



Who can help when there is a problem or a crime?
People like firefighters, the police, and the coast guard can help us.

CEFR Level A1
YLE Movers
Text type: nonfiction
Word count: 237
Lexile measure: 340L

Lesson objectives

Vocabulary focus

People: *coast guard, firefighter, mountain rescue, police, policeman, policewoman*

Vehicles: *ambulance, boat, fire truck, helicopter, police car*

Verbs in the past simple: *come, drive, find, help, need, put, stop, take*

General: *accident, crime, fire, mountain, ocean*

Grammar focus

Present simple

Reading skills

Vocabulary development

Cross-curricular connections

Art (drawing and labeling a picture)

Social studies (helping and rescuing people)

Music (song)

Resources

Reader

Activity Book

Flashcard download 1–12

Audio download (UK/US) tracks 1, 2, 4

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Hide most of the cover of the Reader but gradually reveal the helicopter, so the children can guess what it is. Ask: *Where is this?* and establish that it is in the mountains.

Reveal the rest of the picture and ask: *What are these people doing?* Elicit that they are helping someone. Reveal the title and establish that the book is about helping people in trouble.

Ask the children to look at Reader page 5 and, if necessary, explain what a Contents page is. Show the children the picture words on pages 6–7. Ask: *Which pictures go together?* Help the children to group them. For example, *fire truck, firefighters, and fire*. Ask the children to point to specific pictures, for example: *Which pictures show people/snow/a police car?*



During reading

Read out or play the story (Audio Track 1). Ask the children to follow in their books. After every few pages, stop to check understanding. For example, for Reader pages 16–17, ask: *What is this? (an accident)*. Focus on vocabulary that is not in the text, for example:

What color is the bus? Can you see mountains? What color are they? Are they small or big?



Read out or play the story text again, and ask questions to differentiate between the rescue services. For example, for pages 10–11, ask: *Who are these people? How can they help?* Elicit that they are firefighters and they help to fight fires. Before turning to Reader pages 12–13, ask: *What other ways do firefighters help people?* Elicit that they help people after accidents.



After reading

Display a Flashcard, for example, *coast guard*, (Flashcard 3) and ask the children to find the section of the book which features that person or item. Make statements and ask the children

if they are true or false, for example: *The coastguard helps people in the mountains.*

Divide the children into two teams. Ask a child from Team A to come to the front. Show the child one of the simpler flashcards and ask them to draw the picture for the other team to guess what it is. Give points for the correct guess. Repeat with Team B.

The children can do the following activities to focus on vocabulary development:

- Reader activities: 1, 3, 4, 5, 6, 9, 17
- Activity Book activities: 1, 2, 3, 5, 7, 9 (Audio Track 2), 10

To reinforce vocabulary, play the song (Audio Track 4) on Activity Book page 16. Divide the children into three groups and assign each group a rescue service from the fire truck, the ambulance, and the coast guard. Ask the groups to stand up when they hear the name of their rescue service. When they hear the word *help*, all the groups should stand up.

Differentiation

Extra support

Before the children do the activities, go over the Flashcards again. Hold up a Flashcard, but cover the word and help the children name the item or person. Ask the children: *Who can help when there is a crime? Who can help when there is an accident in the mountains?*

Extension

Fast-finishers can choose one of the rescue services and draw a picture to illustrate a rescue by that service. They should label their picture with as much detail as possible.