

Stan the Firefighter

A book about Comparing Three Objects

Note: It is best for students to experience *Buster the Balloon* and the related activities prior to *Stan the Firefighter*.




Aim

Stan the Firefighter introduces size and length comparison words. Students explore concrete and pictorial representations of *biggest*, *widest*, *longest* and *largest*.

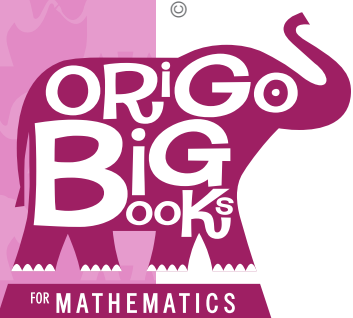
These whole-class/large group and small group activities provide students with the opportunity to:

- listen to a story about size and length comparison
- listen to the accompanying story tune
- use materials to explore size or length comparison
- use the teaching tool to compare size or length
- describe the size or length of objects in the environment using comparison words

Activities

1. Listening to the story
2. Listening to the tune
3. Using objects to act out the story
4. Using the teaching tool to compare size and length 
5. Comparing with partners
6. Playing feel and find
7. Picture memory
8. Order objects
9. Dotti's bones
10. Shopping for Dotti

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1. Listening to the story

Resources

- *Stan the Firefighter*

Activity

Display the cover of the book and ask, **What do you think this story is going to be about? Tell me what you know about firefighters. What equipment do firefighters use to do their job? What do you think will happen?** Listen to the predictions. Read the story, then ask for possible extensions to the ending using questions such as **What word gives us a clue about what the crew will do next? How can we tell the story took place during the night? After the crew has finished cleaning, what may happen next?** Read the story again, pausing to ask questions during the story about the meaning of words that might need clarification, including *siren*, *station* and *brave crew*.

2. Listening to the tune

Resources

- *Stan the Firefighter*
- Big Book Tune *Stan the Firefighter*

Activity

Play the Big Book Tune while following along with the Big Book. Encourage a student to volunteer to turn the pages of the book along with the song, and to point to the characters of the book as they are mentioned in the song. Play the song again, encouraging the students to engage in one or more of the following ways:

- singing along with music
- model movements (e.g. pulling on boots, putting on a hat, driving the truck) and make the sounds (e.g. ring of the alarm, BRRRM of the engine) for the song
- using their arms to make themselves big, wide, long and large along with the story



3. Using objects to act out the story

Resources

- *Stan the Firefighter*
- Objects from the story (three distinct sizes or lengths of boots, hats or helmets, coats (e.g. raincoats), belts, gloves, 3 boxes (decorated to look like fire trucks))

Preparation

Encourage students to be involved with the preparation by bringing in objects from home for this activity. (Inform parents/guardians that the objects will also be used in Activity 7.) Allow students to paint and decorate three boxes (varying sizes) to look like fire trucks.

Activity

Ask for two volunteers to act as the characters (Stan and Dotti the Dalmatian) from the story. Display the objects as they appear in the story. Read the story, encouraging the volunteers to act out the story with the character pictures (e.g. Dotti chooses from the three objects, gives the *-est* object to Stan who puts it on. Read the story again, with different students acting as the characters, or add the other firefighter crew characters (Dotti has to give a proportional object to each of the characters). After reading the story, allow the students to create dialogue for the characters by asking questions such as, **What would your character say to Dotti? Why? What would Stan say to the crew while they were putting the fire out? How does Stan and the crew feel when they have finished the job? What could Stan and the crew say to Dotti to help with the cleaning?**

4. Using the teaching tool to compare size and length

Resources

- *Teaching Tool*



Activity

Invite a student to move three objects to the workspace. Have the student compare the size or length of the objects and order the objects (e.g. largest to smallest). Then have the student use an *-est* word from the teaching tool to label one of the objects. Then repeat the process with a different student by moving three new objects into the workspace. Challenging version: Ask the student to place Dotti next to the object that is the opposite to the *-est* word.



5. Comparing with partners

Activity

Ask students to sit in groups of three. Have the students compare their bodies by asking questions such as, **Who is tallest? Who has the longest legs? Whose hand is widest?** Prompt the students to sequence themselves in order, using *-er* and *-est* words. **Who is shorter? Who is the shortest?** Take a photograph of the students in their groups. On another day, give each group a copy of another group's photograph and ask them to describe the group using comparison language.

6. Playing feel and find

Resources

- 1 long athletic socks or a "feely box" for each pair of students
- Small objects from the classroom or environment, for example, a die, crayon, ball, bean, coin

Activity

Secretly place three of the objects in the box or sock. Have a student place their hand into the box or sock to feel the objects. Then use a comparison word as a prompt to remove one of the objects, for example, **Pull out the widest object. Show me the longest one.** Ask the student to remove the other objects before checking and discussing the comparison. After modeling this activity, encourage students to work in pairs and take turns to feel the objects and ask questions.



7. Picture memory

Resources

- Support 1 — see attached

Preparation

Print 1 copy of Support 1 and cut out the cards.

Activity

Shuffle the cards and spread them out, facedown, on a table. The first student turns over three cards and places them face up on the table. A match occurs if three of a similar object (e.g. three pairs of boots or three coats) are revealed. Ask the student to describe how the objects are different, and then direct them to place the three cards in order, starting from biggest, widest, or longest. If the three cards do not match, the cards are returned, facedown, to their original positions. Repeat with different students until all the card sets have been found and ordered.

8. Ordering objects

Resources

- Objects from Activity 3
- Three classroom objects (e.g. paperclips, pencils, paper, books, balls, toys, leaves, ribbons, tubes) of different sizes or lengths to add to the collection of resources

Activity

Ask a student to select three of the same type of object from the collection. Say, **Find three things the same**. Then ask the student to put their objects in order (by size or length). For example, **Put your belts in order by width**. Repeat with four other students. Have each student show their order to their classmates. Then ask the following questions to encourage the five students to describe their order. **Who has an order to show us wide, wider, and widest? Who has an order to show us long, longer, and longest? Who has an order to show us big, bigger, and biggest? Who has an order to show us large, larger, and largest? Who has an order to show us small, smaller and smallest?** Ask all the students to repeat the comparing words while the student who has the relevant objects points to the individual object as comparison words are said.



9. Dotti's bones

Resources

- 1 large sheet of paper per student
- Crayons or paints
- Glue
- 1 magnifying glass for each student
- Support 2 — see attached

Preparation

Print enough copies of Support 2 so each student has a bone picture. Cut out the cards. Place a sheet of paper in front of each chair around a small group table, and place crayons, glue, and magnifying glasses in the center of the table.

Activity

Give each child a bone card and guide them to glue it in the middle of their paper. Allow time. Then say, **Look at the bone with the magnifying glass. Now draw the larger bone you can see with the magnifying glass on your paper.** Allow time. Cut the drawn bones from each student's paper and place them in a box. On another day, as a whole-class activity, have one student select three drawings from the box and order the pictures to show large, larger, and largest. Return the drawings to the box and repeat so each student has the opportunity to order three bones. Place the drawings on the bulletin board.

10. Shopping for Dotti

Resources

- Support 3 and 4 — see attached

Preparation

Print and laminate 1 copy of Support 3 for each group of three students.

Print 1 copy of Support 4 for each group of three, cut out the cards, keeping the sets of objects together.

Activity

Separate students into groups of three. Give each group a copy of Support 3 and a set of cards from Support 4, placing the cards face up so they can be sorted into matching groups (e.g. dog beds, collars, coats, leads, etc). Explain that Stan has to buy new gear for Dotti the Dalmatian. Encourage students to describe the comparisons of the pictures. Then students in each group take turns to place a set of cards in order (e.g. from shortest to longest) on the shopping mat. (Support 3, which tells them where to put their cards.) Ask students to say which size object would be the best one for Stan to buy for Dotti.



Dotti's New Gear

