LESSON 260
Story Follow-up

Summary of Core Instruction

Daily Routines: Informal Assessment
★ Step 1 Check comprehension
★ Step 2 Review identifying main idea and details
★ Step 3 Review categorizing: Words related to fire

Writing Time: Thank-you Note

Materials
Student Book for Units 5–6
Chart paper and handwriting paper
Transparency of Blackline Master 16 (optional)
Drawing materials (optional)
Big Pocket Chart and Teacher Letter Cards

Use pages 8–9.

Student Objectives

Reading

Vocabulary
Discuss and categorize words related to fire
Discuss community helpers

Comprehension
Answer questions about a story
Recall details
Identify main idea and supporting details

Writing
Generate ideas before writing
Write a thank-you note

Research and Study Skills
Use graphic organizers

DAILY ROUTINES:
Informal Assessment

Decoding
Use Letter Cards for a, c, d, f, h, k, m, n, o, and r. Form for in the Big Pocket Chart and have children read the word aloud. Change letters as shown and have children read each new word aloud.

for → fork → cork → corn → cord → card → hard → harm → farm → far

Dictation and Spelling
Dictate the words and sentences. Identify Memory Words.

far card farm
for cord form
A storm came from the north.
It got very cold in the barn.

Handwriting
Have children read the sentences aloud and then copy them.

The fire burned both the porch and part of the kitchen. But the family was not hurt.
Child reads each question and fills in the bubble by the correct answer choice: 1. second choice; 2. first; 3. first; 4. second; 5. first.

Have children answer questions about a story. Ask children to turn to page 8. Explain that the questions on the page are about the story “Fire!” Have children identify the story words in pink in sentence 1 (fire chief) and sentence 3. (firefighters) Then read aloud the first question and the two answer choices below it. Ask which answer is correct—the first or the second one. (second) Have children fill in the bubble by the second choice to show that it is the correct answer.

To complete the page, tell children to read each question and the two answer choices and then fill in the bubble by the correct answer. Review by calling on children to read aloud the questions and having everyone say the answers.

Child crosses out the sentences that do not relate to the main idea of the article: Purple cars are for sale this week. Curt Hart is on a TV show called “The Lost Shark.” A baby girl was born at the hospital yesterday.

Review what main idea and details are. Tell children to turn to page 9. Explain that this page shows another pretend newspaper story, or article, about the fire in the Reader story “Fire!” Remind children that the name of the newspaper is the Morning Star. Have children find and read aloud the title of the

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article. Explain that the title of the article is the main idea, the big idea that tells what the article is all about. Remind children that details are the smaller bits of information that tell more about the main idea. Ask what the details in this article should be about. *(how Sal and Carmen helped Fire Department 6)*

**Have children identify sentences that do not relate to the main idea.** Call on children to read aloud the first three sentences in the article. After each sentence, ask if the sentence helps tell the story of how Sal and Carmen helped the fire department. *(yes for the first two sentences, no for the third)* Tell children that the sentence “Purple cars are for sale this week.” does not tell about the main idea of the article, so they should draw a line through the sentence.

To complete the page, tell children to continue reading the article and cross out any sentences that do not tell about the main idea about how Sal and Carmen helped the fire department. Review the page by calling on children to read aloud the sentences that support the main idea.

For fluency practice, read the article aloud with children a few times, leaving out the sentences that children crossed out.

**Step 3** Review categorizing: Words related to *fire*

*Use chart paper or a transparency of Blackline Master 16.*

**Make a word web for words related to *fire.*** On chart paper, draw an oval for a word web or display a transparency of Blackline Master 16. In the oval, write *fire* and have children read the word aloud. Point out that the word *fire* goes together with lots of other words and some of these words were in the story “Fire!” Write *firefighter* and *fire department* around the outside of the oval and draw separate lines to connect each word to the oval as shown below. Read the two words aloud with children. Point out that *fire* is in the word *firefighter* and is the first word in the phrase *fire department.* Have children discuss the meaning of *firefighter* *(person whose job it is to put out and save people from fires)* and *fire department.* *(place where firefighters keep their equipment and wait to be called for help)*

Ask children for other words or phrases that include the word *fire*—see examples in the next column. Write their responses around the oval, drawing a line from each one to the oval, and have children discuss the meanings of the words.

**Discuss the relationship between the words.** When the web is complete, read aloud the word *fire* in the oval and the related words and phrases around the outside, pointing to each word as you read it. Explain that all the words and phrases belong to the category *fire* and thinking about how the words are connected can help them better understand and remember the meanings of these words.
Use chart paper, handwriting paper, and (optional) drawing materials.

Model how to write a thank-you note. Remind children that in the story “Fire!” the Vargas family thanked the firefighters that helped them. Point out that one way to thank people who help you is to write a thank-you note. Tell children that you want to write a note to thank your local firefighters for the work they do to keep the neighborhood safe.

Explain that a thank-you note usually begins with the word Dear, followed by the name of the person or group you are writing to. Write your greeting on chart paper—see the model below. Say the words as you write them and point out the comma. Explain that next you will thank the firefighters for what they do. Write the sentence, beginning with “Thank you for...” Then read aloud what you wrote. Explain now you will add a sentence or two more to say why you think the fire department’s job is important and how you feel about the work firefighters do. Write these sentences—you may want to ask children for suggestions—saying the words as you write. Then add your closing, explaining that sincerely means you believe you are speaking truthfully in your letter.

Tell children it is common to end a thank-you note with the word sincerely, followed by a comma, and then your name. Read the completed thank-you note aloud.

**Dear Fire Department 21,**

Thank you for putting out fires in our neighborhood. This work is so important for keeping people and their homes safe. I feel better knowing you are there to help us.

Sincerely,

Ms. Evers

Have children write a thank-you note. Distribute handwriting paper. Tell children to write a thank-you note to a community helper of their choice. Remind them that their first sentence should thank the community helper for doing something and the next sentences should tell why they think this work is important or how it makes them feel. Point to your model to review how to write the greeting and closing for the thank-you note. Circulate to help children as they write.

Help children edit and share their work. Review children’s work with them as they finish writing over the next few days. Help them correct capitalization, punctuation, and the spelling of Memory Words and words they should be able to encode. If feasible, help children deliver or mail their thank-you notes. They can make thank-you cards by folding a piece of paper in half and decorating the outside. Have them fold the note they wrote and put it inside the card.
When you use these teacher-led Tuck-Ins with individual children or small groups, the rest of the class can do the Independent Activities suggested on pages 92–94.

**Reinforce** Comprehension: Summarize and retell

*Use Student Book page 9.*

Have students look back at Student Book page 9. Remind them that these sentences are a pretend newspaper story, or article, about what happened in the story “Fire!” Point out that the sentences that aren’t crossed out tell how Sal and Carmen helped the firefighters. Give students time to reread these sentences. Then call on different children to retell a part of the story, telling what happened at the fire department at the beginning of the story, what happened when everyone got to the fire, and what happened after the fire was put out.

**Reinforce** Vocabulary: Community helpers

*Use chart paper or a transparency of Blackline Master 16 and (optional) pictures of community workers.*

If needed, make word webs to build background about different groups of community helpers before children draft their thank-you notes. Draw an oval in the center of a piece of chart paper or a transparency of Blackline Master 16. Write the name of a group of helpers, such as doctors and nurses. Ask children what they know about these helpers and show them pictures if possible. Discuss what they do, what they use to do their job, and how their job helps the neighborhood. Write key words or phrases around the center oval, reading aloud the words as you write them. Draw a line connecting each word or phrase to the center oval as shown in the sample in the next column. You may want to post pictures near the words and phrases to help children remember what was discussed. Repeat for a few types of community helpers. Then display the webs around the classroom as reminders for children as they draft their thank-you notes.