

Strand: Government/Authority

Theme: Services

Purpose for Reading: To build understandings of people who help at car accidents.

Comprehension Strategies: Making connections to text, recognizing factual text structures, asking and answering questions, making inferences, evaluating

Vocabulary

Dictionary Words: accident, firefighter, paramedics, police officer, tow truck

Vocabulary Words: ambulance, garage, lights, notebook, person, petrol tank, stretcher

High-Frequency Words: after, all, an, away, be, do, from, get, has, have, help, if, not, out, people, put, saw, some, take, there, they, took, what, where, who, will

Before Reading

- Invite students to talk about people whose jobs are to help others. Make a list of these people on the board. Ask students to describe how these people help others.
- Read the title and have students discuss what is happening in the cover photo. *Who is this person? What is he doing at the accident?*
- Read the title page together and invite students to discuss the photo. *Who are these people? What are they doing? What do you notice about what they are wearing?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Use

questions such as, *How might a paramedic help at an accident? What kinds of car accidents could need a paramedic?*

Take a Photo Walk

- Pages 4–5: Have students look at these pages and read the label and caption. *What do you think the police officer will use his notebook for?* Discuss what these police officers might do to help.
- Pages 6–7: Invite students to look at these pages and discuss what is happening in the photo. Read the label and caption. *Why do you think firefighters might be called to a car accident?*
- Pages 8–9: Ask students to look at these pages and have them discuss what they see happening. Read the label and caption. *What does a paramedic do?*
- Pages 10–11: Have students look at these pages and describe what they think is happening in the photo. Read the label and caption and discuss what a tow truck driver does. *What is a garage? What types of vehicles might be taken to a garage?*
- Pages 12–13: Ask students to look at the photo and describe the accident. Read the label and discuss what a petrol tank is. *What could make this car accident more serious? Read the caption. Who might come to help?*
- Pages 14–15: Invite students to look at the table and discuss the information in it. Read the title and headings. *Who cuts cars to get people out? What else might firefighters do at a car accident? What do tow truck drivers do? What do police officers do? Who are paramedics? Who else might help at a car accident?*

Read the Book

- Ask students to turn to the front and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students revisit the book to discuss who else might help at a car accident. There is usually some time before the police and other helpers arrive at an accident. *Who might help before these people arrive? How might other motorists and observers help before the police, paramedics, and firefighters arrive? Why do police officers need to keep people and cars away from accidents? What does the book say about the sort of help police give?* Direct students to page 4 to check the answers.
- Demonstrate the use of a concept web to show important information about the topic. Write *Police Officers* in a circle in the middle of the board. Draw arrows out from the circle. At the end of each arrow write one fact about how police officers assist at car accidents. Use information from the book and any extra information generated through the discussion.

Vocabulary and Word Recognition

- Draw a table with four columns. Write the headings *Police Officers*, *Firefighters*, *Paramedics*, and *Tow Truck Drivers*. Have students brainstorm words that relate to police. List the words under

the heading *Police Officers*. Probe students to explain terms that may be new or unfamiliar to others.

Repeat for the other headings.

- Turn to page 12. Have students identify the word *photo*. *What is unusual about this word?* Discuss the *ph* at the start of this word. Ask students for other words that contain *ph*. Call on students to come out to insert the *ph* as the words are listed on the board. Have students read the list aloud.

Oral Language

- Have students choose a photo from the book and describe what is happening in the scene to a partner. Prompt students to provide detail.

Writing

- Have students write three sentences about how to prevent car accidents.

Creative Extension Activities

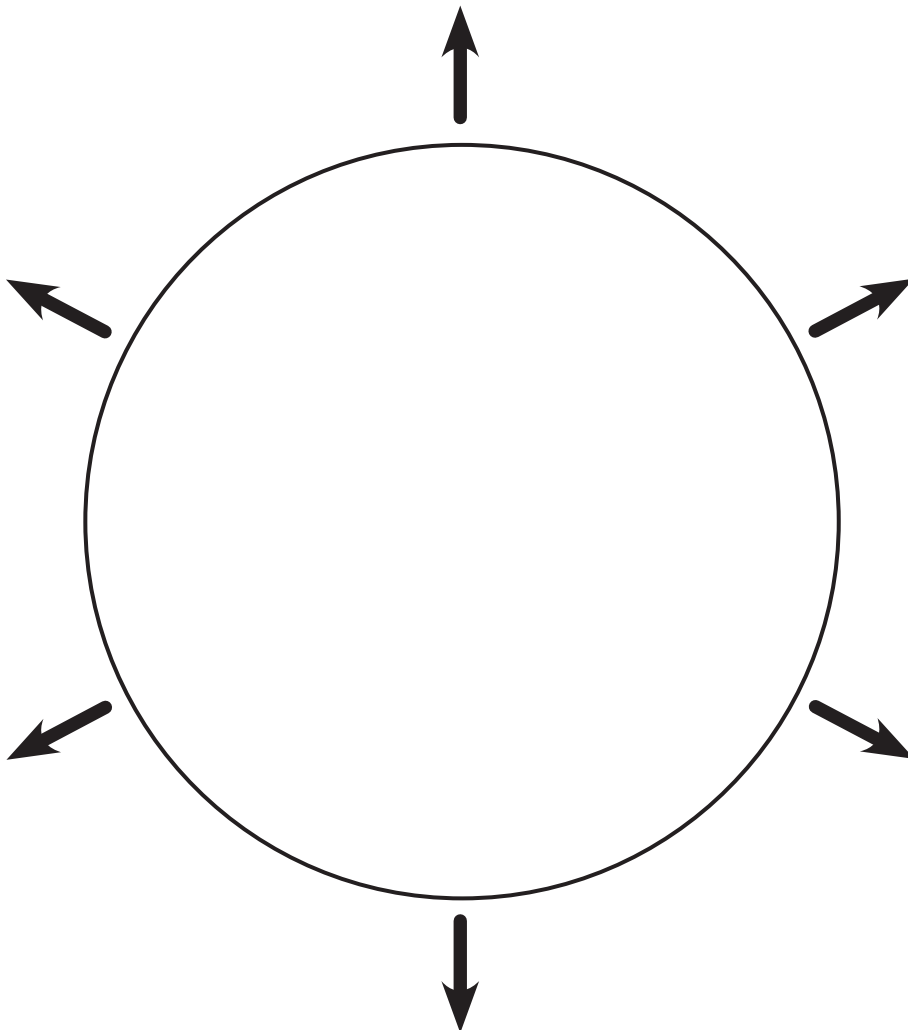
- Have students make a fire engine from a cardboard box, using paint and other materials to add detail.
- Have students work with a partner. Have them draw a road map on a large piece of paper, adding the white dotted centre line and a zebra crossing. Using two cars and some people, have students practise using the road safely.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Choose one group of people from the book.
Make a word web. Write down all the words
you can think of that have to do with the people.



Name: _____

What would be the best thing about these jobs?

Police officer: _____

Firefighter: _____

Paramedic: _____

Tow truck driver: _____

Which job do you think would be the best? Why?
