Unit 5/Week 1

Title: Fire!

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.7; RF.4.3, RF.4.4; W.4.1, W.4.4, W.4.9; SL.4.1, SL.4.2; SL.4.4; L.4.1, L.4.2

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Throughout history, firefighters have always been an important part of communities. The work is important to firefighters themselves along with the satisfaction of saving lives.

Synopsis

In this text, students learn about the daily role of a firefighter and the importance of firefighters in communities past and present.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Using the main text and captions on page 506, identify and list some of the differences the author mentions between firefighting in big cities and small towns. | In big cities firefighters can answer a dozen calls a day, they stay at the fire station. In small towns many firefighters are volunteers. |
| If something is demanding, it requires much skill or effort. The author says on pg. 506 that firefighting is “always challenging, always demanding… always thrilling.” Re-read the first column on page 507. What are three demanding things a firefighter does? | Checking equipment so they are always ready, being ready at night by sleeping at the fire station or with a beeper at your bedside, having the people you work with get on your nerves, and practicing.  |
| What evidence from page 507 explains why a firefighter has to be “always ready” and what do they have to do to make sure they are?  | “People count on you to come the moment they call. But you never know when that call will happen, so you are always ready.”You check your equipment. You check your equipment again.” “You might sleep at the fire station a few nights each month or you might sleep in your house with a beeper at your bedside.” |
| The author states that the station house is a second home to firefighters. What evidence can you cite to support that claim? (Pg. 507) | “The people you work with are more than just your co-workers. They are the people you trust with your life. They have become like family- brothers and sisters you love fiercely, even if sometimes you get on one another’s nerves.”  |
| Each truck has a team. Using the text, describe the three assignments on each truck team. (Pg. 507) | The driver takes care of the rig, an officer is in charge of the crew, and the firefighters tackle the flames or mount the rescues.  |
|  List some reasons dispatch calls the fire department. (Pg. 508)  | \*Teacher discuss: The 911 network is an important part of the community. This is how emergencies are communicated (dispatched) to firefighters. If a child is locked in the bathroom, a car hit a stop sign, a pipe burst, a funny smell, and a cat got stuck in the wall.  |
| The selection on page 510 is titled “OUT OF CONTROL”, what are three things firefighters do to “control” the flames?  | Possible answers: Cool the flames with attack hoses, set bigger discharge lines, ventilate the building by breaking windows or cutting holes in the roof, shovel up cinders and toss outside anything that might still burn, soak it until you can touch it with your bare hands so it won’t rekindle.  |
| Use the text to explain why a firefighter doesn’t want to hear the word rekindle. (Pg. 510) | It means the fire has started back up and is not out. |
| Use evidence from the text on pages 512 and 513 to explain why “if you lived in the 1600’s you would have been a part of the firefighting force.”  | It took the whole town to stop a blaze. Children would send the empty buckets back to be filled in a bucket brigade.  |
| A Bucket Brigade consisted of two lines stretched from the town’s water source, everyone armed with a bucket. The men would fill the buckets and pass them toward the fire; the women and children would send the empty ones back to be filled. Looking at the text on page 514, was this an effective way to put out a fire? (Pgs. 512-514) | No, it was not an effective way to put out fires. Most times it was too little water, too late |
| Houses were built close together as cities grew. Some houses were built out of flammable materials, why was this dangerous? (Pgs. 512-515) | If houses were built out of flammable materials such as thatch, they caught on fire easily. Because they were close together, “when one caught on fire, dozens ended up burning.”  |
|  Reread the text and captions on page 514. Who was the first female firefighter on record and when did she live?  | “Molly Williams. She lived in the early 1700’s. |
| Using the text, explain the importance of the Rattle Watch. Why did these men wander the streets at night to watch for fires and what did they do when they spotted a fire? (Pg. 515) | Men were appointed to wander the streets at night to watch for fires.” “In the quickly growing cities, more and more houses were built, all packed in close together. When one caught on fire, dozens ended up burning”. The men “carried big wooden rattles that made an alarming sound when twirled”. |
| Ben Franklin was an amazing American. Use the text on page 515 to explain his contribution to early American firefighting. What qualities did his volunteers bring to firefighting that exist to this day? | Ben Franklin formed the Union Fire Company in Philadelphia. His volunteers “brought with them a great sense of dedication and loyalty--the true spirit of firefighting to this day.” |
| Reread the section “Who Invented The Fire Department?” on page 515. What did Ben Franklin mean when he wrote his famous phrase, “An ounce of prevention is worth a pound of cure” and why did he write it? Pull details from the text to support your answer.  | Ben Franklin “frequently printed articles urging people to be more careful.” He didn’t want people to carry hot coals on a shovel from room to room. The coals could drop on the floor and start a fire. If people are careful and keep from starting fires, there won’t be a need to put them out. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 508 - dispatchPage 512 - brigade, hearthPage 514 - curfew, flammablePage 515 - prevention, dedication, loyalty | Page 510 - knocked downPage 514 - forbidding, edler |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 507 - dangerousPage 508 - rig, shiftPage 510 - search and rescuePage 510 - ventilate, overhaul, rekindlePage 516 - gear | Page 507 - back stepper, fiercelyPage 508 - billowingPage 510 - coalPage 511 - ingredientsPage 515 - frequently, patriotsPage 516 - disaster, fire-resistant |

Culminating Task

* *Support the claim that firefighters have always been an important part of communities. Within your answer, you must cite 3-5 details from the text that help to prove your point.*

Answer:

* People call the fire department for more many reasons besides fighting fires. People call the department for help. For example, if a child is locked in a bathroom, a car hits a stop sign, a pipe bursts, a cat gets stuck inside of a wall, or if there is a funny smell, people can count on the firefighters for help. (Pg. 508)
* Fire fighters have always been an important part of communities because they are willing to drop everything and go to the scene of a fire to help the people in their towns. Fires have always been a danger communities have faced. Throughout time, volunteers have been needed to respond to fires. (Pg.506)
* In the past, communities used a bucket brigade to help put out fires. People formed a line and passed buckets of water to the men standing. (Pgs. 512-513)
* In the past and present, firefighters have shown a sense of dedication and loyalty. These are important qualities in all firefighters. As long as there are fires and accidents, firefighters will always be an important part of communities. (Pg. 515)

Additional Tasks

* *The text says Benjamin Franklin was one of the greatest Americans ever. Work with partners or small groups to trace Benjamin Franklin’s improvements on day-to-day life. Research more information (research suggestions below) about Benjamin Franklin and present findings to the class in one of the following ways:*
* Illustrate a Ben Franklin fact booklet
* Write a dialogue between Ben Franklin and community member from his time period where he gives important advice.
* Write a paragraph about a problem that could happen today if not for Ben Franklin’s improvements on day-to-day life.

Research sites archive: <http://www.benfranklin300.org/etc_websites.htm>

* *Have the students make the graphic organizer below. As students are reading and working with the story, have students record their thoughts on how firefighters now are both the same as they were in the past and how are they different.*

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| Similarities: |
| Firefighters today: |
| Firefighters in the past:  |

* *Why was Benjamin Franklin an important person in firefighting history? Give specific examples.*

Answer: Franklin convinced citizens in Philadelphia to form the Union Fire Company. They were willing to drop everything they were doing to fight fires. This gave them a sense of loyalty and dedication, which is the true spirit of firefighters today. He also wrote articles urging people to be more careful and help prevent fires. (Pg. 515)

* *The author states on page 516 that protective gear can mean the difference between a successful rescue and disaster. Looking at the picture on page 516, research and discuss why each piece of equipment would be important when fighting a fire.*

Answers:

Hood--keeps hair covered and protected

Helmet--provides protection from heavy or burning objects

Eye shield/face mask--prevents fire and smoke from entering eyes and lungs

Fire tool--allows fire fighters to knock down or break through windows, walls, etc.

Regulator--provides the firefighter with clean air from the oxygen tank

Gloves--protects firefighters’ hands, allow them to touch hot things

Bunker pants--firefighters can put them on quickly (508) protects their bodies from fire

Boots--protects feet from heat, fire and falling heavy objects

Gear Pocket--holds any small tools firefighters might need

Pressure Gauge--shows how much air is left in tank

Walkie Talkie--allows communication between firefighters

Air Cylinder--provides the firefighter with clean air

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.