

START Read Planning Template

For use with sophisticated storybooks: books with rich vocabulary that require critical thinking.

Gain children’s attention with a song or finger play that connects to story: (to the tune of I’m a Little Teapot) I’m a long fire truck, red and bright. Here is my ladder, here is my light. If there is a fire I’ll rush there, And spray on water to make it right!

Story Title: Even Firefighters Hug Their Moms

Author: Christine Kole MacLean

State: 1st: Events	State: 2nd: Thoughts & Feelings	State: 3rd: Children Retell Story
<p>Purpose of Read: The little boy and little girl on the cover of this book look like they are busy being firefighters. I wonder why he does not have time to hug his mom. Let’s read and find out.</p>	<p>Purpose of Read: This little boy was so busy imagining being a firefighter, an astronaut, and many other professions that he did not have time to hug his mom. I wonder how his mom feels when she can’t get a hug. Let’s read and find out.</p>	<p>Purpose of Read: Now that you know the story so well, I want you to help me tell it. I’m wondering why the little boy in the story is too busy to hug his mom. Let’s read and find out.</p>

Main Idea: Even though we may be busy doing many other things, it is always good to take time to love those around us.

P.A.T. the Vocabulary (*point to pictures, act out words, and/or give child friendly definitions of tier two words*)

Teach

Pg.#	Point	Act	Tell
Pg. 1	Big Frank		Protective gear- clothes and tools to keep you safe
Pg. 3	Air tank, face mask	Breathe, climb	Hook and ladder truck- a type of firetruck
Pg. 5		Run	Rush- to go really fast
Pg. 7	Officer Dave, Rex the police dog (little girl)	Stand back	Criminal- someone who breaks the rules or laws
Pg. 9	Criminals in jail	Hug	Protect- to keep safe
Pg. 11	Partner, Junior (little girl)		Emergency medical technician- someone who helps when you get hurt
Pg. 12	Bandage, stretcher	Wee-ooo, wee-ooo, wee-ooo!	Accident- something that was not supposed to happen and someone got hurt Stretcher- a mat used to carry people who are hurt
Pg. 14			Hospital- a place where sick or hurt people go to get help from a doctor
Pg. 15	Construction worker	Beep, beep, beep	Construction worker- a person who builds things Front loader- a machine that carries heavy things
Pg. 17	Captain Steve		Helicopter pilot- person who flies a helicopter Coast Guard- group of people who protect the sea and bodies of water
Pg. 19	Conductor		Gigantic- very big Conductor- person who takes tickets and helps people get off and on the train

			Passenger train- a train that people ride
Pg. 21	Astronaut	Thumbs up	Astronaut- a person who travels to and works in space
Pg. 27			Mistake- an accident, something that was not supposed to happen

Focus Tier 2 Vocabulary: words may or may not be included in the story but are related and for use throughout your reads and throughout the day. Be sure to include these words in your **“Think Alouds”**:

1. **Imagination-** the ability to act out things that you haven’t done before, picturing things in your brain
2. **Occupation-** a person’s job
3. **Busy-** having many things to do
4. **Variety-** many different things
5. **Refuse-** to say no to doing something





Idea: As you plan to share your START read with your students, you can copy notes from this guide onto sticky notes and place on the back cover and inside your book. Or consider printing this document (one-sided) and **cut and tape** these notes directly into your book! Try using repositionable glue to turn your paper into a sticky note.

Pg.	1 st Read Think Alouds	Pg.	2 nd Read Think Alouds	3 rd Read Think Alouds
Pg. 5	The little boy is too busy pretending to be a fireman to hug his mom. He looked for fires in the newspaper, then put on his equipment and drove his truck to put it out. That's a lot of work!	Pg. 1	He looks excited to be imagining he is a firefighter and finding out about where the fires are.	<p>Choose a few pages of the book that include significant events.</p> <p>Use the following scaffolds to elicit responses from the children in your class:</p> <p>What's happening here?</p> <p>How does _____ feel/think about that?</p> <p>Support the children in your class and verbally prompt them to use vocabulary previously modeled in the 1st & 2nd Reads.</p> <p>Insert pages # below to review.</p> <p>Pg. 1 Pg. 5 Pg. 6 Pg. 7 Pg. 8 Pg. 9 Pg. 10 Pg. 12 Pg. 14 Pg. 16 Pg. 17 Pg. 18 Pg. 20 Pg. 22 Pg. 24 Pg. 29</p>
Pg. 7	I'm noticing that the boy and girl are using their imagination s. They are pretending to be a police officer and police dog, and pretending that their stuffed animals are criminals.	Pg. 6	Look at his mom! She looks happy. I bet she really wants a hug from him.	
Pg. 9	The boy's mom is still asking for a hug! She must really want a hug. But he tells her no because he has to do his job as a police officer.	Pg. 8	He looks determined to make sure everyone is safe. He and his sister are enjoying using their imagination s to try different occupation s.	
Pg. 14	I'm noticing that they are pretending to be a variety of community helpers. They seem to like occupation s that help other people. But he's still too busy to hug his mom.	Pg. 10	I'm thinking his mom is a little disappointed that he refuses to hug her.	
Pg. 16	Oh no! When the little boy pretends to be a construction worker, he is still too busy for hugs. His coffee break is over so he needs to get back to work!	Pg. 12	It looks like the boy and his sister are having a lot of fun pretending to have a variety of different occupation s.	
Pg. 18	When he is pretending his occupation is as a helicopter pilot, he still refuses to hug his mom. He says the helicopter is too loud to hear her.	Pg. 14	I'm thinking that the mom is a little sad that her son is too busy to hug her.	
Pg. 20	Even as a train conductor, the little boy refuses to hug his mom! I'm thinking that he imagines that community helpers are very busy when they do their jobs.	Pg. 17	Look at the mom. She looks concerned. She is probably trying to figure out why her son refuses to give her a hug.	
Pg. 24	I think this mom really wants a hug, but the boy still says no. He doesn't think he can hug her with his astronaut suit on.	Pg. 22	I'm noticing that the mom is playing with the children now. I bet she's thinking that if she can't get a hug, she might as well have fun playing with her kids.	
Pg. 29	The little boy is too busy pretending to be a fireman to hug his mom. He looked for fires in the newspaper, then put on his equipment and drove his truck to put it out. That's a lot of work!	Pg. 24	I see that mom is asking for a hug again. She must really want one- she even got down on her knees so it would be easier to hug!	
		Pg. 29	Look! Mom finally got a hug! She must be so happy! She tried for a long time to hug her son.	

Ask	Ask a question at the end of the story that is related to the purpose for the read that you stated before reading.		
✂	Ask: 1 st Read	Ask: 2 nd Read	Ask: 3 rd Read
	Why doesn't the little boy want to hug his mom?	How did the mom feel when she could not get a hug from her son?	Why was the little boy in the story too busy to hug his mom?
Respond	<p>Scaffold children's responses by:</p> <ul style="list-style-type: none"> • Restating their responses in a more complex sentence • Using proper grammar & syntax • Modeling rich vocabulary • Add more detail (tier 2 words from the story reads) <p>*If children have difficulty responding to open ended wh-questions consider using the following scaffolds:</p> <ul style="list-style-type: none"> • Provide a forced choice (ex. Is it _____ or _____?). Let the child supply the answer. • Begin a sentence and let the child finish (He ran away after he _____.) • Provide semantic cues and let the child finish. (Teacher: What do you call the place where we live with our families? We eat and sleep there. It is our_____.) • Provide phonemic cues and let the child finish a word (ex. He performed tricks for his...Teacher: /f/... Child: family). 		
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Main Idea	Even though we may be busy doing many other things, it is always good to take time to love those around us.		
Tie	<p>Create connections to the story all throughout day/week (intentional extension activities).</p> <p><i>For Example:</i></p> <ul style="list-style-type: none"> • Dramatic Play: Provide children with props and costumes so they can pretend to be community helpers. • Writing Center: Have children write and draw about a time that they used their imaginations when they were playing. • Social Studies: Share REAL time reads with your class that relate to the occupations that the little boy and girl pretend to do in the story. 		

Supports for Dual Language Learners	<p>Dual language learners comprehend and participate more when START reads are adapted. Learn more by checking out "When Reading Books with Dual Language Learners," a resource on Cox Campus.</p> <ul style="list-style-type: none"> • Who will read/introduce the book in the home language prior to first read? • When will you introduce the book in English in small groups?
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- Which visuals do you need to pair with the focus words?

A connected Focus Word Visual set resource is available in the Cox Campus Resource Library.

- How do you say these focus words in the home language? (Spanish below)

1.Imagination- **Imaginación** (ee-mah-hin-ah-see-own)

2.Occupation- **Ocupación** (oc-ew-pah-see-own)

3.Busy- **Ocupado** (oc-ew-pah-dough)

4.Variety- **Variedad** (vahry-eh-dahd)

5.Refuse- **Rehusar** (ray-ew-sar)

- Props: Be creative and use items that you have that will help children understand the story. Suggestions: Use different hats (police officer, firefighters, etc.) to represent the community helpers in the book

