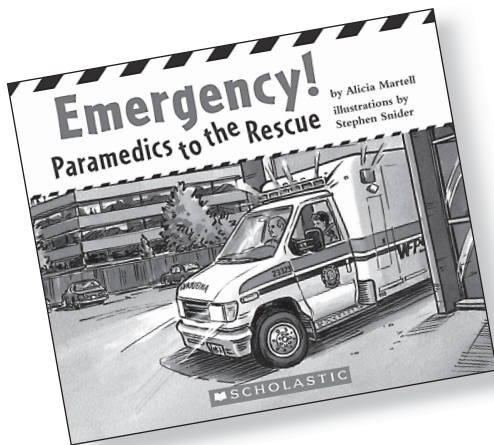


# Emergency!

## Paramedics to the Rescue



Written by Alicia Martell

Illustrated by Stephen Snider

**Text Type:** Info-fiction: Retell — Account

**Guided Reading Level:** H

**Summary:** A paramedic gives a first-hand account of how he and his partner help a little boy who has fallen off his bike and is hurt. At the end of the selection is a photograph of the real-life paramedic and his partner who work in Winnipeg.

**Word Count:** 295

### Text Features

#### Visual Literacy

- ▶ ambulance is spelled in mirror image on the front of the vehicle

### Text Supports

- ▶ realistic drawings support text
- ▶ many high-frequency words

### Possible Text Challenges

- ▶ some sentences are compound sentences, and several continue onto a second line
- ▶ not all sentences begin on a new line
- ▶ some technical vocabulary: *paramedic, ambulance, batteries, equipment, accident, control centre*

### Reading Strategies

#### Comprehension

- ▶ sequencing
- ▶ inferring

#### Working with Words

- ▶ using word parts to read unfamiliar words
- ▶ using context cues and illustrations to help read unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ sequence the order of events
- ▶ make inferences to "read between the lines"
- ▶ use word parts and illustrations to read unfamiliar words

### Oral Language Opportunities

- ▶ role playing parts of the selection, in pairs or small groups
- ▶ responding to questions
- ▶ listening to others



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Tell students they are going to read a story about an emergency. Ask, *What is an emergency?* List some examples. Let students give examples of emergencies in which they have been involved. Ask, *Who can help in an emergency?* List the names of people who help. Introduce and explain the word *paramedic*, if it isn't mentioned.

### Predicting

Distribute the books, then read the title and the back cover together. Ask students to make predictions about what the paramedics will do to help the boy.

### Visual literacy

#### **Overcoming Text Challenges**

Do a picture walk through the book, discussing and listing some of the equipment they see in the pictures, as a way to introduce challenging technical vocabulary.

### Print concepts

Ask students to read the first sentence on p. 4. Ask, *How do you know where the sentence ends?* Explain that some sentences are too long to fit on one line and have to continue onto the next line. Say, *Remember, the periods tell our voice when to stop and take a breath.* Discuss the use of commas as a short pause and exclamation marks to show emotion. Have several students practise reading the sentence with correct intonation.

### Inferring

#### **Setting a Purpose**

Tell students that while they read this story, they should think about all the things the paramedics do in a day as part of the job, and why they do some of those things.



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts with questions, such as, *Can you break the word into chunks? If you take off the ending, will that help? Can the illustrations help you? What would make sense here?* Observe students' successful use of reading strategies and any problems they may encounter. Ask students to give examples of how the paramedic helped the injured boy.

If students finish before others have completed the reading, have them reread the selection with a partner, using the punctuation cues for good expression. Ask them to discuss with their partners whether they think being a paramedic would be a good job to have, explaining why or why not.



## AFTER READING

### Sequencing

When all students have finished reading the story independently, discuss how the paramedic got ready for his job each day. List the things he had to do. Have students tell how the paramedic helped the injured boy.

## Inferring

Students will need to use their abilities to infer as they read the text. Several tasks are listed, but the reason for the tasks is not specifically stated. You may wish to use the following questions to encourage students to read between the lines for the answers:

*Why does John change the batteries on his radio and check the instruments in his belt?* (page 4)

*Why does the ambulance use lights and a siren?* (page 6)

*How do you think Shen hurt himself? Was Shen being a safe bicycle rider? How do you know?* (page 8)

*How will the doctors know for sure if Shen's arm is broken?* (page 12)

## Text features

Ask, *What is the word printed on the front of the vehicle? Why do you think it is painted in this way?* If students don't know, explain why and have them try reading it in a mirror.

## Word solving and building

Revisit some of the technical vocabulary from the story. Ask students to tell what strategies they used to read these words (e.g., chunking into parts, using the illustrations, taking off endings).

**ESL Note:** Have students look through the book and point to the pictures of the equipment used by a paramedic, saying their names.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

## Sequencing

### **Role Play**

Have students work in pairs or small groups to reconstruct parts of the story. For example, one group can role play the part where the paramedics arrive on the accident scene and help Shen. Another part could be the arrival at the hospital and the call to Shen's father. Encourage students to add their own actions, dialogue, and props to make the scene interesting and to match the events in the story. Allow time for audience feedback.

## Sequencing

### **A Day in the Life of a Paramedic**

Use the "A Day in the Life of a Paramedic" BLM and have students select six main events from the story, starting from the beginning of the paramedic's day and going in order to the end. They can add thought or speech bubbles, if they want to add dialogue.

## Word solving and building

### **How Many Syllables?**

Have students skim the selection, looking for words with different numbers of syllables. Have them write 1, 2, 3, and 4 at the top of a piece of paper, or you can write them on the chalkboard. Encourage students to tap out or clap the word, then print the number of syllables in the correct column.

# A Day in the Life of a Paramedic

Name: \_\_\_\_\_

**Choose six main events that happened in the story and draw a picture for each. Put the events in order from beginning of the day to end of the day. Choose the most important events. You can add talking or thinking bubbles, if you wish.**

**1**

**2**

**3**

**4**

**5**

**6**