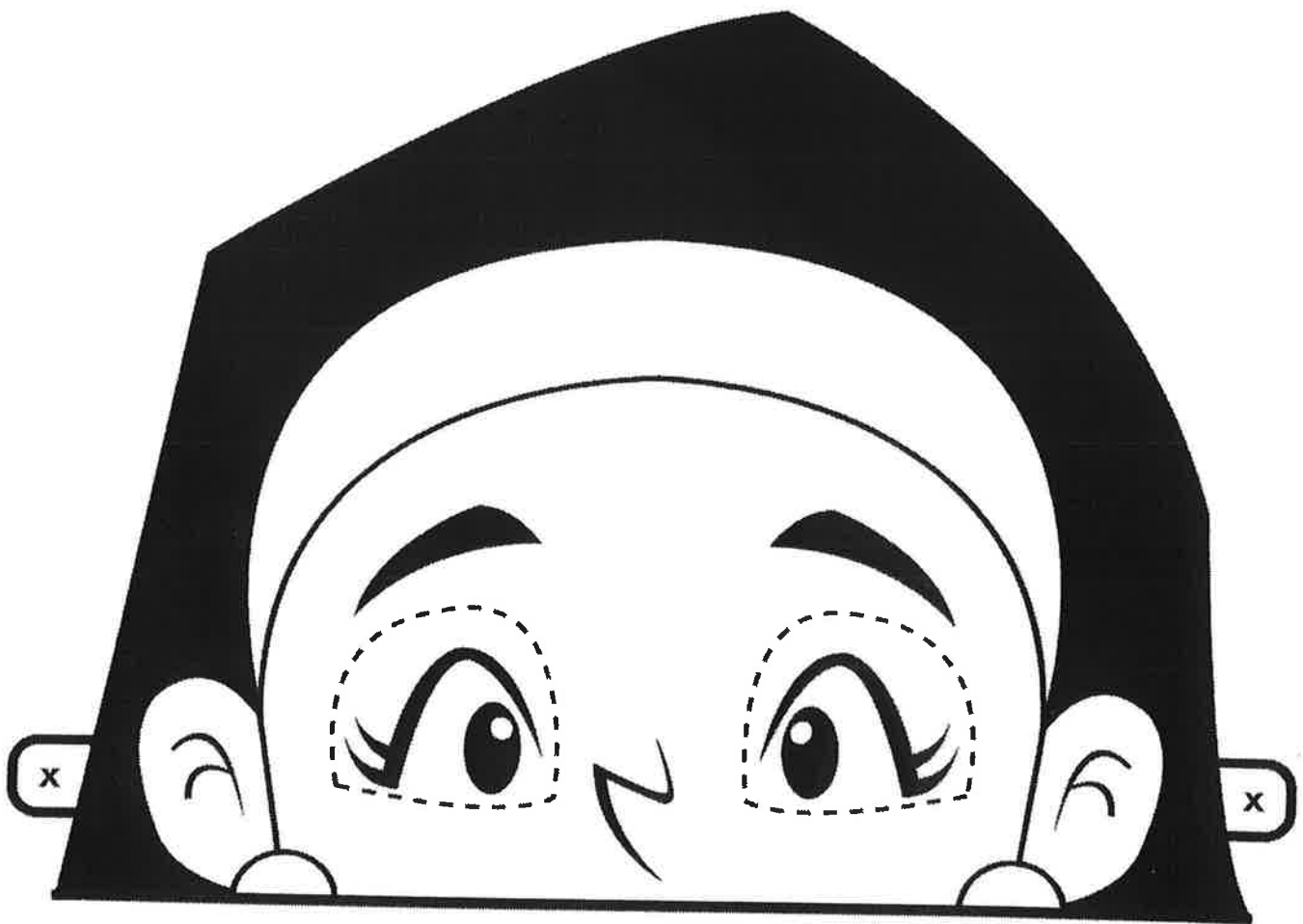


### Fine Arts Connection

1. The script contains a song and a poem: “Lend a Hand” and “Helping Others.” This song and poem are directly related to *Many Helping Hands* but are not limited to use with this script.
2. To relate the poem to the fluency objective for this lesson, ask students to listen to the professional recording of the poem. Ask them to identify the tone of the reader used as he or she reads the poem. Is the voice dull? Sad? Happy? Does the tone of the voice match the words of the poem to convey the meaning? Ask students to use the proper tone as they read the poem during the reader’s theater performance.
3. To make the song more interactive, ask students to create “helping hands,” using cutout hands glued to craft sticks. Every time they sing the word “hands” in the song, they clap the “helping hands” together or wave them in the air.
4. Have students practice singing the song with the necessary vocal expression and tone.
5. Have students write on the fingers of their helping hands the names of friends and family members who could help them when needed. Have students share these names with a partner.



# Aunt Ellen



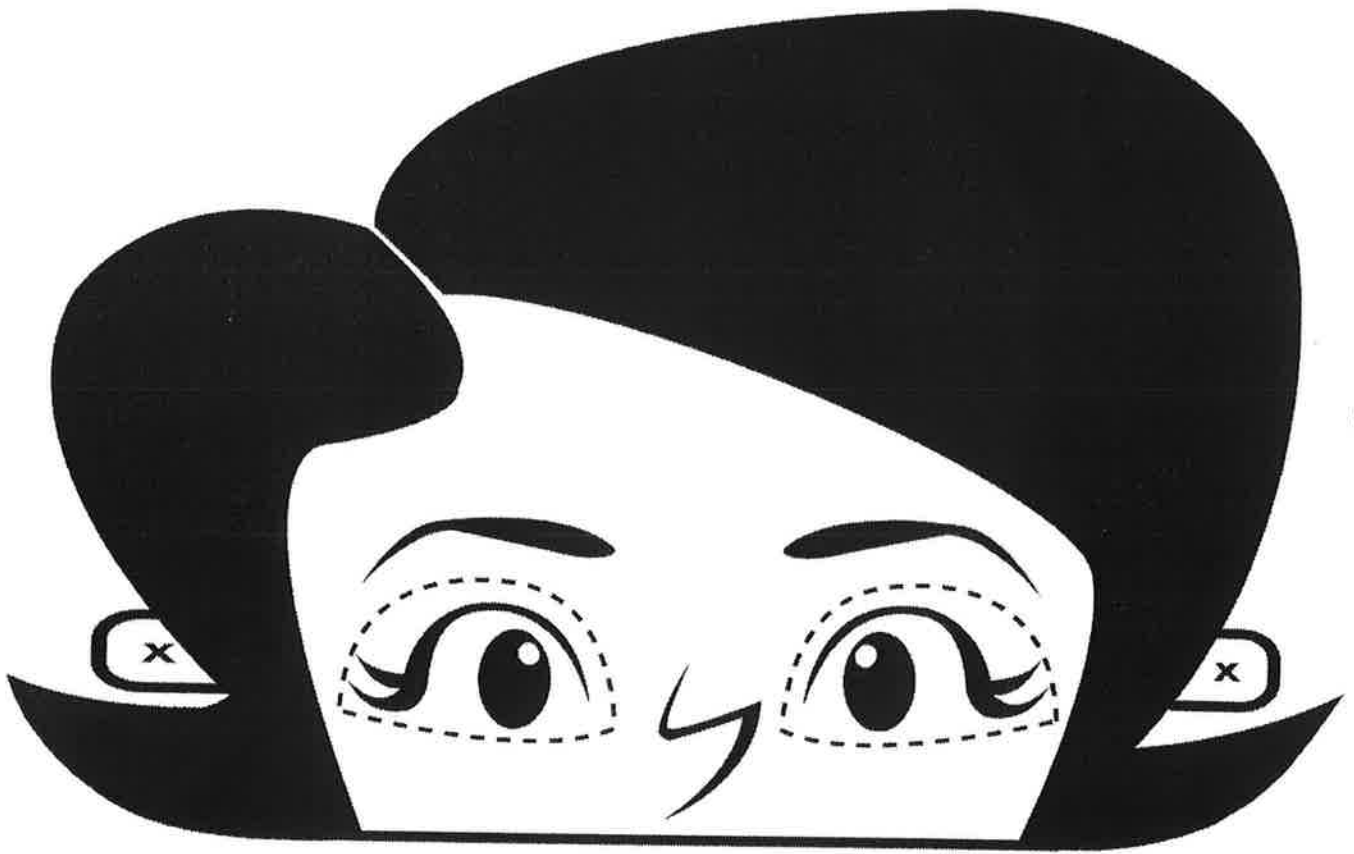


# Mario



*Many Helping Hands*  
**Family and Friends Character Masks**

# Mom

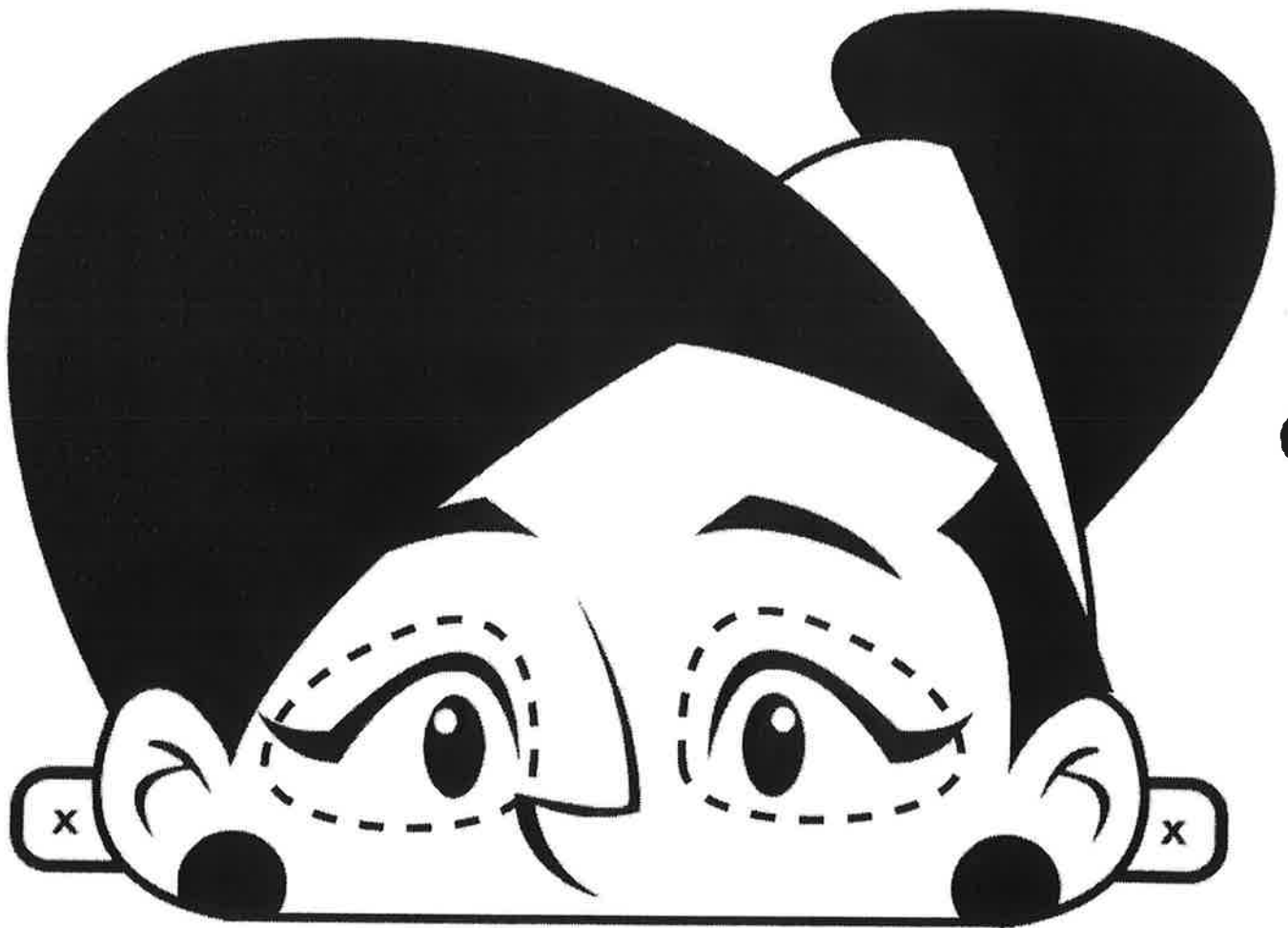


# Mr. Foster



*Many Helping Hands*  
Family and Friends Character Masks

# Narrator 1



# Narrator 2

