

LUCKY

THE FIREHOUSE DOG



Characters

Narrator 1
Lucky
Narrator 2

Karen
Matt
Pumpkin

Setting

This reader's theater takes place in and around Lucky's fire station.



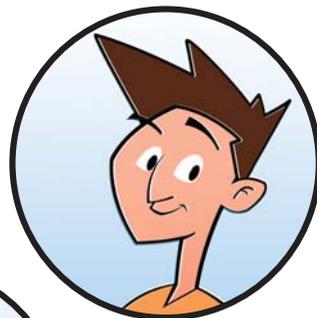
Karen



Lucky



Pumpkin



Matt

Act 1

Narrator 1: Our story starts as Lucky, the firehouse dog, wakes up one morning.

Lucky: “It sure is quiet around here this morning. I hope someone remembers to feed me.”

Narrator 2: Then, the dog sees a woman.

Lucky: “All right! It’s Karen, the deputy chief. Woof! Karen, please feed me.”

Narrator 1: Karen takes out a sack of dog food and fills Lucky’s dish.

Karen: “There you go, boy! Did you think I forgot you? I’ve been busy but not that busy!”

Lucky: “That’s true, the volunteer firefighters have been busy. They were out all night fighting fires.”

Matt: Munch! Crunch!

Karen: “I’ll leave you to your food. I’ve got to clean up the station.”

Lucky: “Woof! Bye, Karen! Thanks for breakfast!”

Community Heroes Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of punctuation to understand the correct tone and expression to use in the reading.
- **Content Area:** Students will learn about firefighters and their role in our community.

Summary

Firefighters play an important role in our community. But their job is not easy. A firefighter must do many things to prepare for his or her job. Lucky, the Firehouse Dog, takes a cat, Pumpkin, on a tour of a firehouse. Pumpkin learns all about firefighters and how they prepare for an emergency.



Materials

- *Lucky the Firehouse Dog* script booklets
- *Community Heroes Character Masks*

Introduce the Literature

Give each student a copy of an outline of a firefighter. Ask students to draw on their individual firefighter the equipment or items needed to fight fires. Allow them to share their drawings with the class. Divide students into three different groups. Give one group *Daisy the Firecow* by Viki Woodworth, give the next *Firefighters A to Z* by Chris L. Demarest, and give the third group *Firefighters* by Angela Royston. Students read the books in groups, choosing one student to read the book to the group, or take turns reading. When finished, each group shares the information they learned with the rest of the class. Ask the class how a firefighter prepares for a fire. Did their drawings have everything a firefighter needs to get ready for a fire? Students may add other things to the firefighter drawings. Read *Lucky the Firehouse Dog*. Ask students if they learned more information about items a firefighter needs, and have them add those to the drawing.

ELL Support



Place ELL students with strong readers who can help them as they read in groups. Or, place all ELL students and others who struggle with reading in the same group, and read the story to them while other students are reading in their groups.

Involving All Students

Though there are only six roles, it is important to involve all students in the reader's theater experience. For this lesson, allow those students who are not assigned parts to be the "sound effects" for the reader's theater. When the script is performed, these students can create various sound effects at appropriate times in the reading.