



I am Fire (by Jean Marzollo)

Lesson Plan

Cheng, Baoqiong Paula; Li, Zijia Sharon

The Education University of Hong Kong

Level of students	Senior primary
Learning objectives	<p>By the end of the unit, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the reader 'I am Fire' and a video about fire safety; 2. Read the reader aloud fluently; 3. Use the 10 targeted verbs to talk about fire uses (<i>heat, warm, light</i>) and fire safety (<i>prevent, practice, crawl, stop, drop, roll, smother</i>); 4. Design a poster and demonstrate safety awareness; 5. Form rhyming words (e.g. <i>got, lot</i>) by changing the beginning letter(s).
Main learning activities	<ol style="list-style-type: none"> 1. Play a Bingo game (to practise the target verbs). 2. Sing a song about fire safety. 3. Watch a video to learn about fire safety. 4. Describe pictures on school safety, road safety, and water safety. 5. Make a poster about safety.
Teaching and learning resources	Reader 'I am fire', PPT, worksheet, bingo game cards
Duration	145 minutes

Supervisors: Dr Jackie Lee, Dr Rebecca Chen, Dr Angel Ma

Lesson procedures and estimated duration		
Teaching and learning activities	T/L materials	Duration
<p><u>Warm-up</u></p> <ol style="list-style-type: none"> 1. T shows Ss the cover of the reader ‘I am fire’, points at the candlelight and asks, “What’s this?” (‘Fire’). T explains to Ss that they are going to read a book about fire uses and fire safety. 2. Ask a leading question to introduce fire uses: “Fire is magic. What are the uses of fire?” Let Ss brainstorm ideas with their partners and invite some of them to share their ideas with the class. T writes down Ss’ answers on the blackboard. 	Reader	5 mins
<p><u>Reading comprehension and vocabulary teaching about fire uses (p.4-6)</u></p> <ol style="list-style-type: none"> 3. T asks Ss to find out what the author says about fire uses. T plays a video reading the book from p.4 to p.6. Then T reads p.4 to p.6 with the Ss. T can cover the verbs (<i>heats, warms and lights</i>), and ask Ss to tell the verbs. T checks Ss’ understanding of the fire uses. 4. T teaches the meanings of the three key verbs (<i>heat, warm, light</i>) about fire uses with illustrations and examples. 5. Ss do Activity 1: they use the target verbs to complete the sentences given. 6. T invites Ss to make sentences with the three verbs about daily activities. (e.g. <i>Gas fire heats food.</i>) 7. <u>Post-reading activity</u> to extend Ss’ learning about fire uses: <i>boiling water, making a torch and signal for help.</i> 	<p>Reader (p.4-6)</p> <p>YouTube video https://www.youtube.com/watch?v=Yo5a22-qgq4</p> <p>PPT</p> <p>Activity 1</p> <p>PPT</p>	20 mins
<p><u>Reading comprehension and vocabulary teaching about fire safety (p.7-18)</u></p> <ol style="list-style-type: none"> 8. T draws Ss’ attention to fire dangers and the 	<p>Reader (p.7-18)</p> <p>PPT</p>	40 mins

<p>importance of fire safety. T asks, “What should we do to prevent fire?” Brainstorm ideas from Ss.</p> <p>9. Tell Ss that they can find the answers on how to prevent fire from the reader. T plays a video, which reads the book from p.7 to p.18.</p> <p>10. T leads Ss to read the book from p.7 to p.13 on fire prevention. T uses miming and actions to help Ss understand the content and teach the target expressions about fire safety (<i>watch out, prevent fire, practise fire drills</i>). T also asks Ss questions to check understanding (e.g. If you find matches, what should you do?).</p> <p>11. T asks Ss “If there is a fire, what should you do?” and leads Ss to read the book from p.14 to p.18 on fire escape. T uses illustrations, miming and actions to explain the target verbs (<i>crawl, stop, drop, roll and smother</i>).</p> <p>12. T can check Ss understanding of fire safety and the learning of the target verbs by asking Ss to describe the pictures of PPT 47-49.</p> <p>13. Invite Ss to sing a “fire song” with stamping and clapping to consolidate their knowledge about fire safety.</p> <p>Optional: T could draw Ss’ attention and highlight the connected features (e.g. consonant-vowel linking: <i>tell_a</i>; vowel-vowel linking (/ j /, / w/ insertion): <i>go (w)out</i>; and /r/ linking: <i>there_is</i></p> <p>14. Bingo Game for vocabulary consolidation :</p> <p>T prepares sets of cards. Each card shows several sentences on fire safety and fire uses, with a missing verb in each sentence. Each student gets a card. T reads out selected verbs one by one and Ss check if the verbs can fill in the missing</p>	<p>YouTube video</p> <p>https://www.youtube.com/watch?v=Yo5a22-qgq4</p>	<p>Bingo cards</p>
--	---	--------------------

<p>blanks. The first player who completes all the sentences should say ‘Bingo!’ and read aloud the sentences. If they are correct, he/she wins the game.</p> <p>15. Acting out fire safety actions for vocabulary consolidation</p> <p>Ss practise the language in the form of a guessing game based on the actions done. (Examples: Give the matches to a grown-up / Stay way back / Tell a grown-up quickly / Stay low and go / Go out).</p>		
<p>Grammar Teaching – Imperatives</p> <p>16. Comprehension Activity (Activity 2, part a):</p> <p>Ask Ss to read the reader again and find out how to prevent fire. Complete the two columns of dos and don’ts.</p> <p>17. T could highlight the structures of positive and negative imperatives by asking Ss to complete part b of Activity 2.</p>	<p>Activity 2</p> <p>PPT</p>	<p>30 mins</p>
<p><u>Video Watching Activity</u></p> <p>18. Show Ss a video about fire safety.</p> <p>19. Ss finish Activity 3 to show their understanding of the video.</p> <p>20. T checks answers with Ss and asks them to rephrase the answers using positive and negative imperatives.</p>	<p>YouTube video:</p> <p>https://www.youtube.com/watch?v=qM8jW4sRfRk&t=1s</p> <p>(from 4’25’’ to 11’05’’) </p> <p>Activity 3</p>	<p>10 mins</p>
<p>21. <u>Follow-up Task</u>: make a poster about safety measures</p> <p>Use pictures as prompts for Ss to practise positive and negative imperatives on safety measures, e.g. school safety, road safety and water safety.</p>	<p>Pictures</p> <p>Sample poster</p>	<p>20 mins</p>

<p>T provides students with a sample poster to highlight the layout and language features. In groups of 4, Ss design their own poster on a different safety topic.</p> <p>Ss share their posters in class.</p>		
<p><u>Pronunciation teaching</u></p> <p>22. Spelling Game (Ss will learn changing the beginning letter(s) to form rhyming words)</p> <p>Ask Ss, “What letters do we need to form these four words got-hot-lot-not?” (g, h, l, n, t and o). Have students select the letter cards g, h, l, n, t and o. Ask them to arrange the letter cards to form the word got. Then tell Ss to remove the first letter to form hot, then lot, then not.</p> <p>Ask Ss, “What part of the word changes?” (the beginning letter(s) of the word) “What part of the word stays the same?” (the ending part of the word)</p> <p>Repeat the above steps with the word sets hop-top-drop-stop, book-cook-look-took.</p> <p style="text-align: center;">❖ Optional Follow-up Activity:</p> <p>23. T shows Ss how to write a rhyming poem, as the following examples:</p> <p style="text-align: center;">①</p> <p>I got a pot. It is hot. You got a lot. I do not.</p> <p style="text-align: center;">②</p> <p>I stop. You hop.</p>	<p>Letter cards</p>	<p>20 mins</p>

<p>Things drop.</p> <p>From the top.</p> <p>③</p> <p>I took a book.</p> <p>You have to look.</p> <p>But do not cook the book I took.</p>		
--	--	--

Appendix

I Am Fire (by Jean Marzollo)

(Pages 4-6)

Fire heats your soup.

Fire warms your rooms.

Fire lights your life.

(Pages 7-13)

But watch out! Fire can be harmful.

Children can help to prevent fires. If you find matches, give them to a grown-up. Do not try to light them.

Watch fireworks with a grown-up. Stay way back.

Fire is hot. Don't touch fire. Don't touch hot things. Just look.

Practice fire drills at home.

Have a place to meet.

Practice fire drills at school, too.

Supervisors: Dr Jackie Lee, Dr Rebecca Chen, Dr Angel Ma

(Pages 14-18)

If you see a fire start, tell a grown-up quickly.

If you are inside a building that's on fire, go out.

If there is smoke, crawl under it. Stay low and go. Don't go back inside.

If your clothes are on fire, stop where you are. Drop to the ground. Roll over and over to smother the flames.

Remember these three words. Stop. Drop. Roll.

If you want to know more about fire, ask a grown-up.

Learn how to call the fire department where you live.