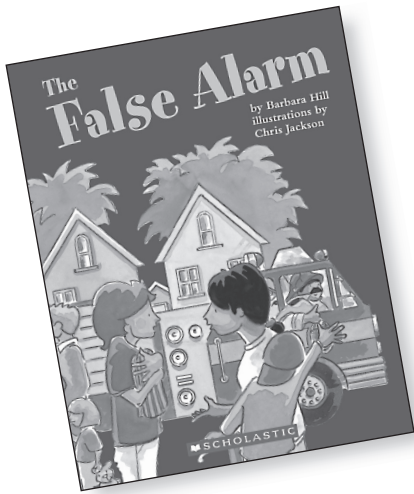


The False Alarm



Written by Barbara Hill

Illustrated by Chris Jackson

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: K

Summary: Andy is bored because his friends are not home. He has nothing to do so he decides to call 911 to see what will happen when there is no emergency. He finds that a lot happens. After that, he will never dial 911 again unless there is an emergency.

Word Count: 498

Text Features

- ▶ italics
- ▶ quotation marks

Visual Literacy

- ▶ *wah* repeated several times to show sound of siren

Text Supports

- ▶ content common to many students
- ▶ detail in the illustrations supports comprehension
- ▶ text has large, clear font
- ▶ text is well placed around illustrations
- ▶ incorporates easy language in direct speech

Possible Text Challenges

- ▶ punctuation marks (e.g., italics, commas)
- ▶ compound words (e.g., *driveway, afternoon, Grandma, inside, outside, unroll, everyone, hardware*)
- ▶ long sentences
- ▶ rich vocabulary (e.g., *flopped, whined, wailed*)

First Session (pages 2-10)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ predicting

Working with Words

- ▶ compound words
- ▶ building on each student's background knowledge and oral language skills to figure out unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about plot development
- ▶ make inferences in identifying potential problems and appropriate solutions
- ▶ solve compound words using smaller words
- ▶ use background knowledge and oral language to build reading vocabulary

Oral Language Opportunities

- ▶ orally re-enacting the story in sequence
- ▶ linking ideas from print to personal experiences
- ▶ listening to others

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading Session and not just at the end.



BEFORE READING

Text features/predicting

Activating and Building Prior Knowledge

Have students look at the front and back covers. Ask what they think this book will be about. Have them share their thoughts aloud.

Making connections: text to self

Read the title of the book and ask for a show of hands to see if anyone has ever been at school or a public building when there was a fire alarm. Ask one of the students to share what happened or share a similar experience.

Making connections: text to self

Overcoming Text Challenges

Do a picture walk (front cover, pages 2–10) and ask questions that help students understand the language of the text, e.g., *What do you feel like when your friends aren't around and there's no one to play with?*

Predicting/infering

Draw attention to details that will help students predict accurately and make inferences, e.g., ask, *What is Andy doing on his bicycle on page 2? What is the mother holding on pages 8 and 9?*

Visual literacy

Draw attention to the *wahs* in the illustration on page 5 and use this to help students come up with unfamiliar verbs instead of *said*, which will be used throughout the text.

Word solving and building

Explain to students that there are big words made up of two smaller words, e.g., *today*. They are called compound words. Ask students to look on page 4 to find one (e.g., *nothing, inside/outside, today*). Tell them they will find more compound words throughout the story.

Talk about long sentences and suggest students stop at the end of each idea to think about what is happening.

Predicting

Setting a Purpose

Ask each student to read the book silently to the bottom of page 10. Ask each student to read aloud to you when you come to his or her desk. Tell students that when they finish, you want them to tell their partners what they think will happen in the rest of the story.

Teaching Tip: Write the purpose for reading on chart paper or the board so that it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



DURING READING

Tell each student to read independently, thinking about the purpose that has been set.

Stop to listen to individual students read aloud while the rest read silently, reminding each student to use the hints in the book. Prompt for word solving, e.g., on page 10 for *backyard*, say, *Is there a small word that you know inside that big word? Can you find another word? Would backyard make sense and sound right?*

Have students who finish early reread and jot down three things they think will happen in the next part of the story.

Talk about some of the successful reading strategies you found students using. For example:

- ▶ stopping at commas and other places where it makes sense to stop
- ▶ checking the picture to make inferences about the meaning, or predict what will happen next
- ▶ rereading to check the meaning; does it make sense, look right, and sound right?
- ▶ covering up part of an unfamiliar word to see a smaller, familiar word



AFTER READING

Predicting/infering

Have students share in partners, then ask, *Did you find that the pictures helped you understand what was happening or helped you predict what would happen next?* (Ask for specific examples from the text and share them with the others.)

ESL Note: Have ESL students draw what they think will happen next. They should only be required to draw one picture.

Word solving and building

Make a list on the board of a few compound words from the text. Have one student come up and find the smaller words inside and show how they figured it out.

Word solving and building

Have each student find a page that contains commas and show where the commas are. Explain that long sentences often contain commas to break up the sentence so it's easier to read. Show that commas are used in many different places but they always mean "take a short pause while reading."

Text features

Go to page 10 and ask, *Why is the last line in italics?* Point out the quotation marks in the previous two paragraphs and explain the difference.

Second Session (pages 11-20)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ predicting

Working with Words

- ▶ compound words
- ▶ use details in illustrations to help solve challenging words in text

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about the plot development
- ▶ make inferences in identifying potential problems and appropriate solutions
- ▶ solve compound words using smaller, familiar words
- ▶ use punctuation to help with fluency and comprehension

Oral Language Opportunities

- ▶ orally re-enacting the story in sequence with a partner or a group
- ▶ linking ideas from print to personal experiences
- ▶ listening to others



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Have students bring out their story maps and have each student share one prediction with a partner and explain why they made that prediction.

Visual literacy

Do a picture walk for a quick check on the predictions. Draw attention to details in the pictures that would help students draw inferences (e.g., page 14, the dog's paws over its eyes, the feet under the curtains).

Word solving and building

Use the illustrations to help build background needed to unlock challenging unfamiliar words, e.g., *ashamed* (page 16); *embarrassed*, (page 18).

ESL Note: To build sight vocabulary to ensure comprehension for ESL students, prepare a vocabulary chart listing unfamiliar words like *ashamed*, *embarrassed*, *curtains*, and *allowance*. Words like *ashamed* and *embarrassed* are good to dramatize with ESL students.

Predicting

Setting a Purpose

Say, *Read the story to check on your predictions.*



DURING READING

Tell students to read independently, thinking about the purpose that has been set.

Ask students to read silently. Remind them to use the illustrations to help them as they read the text. Tell them that you will stop to chat with each of them about what they are thinking, and why, as they read.

Let them know that you will listen to them read aloud if they would like you to help them sort out any problems.



AFTER READING

Predicting

Have students share predictions from their story maps with a partner and confirm how many matched the story. Have a show of hands to see how many of their predictions were correct.

Inferring

Share one or two good reader strategies you found working with students individually. For example, *I liked the way _____ used the information in the pictures to help figure out how Andy felt.*

Go to page 12 where the illustration helped students infer meaning and have a student explain how it helped with understanding the story. Then point out the italics and ask students, *Why are the italics here and how did they help you make an inference?* (Explain the difference between how the text is used to show thinking and speaking by pointing out the direct quote on page 13.)

Word solving and building

Have students locate compound words in the text, put the words on the board and, beside each one, write the two smaller words they used to figure out the bigger word.

Choose a few of the more challenging words, e.g., *emergency, driveway, flopped, engine, fighters, response, allowance*. Ask students to describe the strategies they used to figure out these words, referring to the text if the strategy involved visual cues.

ESL Note: ESL students may want to draw pictures of compound words for things found around school and then label each item using a picture dictionary.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner to strengthen fluency and comprehension. Remind them to use the commas to help them know where to take a short pause before dialogue and as they read long sentences.

Focused Follow-up

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

Word solving and building

Compound Words

Give students copies of the “Compound Words” BLM. In the first column, ask them to write compound words of things found around a school (e.g., *classroom, backpack, lunchbox, playground, notebook, basketball*). Then have students break the words into smaller words and write the smaller words in the second and third columns.

Inferring

Writing a Short Paragraph

Have students write a short paragraph to answer one of the following questions, using information from the story:

1. *Why do you think Andy was ashamed?*
2. *Why do you think Andy was embarrassed?*

ESL Note: ESL students can respond using personally relevant information by drawing a picture of a time when they were embarrassed or ashamed and writing 2–3 sentences about what happened to cause these feelings.

Synthesizing

Dramatizing Andy’s Story

Have five students act out this story for the class. Assign students to be the narrator, Andy, Mom, Dad, and the firefighter.

Sequencing/inferring

What Will Happen Next?

Have the “What Will Happen Next?” BLM ready to hand out to students. Have each student draw what they think will happen next after any given point in the story.

What Will Happen Next?

Name: _____

A

B

C

D