

Lesson: Fire Safety Class Book

Objectives: Students will...

- Demonstrate their understanding of fire safety by brainstorming
- Exhibit knowledge of concepts through illustration
- Create a class book for their classroom library

Advance Organizer: To grab the student's attentions and get them focused on the topic of the lesson, fire safety, read *Stop Drop and Roll* by Margaret Cuyler. This book tells the story of a young girl learning about fire safety in her class and will introduce students to the "Top 10 Safety Tips." Begin the lesson by reading this book to get students thinking about fire safety and tips that the main character Jessica learns that they can learn. This book will engage students and keep their attention for what will be a very important lesson on fire safety.

Methods: The introduction to the lesson will be to read a fire safety children's book to the children. While this will grab their attention, the main ideas and ways to keep safe during a fire still need to be discussed and presented to the students. To do this, the students can work as a class to brainstorm important ways to stay safe during a fire and things that they have learned from the story or other resources. Have the students sit on the carpet or an area where they can all see and hear you, and discuss the book. Ask the students what Jessica learned and if they think the fire safety tips she learned will be helpful. Together as a class, brainstorm a list of ways to stay safe during a fire or to prevent a fire. It will be important to write all the ideas on a chalk board or somewhere where all the students can see it. If you have pre-readers, it may be helpful to draw small pictures to go along with the list. By discussing the ideas as they are presented and offered by the students, it will be a good way to explain how and why this is important to do during or to prevent a fire. This will help the students that may have difficulty grasping the concepts. Finally, after a good list has been compiled, allow the students to choose from the list or one of their own, and illustrate the fire safety tip. Have the students write their safety tip and then illustrate however they choose. The students will create a class book of fire safety tips which they will be able to refer to and read during reading time.

Concepts Taught: This lesson will teach students ways to prevent fires, protect themselves and what to do if a fire should occur. By the end of the lesson, students should understand and know how to demonstrate different fire safety tips.

Resources/Materials:

Stop Drop and Roll by Margaret Cuyler
Paper
Crayons
Chalk board/chalk (or somewhere to brainstorm as a class)

Assessment: The assessment of this lesson is mainly through observation and listening to the student's brainstorming fire safety ideas. After reading the book and thinking about

staying safe during a fire, the students should be able to show their understanding by contributing to the class list of ideas. By observing which students are contributing to the discussion and answering questions, you will be able to assess which students understand and which ones still may need some explanation and help understanding. Also, assessment of the class book can be based on completion, if the student included a valid fire safety tip and followed the directions of the written tip and illustration. Therefore, the assessment of this lesson is primarily based on the recognition of understanding and following directions to create the final product as a class.

Closure: A good closure to the lesson would be to have each student read their page of the class book they have made. By having them share their work, they will be able to see how important each page is to final book and also repeat the main points of the lesson. Having the students share their work will allow the students to hear the safety tips over one more time, without simply reading them off or having another discussion. Also, if there are safety tips that none of the students decided to illustrate, a good way to end the lesson would be to ask the students if they can think of any ideas that their classmates did not include, which will allow them to recall previous information and demonstrate what they have learned and remember.

Evaluation of Lesson:

Completed page by each student for the class book.

Illinois State Learning Standards Addressed:

22.A.1c (Physical Development and Health) Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).

22.B.1 (Physical Development and Health) Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).

26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.

Special Needs Student Accommodations: If you have a gifted student that may finish the assignment quickly, a good idea may be to have them complete another page of the book to illustrate a safety tip that none of the other students chose. This will not only keep this child working but it will also add to the book by adding another tip to a book that the students will continue to read and learn from throughout the year. Also, another adaptation for a student that may be having difficulty with the assignment may be to ask for their help on a cover/title page. Instead of forcing them to create their own page, if this is too difficulty, helping create the title page will still keep them involved in the class project and allow them to contribute in another way.

