1st Grade Fire Safety Lesson Plans

Timeline For Partnership for L.I.F.E. Program:

July: Chandler Fire Department (CFD) participates in school Orientation.

- Self-inspection program
- Education program

July/Aug: Fire Safety knowledge is reviewed.

- Pretests are administered to all 1st and 2nd graders (forward to school Admin for pickup)
- CFD grades and stores information.

August: CFD ensures all lessons are available to teachers.

- Through CFD website
- Through email to elementary school admins
- By request

Aug/Sept/Oct: Fire Pal visits kick off fire safety education module.

- In classroom visits for all 1st & 2nd grade students

October: Students review fire safety lesson plans in one focused module.

- Students review all fire safety lessons.
- Students participate in "give back" opportunities for Fire Safety Month.
- 1st & 2nd grade students produce pieces for CFD/Community/Preschools.

Mar/April/May: Second Fire Pal visit wraps up year of Fire Safety.

- Students receive review of all fire safety lessons.
- Students complete posttest.
- CFD grades and compares results.
- CFD shares results with School.

Need from Admins:

Confirm two dates for education of 1st and 2nd graders. The Fire Pal will educate all 1st and 2nd graders each visit. The first date should be in August, September, or October. The second date should be in March, April, or May. Put these dates on the calendar as soon as possible to assist in scheduling Fire Pal's visits. If you prefer a certain Fire Pal, please say so in your request and every attempt will be made to provide that individual.

Please make sure to schedule a large enough room if more than 2 classrooms will be combined. The Fire Pals cannot present to more than 3 classes combined. Please contact me if your school has more than 6 classes of 1st or 2nd graders.

Please collect the pre-tests once completed for the Fire Pal/Coordinator to pick up.

Thank you all!

Triana Dowrick

Management Analyst

480-782-2124

"Give Back" Opportunities for Students

1st Grade

- "Home Escape" Lesson: Exercise A
  - A copy of Sprinkler's Clubhouse, Episode 11 "The E.D.I.T.H. Mystery" is provided to the classroom. Students create a home escape plan using templates and information from Learn Not To Burn Level 1 "Get Outside Stay Outside" lesson.

- "Crawl Low Under Smoke" Lesson: Exercise A
  - A copy of Sprinkler's Clubhouse, Episode 17 "Gearing Up With the Firefighters" is provided to the classroom. Students write an informative piece about why we should crawl low under smoke. The piece should include information about smoke rising, the safest air being low to the ground, and the importance of getting outside.

- "When Clothes Are On Fire" Lesson: Exercise A
  - A copy of Sprinkler's Clubhouse, Episode 15 "Sprinkler the Super Squirrel Scout" is provided to the classroom. Students create a picture to demonstrate the safety message, "Stop, Drop, and Roll", as described in the video. Students create the title of the poster as "Stop, Drop, and Roll" to incorporate Language Standards 1.L.2.

- "Tools or Toys" Lesson: Exercise A
  - A copy of Sprinkler's Clubhouse, Episode 16 "Tool or Toy?" is provided to the classroom. Students create a poster to demonstrate the safety message described in the video. Students create the title of the poster as "TOOL or toy" to incorporate standard 1.L.1. Students partner in small groups to explain their poster and accept feedback.

- "Calling 911" Lesson: Exercise A
  - A copy of Sprinkler's Clubhouse, Episode 10 "Test Your Knowledge" (911 Emergency Information) is provided to the classroom. Students write down one emergency shown in the video and the appropriate order of events. This should include what happens before an emergency, during an emergency, and after 911 has responded.

- "Cool A Burn With Water" Lesson: Exercise A
  - A copy of Sprinkler's Clubhouse, Episode 20 "First Aid: The Musical" is provided to the classroom. Students write down one first aid remedy shown in the video and the appropriate injury it will treat. The piece can be produced as an informative text or a narrative where they will recall a specific injury that was in the video.

List of Sprinkler's Clubhouse Videos Available Online

(Highlighted videos are incorporated into the Certification Program Lessons)

Episode 1: "Welcome Home Sprinkler!"	**-**	**Pool Safety**	**- (12:07)**
Episode 2: "Birthday Surprise!"	**-**	**Helmet Safety**	**- (16:33)**
Episode 3: "Seasons Greetings!"	**-**	**Holiday Safety**	**- (17:22)**
Episode 4: "Hygiene, Bye Germs!"	**-**	**Staying Healthy**	**- (15:16)**
Episode 5: "Wish You Were Here!"	**-**	**Water Safety**	**- (18:25)**
Episode 6: "No Tricks, Just Treats!"	**-**	**Halloween Safety**	**- (11:25)**
Episode 7: "Cookin' It Safe!"	**-**	**Kitchen Safety**	**- (11:07)**
Episode 8: "Surf's Up Online"	**-**	**Internet Safety**	**- (23:14)**
Episode 9: "The Game Plan"	**-**	**Latchkey Kid Safety**	**- (25:34)**
Episode 10: "Test Your Knowledge	**-**	**911 Emergency Info**	**- (17:30)**
Episode 11: "The E.D.I.T.H. Mystery"	**-**	**Exit Drills in the Home**	**- (26:39)**
Episode 12: "Working Out a Fitness Problem	**-**	**Health and Fitness**	**- (19:32)**
Episode 13: "The Good, the Bad and the Stranger"	**-**	**Stranger Danger**	**- (25:56)**
Episode 14: "Ride Safely"	**-**	**Transportation Safety**	**- (29:44)**
Episode 15: "Sprinkler the Super Squirrel Scout	**-**	**Stop, Drop, and Roll**	**- (16:50)**
Episode 16: "Tool or Toy?"	**-**	**Match & Lighter Safety**	**- (13:30)**
Episode 17: "Gearing Up With the Firefighters"	**-**	**Crawl Low Under Smoke**	**- (14:55)**
Episode 18: "Clown vs Wild"	**-**	**Outdoor Safety**	**- (23:30)**
Episode 19: "Red Ribbon Pledge"	**-**	**Drug Free**	**- (18:24)**
Episode 20: "First Aid: The Musical"	**-**	**First Aid Safety**	**- (21:14)**
Music Video: "Ride Safely"	**-**	**Car Safety Music**	**- (5:12)**

Instructions for teachers:

The following pre/post assessment will provide information on student understanding of essential concepts related to fire safety.

Please administer the assessment to the class. Teacher will read the assessment items/questions and the answer choices. Students will circle the correct response. Please do not print the instruction side with the test.

For teacher information:

The questions and Partnership for L.I.F.E. program relate to the following essential concepts.

1. Matches and lighters are tools, not toys, and an adult should know the student has found either.

2. Call 911 in a real emergency.

3. When clothes are on fire you should stop, drop, and roll while covering your face with your hands.

4. A smoke alarm is important to take care of and you should leave the house immediately when it sounds.

5. It is important to have an outside meeting place in the event of a fire.

6. You should always crawl low to the ground if there is smoke to enable better breathing.

7. Everyone should know two ways out of their room.

Collect the assessments and turn into the front office.

Date: _____

Name_____ School:_____

Teacher:_____ Room Number:_____ Grade:_____

1. *If you find a match or lighter, what should you do?*
   a. Tell a grown up
   b. Show your friends
   c. I'm not sure

2. *If your mother fell off a ladder and could not move, what would you do?*
   a. Go inside and wait for someone to come help
   b. Call "911" and tell the operator what has happened
   c. Stay with your mother until she wakes up

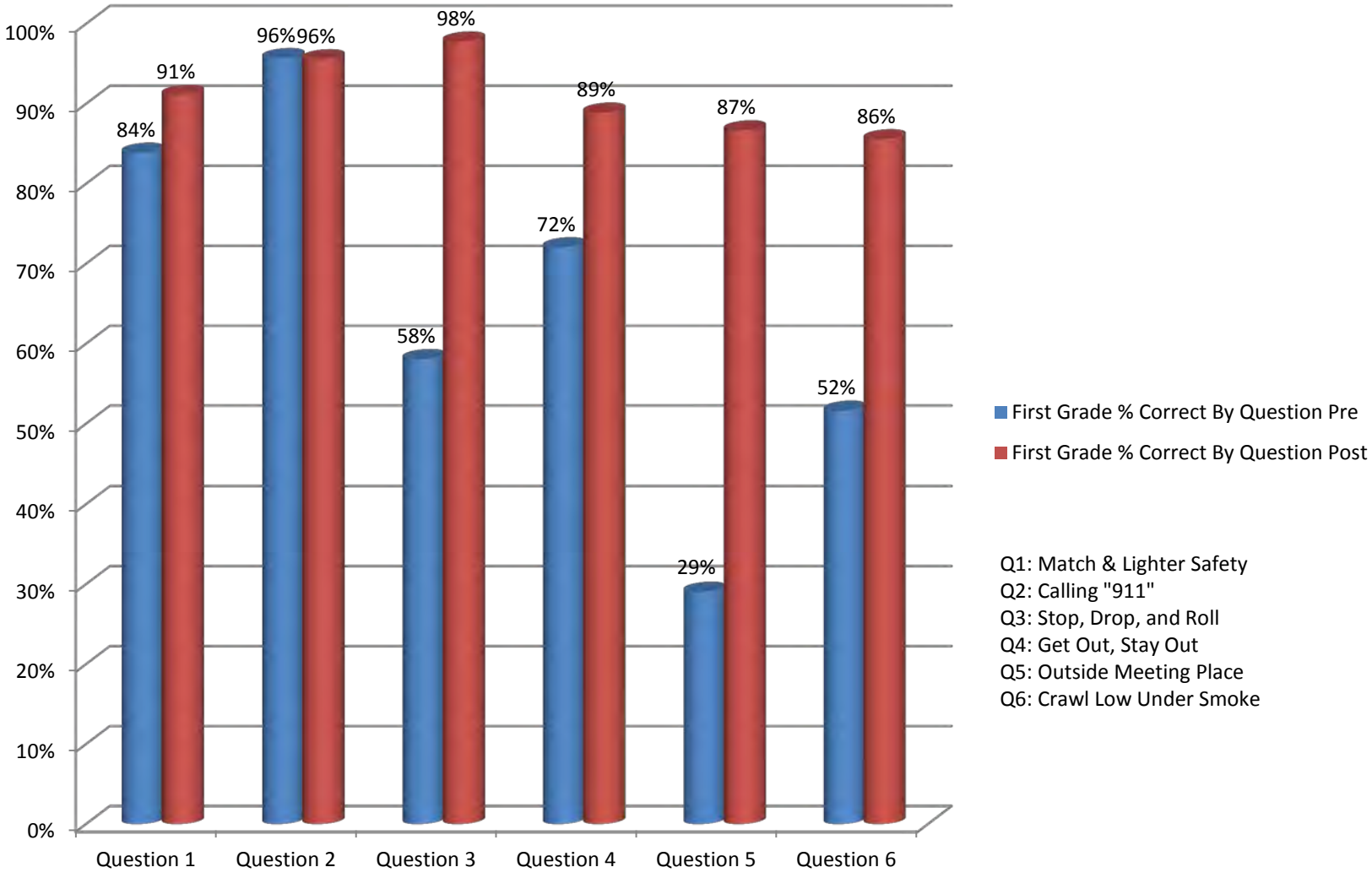
3. *If your clothes are on fire, what should you do?*
   a. Run very fast to water
   b. Yell until a friend helps you
   c. Stop, drop, and roll while covering your face

4. *What should happen when a smoke alarm sounds?*
   a. You should look for a fire.
   b. You should find an adult.
   c. You should leave the house right away.

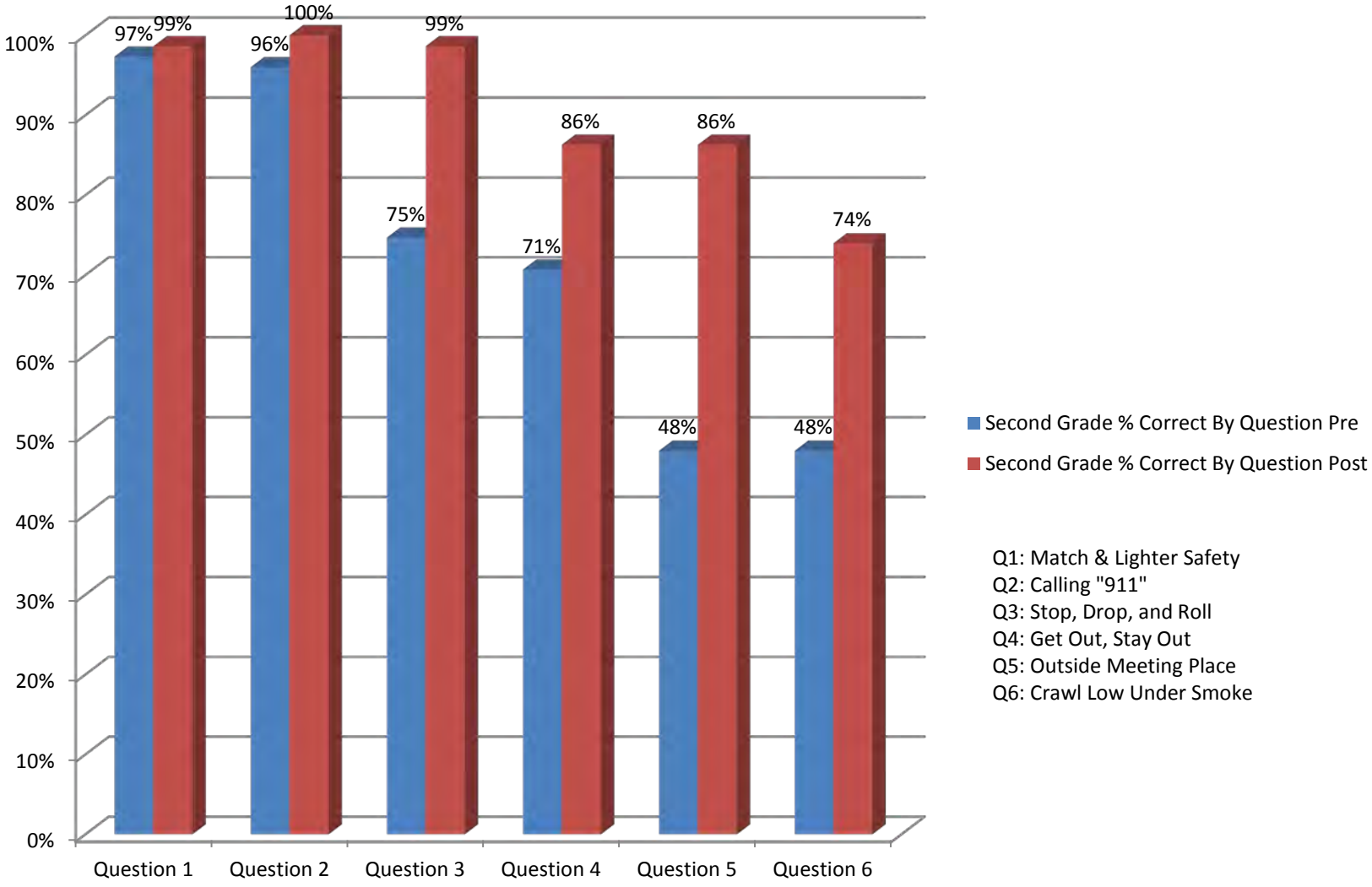
5. *If the smoke alarm sounds at your house, where would you go?*
   a. To the outside meeting place
   b. To find a parent
   c. To find the fire

6. *If you see smoke in your house, how do you get outside?*
   a. Crawl low under the smoke where the air is best
   b. Run very fast through the house and out the door
   c. I wait for a parent to help me outside

Example: 1st Grade Fire Safety Pre / Post Test Comparison



Example: 2nd Grade Fire Safety Pre / Post Test Comparison



Chandler Fire Department

Grade "1"

Home Escape

Objective: The student will make connections between the meaning of vocabulary words specific to fire safety, why some things pose danger to children, and how to avoid danger using life safety practices, and demonstrate this knowledge by answering direct questions as well as participation in a pre- and post-test.

Assess for Prior Knowledge: Give students the provided pretest to evaluate their knowledge prior to the Fire Pal's visit.

Overview: Each family member must know exactly what to do in the event of a fire in the home. A "Home Escape Plan" must be created and practiced in order for each family member to become familiar with ways to escape during a fire. A home escape plan should show two exits from each room in the home. Special emphasis should be placed on evacuation from bedrooms, since most fires occur at night. Children commonly seek sheltered places such as a closet or under the bed when they are afraid. Encourage children to exit the home quickly. The home escape plan should also show a location for the **"Special Meeting Place."** In the event of a fire, all family members meet at the special meeting place, which is located a safe distance from the house. This can be a mailbox, the neighbor's driveway, or a large tree in the yard.

Arizona College & Career Ready Standards Incorporated: During Presentation

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3)

1. (1.SL.1)
    - Participate in a collaborative conversation with the *CFD Fire Pal* about grade 1 *fire safety* topics.
        - Follow agreed-upon rules for discussions (e.g., raising their hand for questions, only answering questions aloud when chosen to do so, understanding the difference between a question and a story)
        - Ask questions to clear up any confusion about the *fire safety* topics under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details *of the fire safety* information presented orally.
3. (1.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.

Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

A copy of Sprinkler's Clubhouse, Episode 11 "The E.D.I.T.H. Mystery" is provided to the classroom. Length: 26:39 minutes

http://chandleraz.granicus.com/MediaPlayer.php?publish_id=14

Students create a home escape plan using templates and information from Learn Not To Burn Level 1 "Get Outside Stay Outside" lesson.

Free resource link: http://www.nfpa.org/~/media/Files/Safety%20information/Public%20educators/Education%20programs/learn%20not%20to%20burn/Level%201/Intblevel1getoutsidestayoutside.pdf

Writing Standards K–2: (1.W.4)

1. (1.W.4)
    - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
        - Produce functional writing (e.g., labels, graphs/tables, directions, posters *describing their two ways out*) in which the development and organization are appropriate to task and purpose.

Opportunity to give back to CFD!

Post Notes:

Please consider displaying your students' work at your school district office.

Chandler Fire Department welcomes the gift of any examples of your students' work. Be aware that selected outstanding examples may be presented to City Management. Turn in examples to your school's front office and ask to coordinate delivery to CFD.

If your student is able to apply what they have learned to save a life or property, please contact us so that we may properly recognize your student's heroic actions with a Life Saver Award.

Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students are provided the “Put It In Order” worksheet where using illustrations, they will describe the setting, characters, and events in a story and place the events in the correct order.

Free resource copy: http://www.scholastic.com/firesafety/pdfs/nfpa_12_worksheet_1.pdf

Arizona Reading Standards for Literature K–2: Key Ideas and Details (1.RL.2), (1.RL.3)

1. (1.RL.2)
    - Retell stories, including key details, and demonstrate understanding of their central message *to use a “special meeting place” in the event of a fire*.
2. (1.RL.3)
    - Describe characters, settings, and major events in a story, using key details to *further emphasis the use of an “special meeting place”*

Standards for Health K–2: McRel

1. Knows basic fire, traffic, water, and recreation safety practices.

Arizona College & Career Ready Incorporated:

Optional Exercise C

Students are provided the “Home Escape Poem” where students will apply reading standards to further emphasize the lesson plan.

Standard 10: Range, Quality, and Complexity of Student Reading K–5

1. (Range of Text Types for K–5)
    - Poetry - Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem

Get Outside, Stay Outside

LESSON PLAN

Teacher Information

- Smoke and fire spread very quickly, so it's important that everyone knows exactly how to get outside to safety calmly and quickly. Every family must have a home fire escape plan. A home fire escape plan is a plan to get out of the home quickly in case there is a fire. Every room in the home needs two ways out. One way out would be the door and the second way out may be a window. If a student in your classroom does not have two ways out (especially the room where they sleep), contact the family to discuss ideas to help the student have a safe way out of the room. Your students should be able to explain how they would get outside of their home if the smoke alarm sounds and where they would go to meet their family once they have safely escaped. Students must understand the importance of staying outside the home once they have escaped.
- Every home fire escape plan needs an outside meeting place. A meeting place is a permanent location in front of the home, a safe distance from the home. A good meeting place might be a neighbor's home, a street light, a mailbox, a neighborhood store next door or a special tree. Everyone in the home should go to the meeting place so everyone will be together and grown-ups will know that everyone is safe.
- Families should practice home fire escape drills at least twice a year. Practicing using different ways out of the home in case one way out is blocked by fire or smoke is important. Never practice climbing out a window that is not on the first floor. For second- and third-story windows, practice opening the window and deploying an escape ladder – never climb down the escape ladder unless it is a real fire emergency.
- Remember, if the smoke alarm sounds, get outside and stay outside.

Teaching Points

- Every room needs two ways out.
- One way out would be the door and the second way out may be a window.
- Make sure your bedroom or where you sleep has a smoke alarm so you will wake up quickly and be able to use the door to get outside. You must be able to hear the "beep, beep, beep" of the smoke alarm wherever you sleep.
- It is important to have a meeting place outside the home. A good meeting place might be a neighbor's home, a special tree, a neighborhood store next door, a mailbox, or a street light.
- If the smoke alarm sounds, get outside and go to your meeting place. Wait for your family to meet you. Grown-ups will know that everyone is safe.
- It is important that after hearing the smoke alarm you get outside and stay outside.

Objectives

The students will:

- Explain how they would get outside of the home if the smoke alarm sounds.
- State when to use the home fire escape plan.
- Describe the outside family meeting place.

Materials

- "*Learn Not To Burn*" concept web (on transparency, whiteboard, or chart paper)
- "Get Outside, Stay Outside" schema chart (on transparency, whiteboard, or chart paper)
- *No Dragons for Tea* by Jean E. Pendziwol and Martine Gourbault
- Markers (red and green)
- "Get Outside" activity sheet
- "Stay Outside" activity sheet
- "How to Make a Home Fire Escape Plan" activity sheet
- "Get Outside, Stay Outside" home-school connection letter

Procedure

1. Revisit the "*Learn Not to Burn*" concept web and explain that the next topic they will be learning about is "Get Outside, Stay Outside". Add that topic to the concept web.
2. Review what was learned in the "Smoke Alarms are Important" lesson. Remind children that smoke alarms must be in each bedroom, outside sleeping areas, and on every level of their home. Reinforce that when they hear the loud "beep, beep, beep" they must leave the home right away.
3. Activate prior knowledge by asking children what they already know about home escape plans. Record what they know about home escape plans on the "Get Outside, Stay Outside" schema chart. (Teacher tip: record their schema on post-it notes in case any ideas need to be moved into the "misconceptions" section.)
4. Explain to the children that they will be hearing a story about what to do if there is ever a fire in their home. The story is about a dragon who visits a family. Read and discuss *No Dragons for Tea*.
5. Ask the following questions:
    a. Where did the little girl meet the dragon? *(At the creek)*
    b. What did the dragon do that started the fire? *(He sneezed)*
    c. What made a "beep, beep, beep" sound? *(The smoke alarm)*
    d. What did the little girl and her mom do? *(Went outside, stayed outside)*
    e. Where did they meet? *(At the special tree - their outside meeting place)*
    f. Who did they call? *(The fire department)*
    g. What important message did they remember when the smoke alarm beeped? *(Get outside and stay outside)*
    h. What did the fire department do? *(They put out the fire)*
    i. Why did the dragon feel sad? *(He thought the fire was his fault)*
    j. Do you think the little girl will invite the dragon to her home again? *(Not for tea)*

6. Explain to the children that the little girl and her mom had a fire escape plan. A fire escape plan is a plan to get out of your home calmly, quickly and safely in case of a fire.
7. Every room must have two safe ways out in case of a fire. At school, each room has two ways out – locate the two ways out of the classroom. You need to have two ways out of every room at home, too. Explain that every room should have a way out that you go to first and then another way if the first is blocked by fire or smoke. Discuss how, if a room only has one door the second way out may be a window. If time allows, take a walking tour of the school and explore the different ways out of other rooms.
8. Explain to the children that they are going to be learning two safe ways out of their room just like they have learned two safe ways out of the classroom. Have the children return to their seats and complete the "Get Outside" activity sheet. Using markers have them mark the smoke alarm in their bedroom in red and two ways out in green. Remind the children that they may have to use a window as their second way out.
9. Have students explain that they now know how to get outside in case of a fire and will be learning about what it means to stay outside. Remind students that they should never go back into the home, for any reason (such as another family member, for belongings, or for a pet). Ask the students what they think they should do once they are outside safely and discuss the importance of having an outside meeting place. Explain that a meeting place is where everyone in the family will meet a safe distance from the home if the smoke alarm sounds. As a class, create a list of good meeting places (i.e. a neighbor's home, a street light, a mailbox, a neighborhood store next door or a special tree) and discuss how waiting and meeting at these places helps grown-ups to know that everyone is safe.
10. Give each child a copy of the "Stay Outside" activity sheet and explain that they will now think of a meeting place for their home. Have the students work independently. Their "Get Outside" and "Stay Outside" sheets could be mounted together on a piece of construction paper to display their completed fire escape plan.
11. As a group, discuss what they have learned about "Get Outside, Stay Outside". Revisit the class "Get Outside, Stay Outside" schema chart. Add new knowledge to the "New Learning" section and move any misconceptions.
12. Review the "How to Make a Home Fire Escape Plan" activity sheet with students. Help students identify the two ways out of every room in the sample escape plan. Send the activity home with students. They will create and practice a home fire escape plan with their families.

GET OUTSIDE, STAY OUTSIDE - SCHEMA CHART

Our Schema:

New Learning:

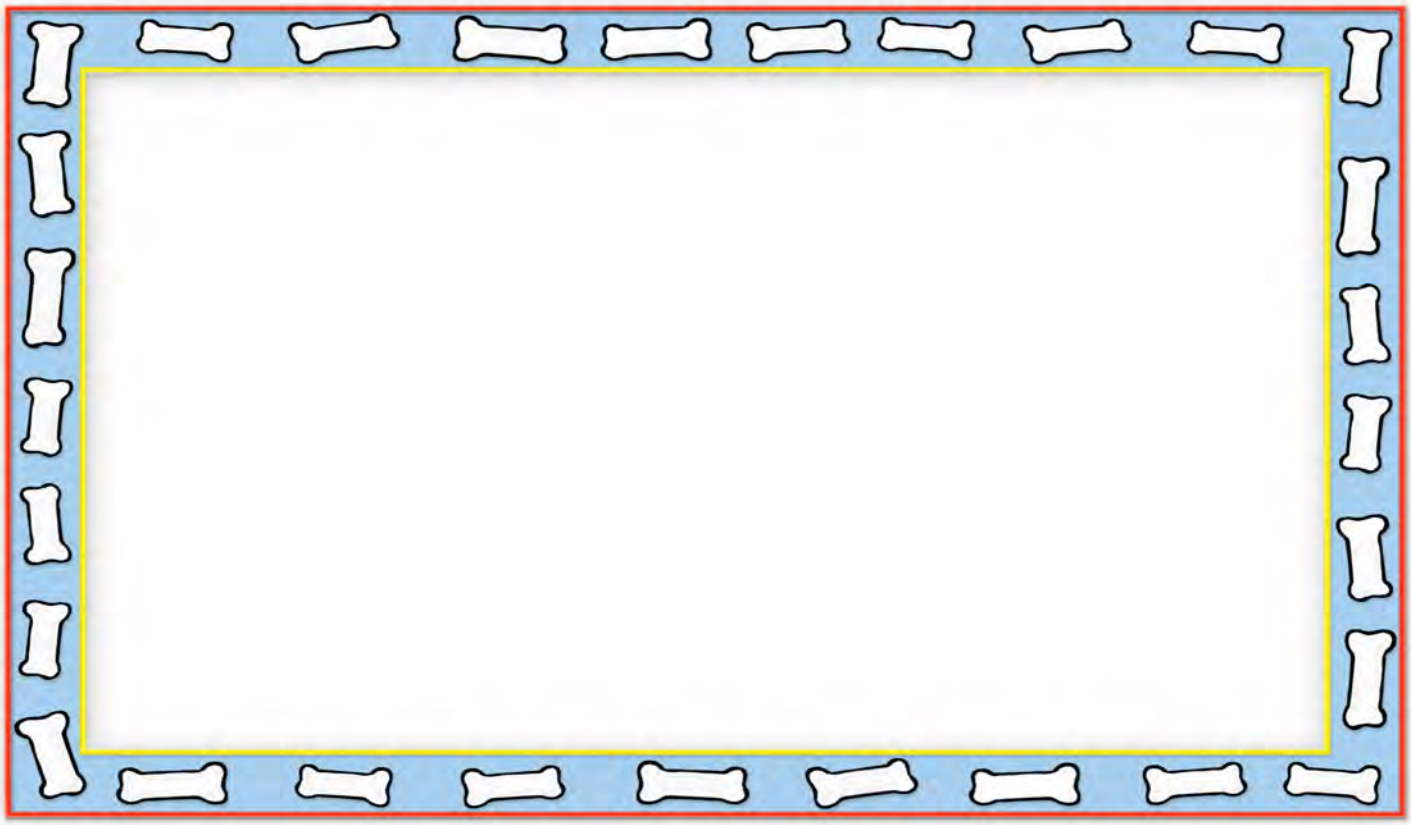
Misconceptions:

GET OUTSIDE - ACTIVITY SHEET

Name: _____ *Date:* _____

Your bedroom must have 2 things: 1. A smoke alarm 2. Two ways to get out.

- Draw a picture of your bedroom in the box below.
- Use a **RED** marker to circle your smoke alarm.
- Use a **GREEN** marker to circle the two ways that you can get out of your room. *Remember, that the second way might be a window.*
- Answer the questions at the bottom of the page.



List the 2 things you need in your bedroom in case of a fire:
1. _____ 2. _____

Did you mark your smoke alarm? ..... ☐ Yes ☐ No

Did you find and mark the best way out of your room? ..... ☐ Yes ☐ No

Did you find and mark a second way out of your room? ..... ☐ Yes ☐ No

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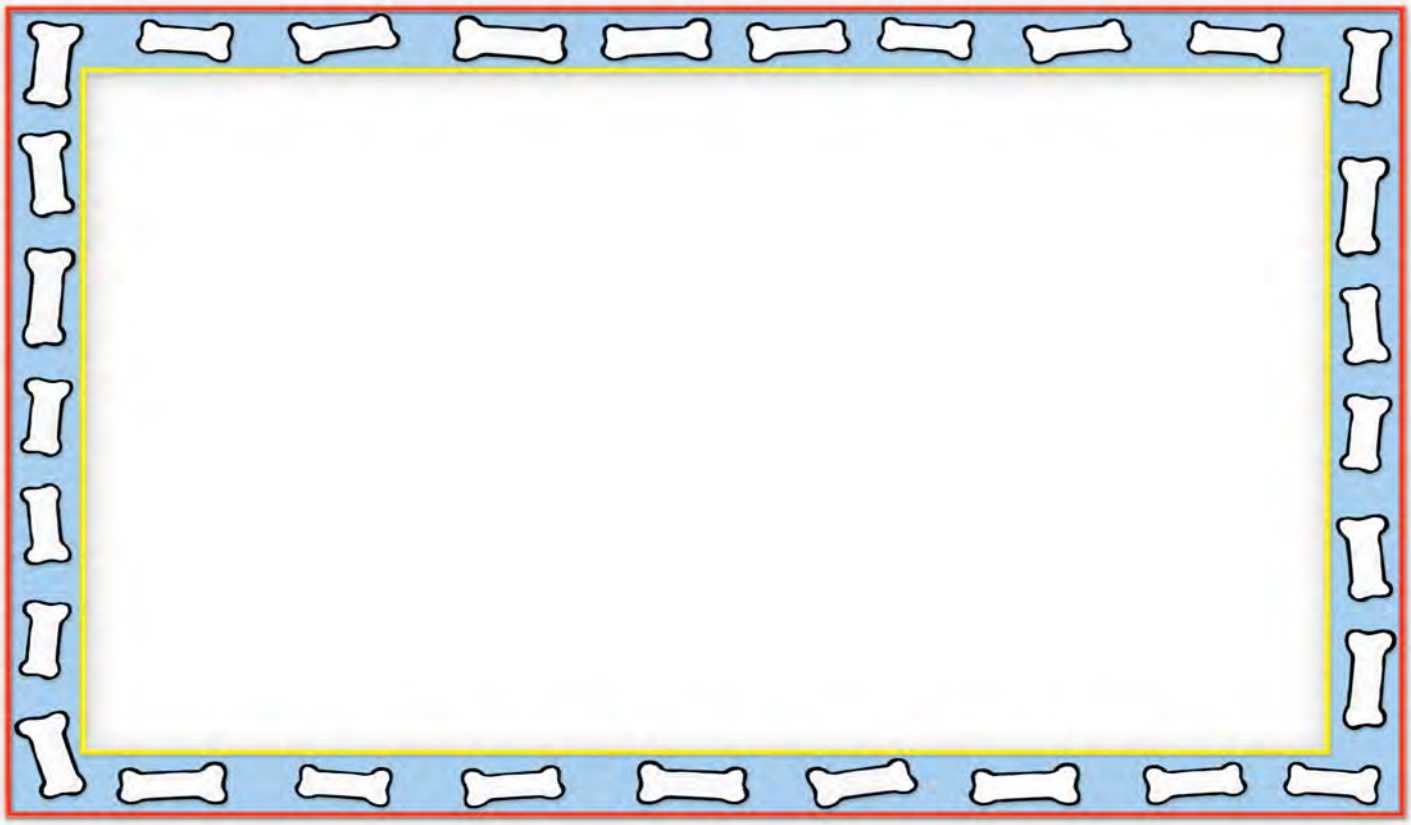
GET OUTSIDE - ANSWER KEY

Name: _____ *Date:* _____

Your bedroom must have 2 things: 1. A smoke alarm 2. Two ways to get out.

- Draw a picture of your bedroom in the box below.
- Use a **RED** marker to circle your smoke alarm.
- Use a **GREEN** marker to circle the two ways that you can get out of your room. *Remember, that the second way might be a window.*
- Answer the questions at the bottom of the page.



List the 2 things you need in your bedroom in case of a fire:

1. A SMOKE ALARM 2. TWO WAYS TO GET OUT

Did you mark your smoke alarm? ..... ☒ Yes ☐ No

Did you find and mark the best way out of your room? ..... ☒ Yes ☐ No

Did you find and mark a second way out of your room? ..... ☒ Yes ☐ No

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STAY OUTSIDE - ACTIVITY SHEET

Name: _____ *Date:* _____

Every family should have a meeting place in case of an emergency.
Think of a safe place for your family to meet outside your home.
Draw your meeting place.

If there is an emergency, I will meet my family at the

_____.

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HOW TO MAKE A HOME FIRE ESCAPE PLAN - ACTIVITY SHEET

Name: _____ *Date:* _____

- Draw a map of your home. Show all doors and windows.
- Visit each room and find two ways out.
- All windows and doors should open easily. You should be able to use them to get outside.
- Make sure your home has smoke alarms. Push the test button to make sure each alarm is working.
- Pick a place outside where everyone will meet. It should be in front of your home.
- Make sure your house or building number can be seen from the street.
- Talk about your plan with everyone in your home.
- Learn the emergency phone number for your fire department.
- Practice your home fire escape drill!

Make your own home fire escape plan on the back of this paper.

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GET OUTSIDE, STAY OUTSIDE

Dear Family,

Our class is learning about fire safety. Today we learned "Get Outside, Stay Outside". Your child learned about the importance of having a safe way out of a home in the case of an emergency. We also discussed the importance of having a designated outside meeting place. Your family should know two ways out of each room in your home. The first way out is usually a door, the second way out may be a window.

It is important that all family members are aware of the two possible ways out for each room in your home, as well as your outside meeting place. Instructions to help you make your own plan are attached to this letter.

Together we can keep your family safe from fire.

Sincerely,

_____

Here is a fire safety activity you can do with your child.

Find Two Ways Out

- Take a walking tour of each room in your home.
- Using post-it notes, find and mark your first way out for each room with the number one.
- Discuss how sometimes a way out may be blocked and how it is important to have a second way out. Find and mark your second way out with the number two.
- Choose an outside family meeting spot. Decorate a sign together as a family to label this important spot.
- Once you have located your ways out and an outside meeting place, it is important to practice! Practice your escape drill at least twice a year. Please practice carefully and never practice using a second way out if it is a window not on the ground floor. Instead practice how to open a window that may be used as a second way out. Remember, if the smoke alarm sounds, get outside and stay outside.
- Call the fire department from outside the home using a cell phone or neighbor's phone.

Fire safety fun for families at sparky.org!

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Worksheet 1 **Name**_____

Put It in Order

Read the story below. Then put the sentences in the right order by writing the numbers 1, 2, 3, or 4 after each sentence.

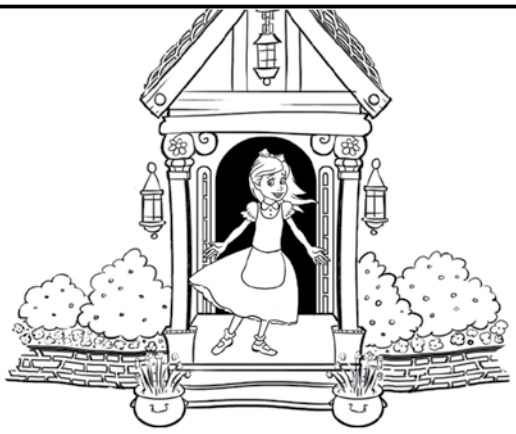
Sparky and Alice fell down a hole. They then went to a tea party. Sparky looked at an escape plan. It showed two ways out. Sparky and Alice then went to see the Queen of Hearts. They were looking for a way outside. Alice opened the door. They went outside to the giant mushroom. That was their outside meeting place.

They went to their outside meeting place at the giant mushroom.

Story Order Number:_____

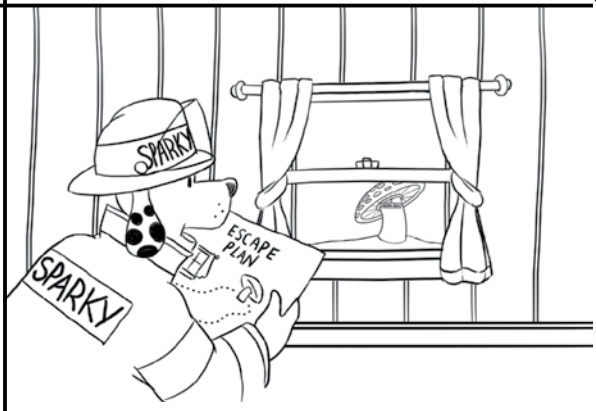
Sparky and Alice went to a tea party.

Story Order Number:_____



Alice opened the door.

Story Order Number:_____



Sparky looked at an escape plan.

Story Order Number:_____

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Chandler Fire Department

Grade "1"

Crawl Low Under Smoke

Objective: The student will make connections between the meaning of vocabulary words specific to fire safety, why some things pose danger to children, and how to avoid danger using life safety practices, and demonstrate this knowledge by answering direct questions as well as participation in a pre- and post-test.

Assess for Prior Knowledge: Give students the provided pretest to evaluate their knowledge prior to the Fire Pal's visit.

Overview: In most fire fatalities, victims succumb to smoke inhalation long before burn injuries occur. Eighty percent (80%) of people who die in residential fires first inhale smoke and other toxic gases. Smoke and toxic gases produced from fire tend to rise to the ceiling. That is why the best place to be is down low. The air will be cooler and fresher and visibility will be better close to the floor. Surviving a fire depends on moving quickly and ***crawling low under smoke.***

Arizona College & Career Ready Standards Incorporated: During Presentation

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3)

1. (1.SL.1)
    - Participate in collaborative conversations with *CFD Fire Pal* about grade 1 topics and texts with peers and adults in small and larger groups.
        - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
        - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
        - Ask questions to clear up any confusion about the topics and texts under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details *of the fire safety* information presented orally.
3. (1.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.

Chandler Fire Department

Grade "1"

Language Standards K–2: (1.L.6)

1. (1.L.6)
    - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *We crawl low* <u>*because*</u> *the air is safer there*).

Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

A copy of Sprinkler's Clubhouse, Episode 17 "Gearing Up With the Firefighters" is provided to the classroom. Length: 14:55 minutes

http://chandleraz.granicus.com/MediaPlayer.php?publish_id=20

Students write an informative piece about why we should crawl low under smoke. The piece should include information about smoke rising, the safest air being low to the ground, and the importance of getting outside.

Writing Standards K–2: (1.W.2)

1. (1.W.2)
    - Write informative/explanatory texts in which the student names a topic (*Crawling Low Under Smoke*), supply some facts about the topic (*what was the reason to crawl low*), and provide some sense of closure (*getting out safely)*

Opportunity to give back to CFD!

Post Notes:

Please consider displaying your students' work at your school district office.

Chandler Fire Department welcomes the gift of any examples of your students' work. Be aware that selected outstanding examples may be presented to City Management. Turn in examples to your school's front office and ask to coordinate delivery to CFD.

If your student is able to apply what they have learned to save a life or property, please contact us so that we may properly recognize your student's heroic actions with a Life Saver Award.

Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students complete “Crawl Low Under Smoke Number Comparison” worksheet B1 and/or B2. The worksheet reinforces home escape while students follow the maze to reach safety.

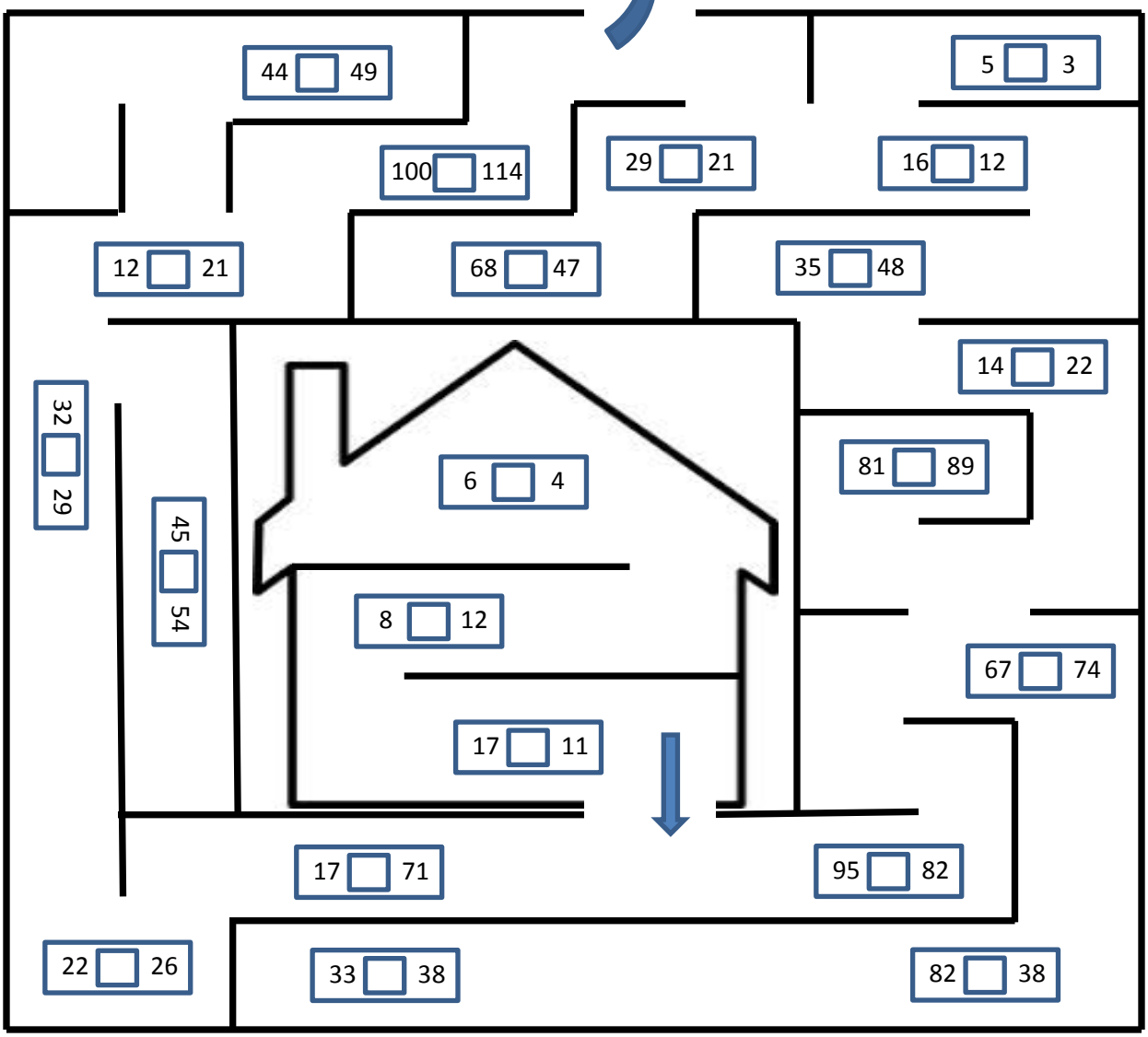
Math-Measurement and Data K–2: (1.NBT.B.3)

1. (1.NBT.B.3)
    - Compare two digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Name: _____

We crawl low under smoke to stay safe.
Use > or < to show how the numbers compare in each set and circle the lowest number to get out of the house safe.

Ex. 15 < 19



Grade 1 "Crawl Low Under Smoke" Worksheet B1

Name: _____

We crawl low under smoke to stay safe. Use > or < to show how the numbers compare in each set and circle the lowest number.

Ex.

15 < 19	5 ☐ 3	21 ☐ 19	7 ☐ 11	38 ☐ 50
41 ☐ 44	16 ☐ 61	6 ☐ 60	9 ☐ 1	11 ☐ 14
12 ☐ 21	18 ☐ 16	9 ☐ 6	30 ☐ 23	60 ☐ 71
80 ☐ 75	48 ☐ 46	62 ☐ 66	72 ☐ 71	83 ☐ 38
29 ☐ 40	92 ☐ 99	100 ☐ 120	142 ☐ 148	212 ☐ 229

Chandler Fire Department

Grade "1"

When Clothes Are On Fire

Objective: The student will make connections between the meaning of vocabulary words specific to fire safety, why some things pose danger to children, and how to avoid danger using life safety practices, and demonstrate this knowledge by answering direct questions as well as participation in a pre- and post-test.

Assess for Prior Knowledge: Give students the provided pretest to evaluate their knowledge prior to the Fire Pal's visit.

Overview: When a person's clothing catches fire, actions must be immediate and instinctive. There is no time to think. To minimize a burn injury when your clothes catch fire, you must **Stop**, **Drop**, and **Roll**. Students must be instructed how to perform this action by themselves, and be able to assist someone else should their clothing catch fire.

Arizona College & Career Ready Standards Incorporated: During Presentation

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3)

1. (1.SL.1)
    - Participate in a collaborative conversation with *the CFD Fire Pal* about grade 1 *fire safety* topics.
        - Follow agreed-upon rules for discussions (e.g., raising their hand for questions, only answering questions aloud when chosen to do so, understanding the difference between a question and a story)
        - Ask questions to clear up any confusion about the *fire safety topics* under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details *of the fire safety* information presented orally.
3. (1.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.

Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

A copy of Sprinkler's Clubhouse, Episode 15 "Sprinkler the Super Squirrel Scout" is provided to the classroom. Length: 16:50 minutes

http://chandleraz.granicus.com/MediaPlayer.php?publish_id=18

Students create a picture to demonstrate the safety message, "Stop, Drop, and Roll", as described in the video. Students create the title of the poster as "Stop, Drop, and Roll" to incorporate Language Standards 1.L.2.

Language Standards K–2: (1.L.2)

1. (1.L.2)
    - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
        - Use commas to separate single words in a series.

Opportunity to give back to CFD!

Post Notes:

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Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students are provided the “Short O Words Worksheet” where they will determine if the words provided have a short or long “O” sound and alphabetize the provided words.

Arizona Reading Standards: Foundational Skills K–2: Phonological Awareness

1. Distinguish long from short vowel sounds in spoken single-syllable words.(*Short “o” versus long “o” - Stop, Drop, Roll)*

Suggested Vocabulary Words:

Drop

First

Roll

Stop

Think

Name: _____

Short O Words

Circle the *short o* words.

dog	told	go
stop	drop	roll
old	hot	home
frog	got	note

Write the words in ABC order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ANSWERKEY

Short O Words

Circle the *short o* words.

dog	told	go
stop	drop	roll
old	hot	home
frog	got	note

Write the words in ABC order.

1. dog
2. drop
3. frog
4. got
5. hot
6. stop

Chandler Fire Department

Grade "1"

Smoke Alarms

Objective: The student will make connections between the meaning of vocabulary words specific to fire safety, why some things pose danger to children, and how to avoid danger using life safety practices, and demonstrate this knowledge by answering direct questions as well as participation in a pre- and post-test.

Assess for Prior Knowledge: Give students the provided pretest to evaluate their knowledge prior to the Fire Pal's visit.

Overview: Fire can occur at any time and without an individual noticing. Smoke alarms provide the fastest family response to any fire and provide the best opportunity to escape quickly. According to the NFPA, almost two-thirds of home fire deaths in 2005-2009 resulted from fires in homes with no smoke alarms or no working smoke alarms. When smoke alarms fail to operate, it is usually because batteries are missing, disconnected, or dead. Smoke alarms play a vital role in preventing injury and death and children must be educated about the proper use of and response to a smoke alarm. Providing education and materials to the student can play a crucial role in promoting the proper use of these life saving devices.

Arizona College & Career Ready Standards Incorporated: During Presentation

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3), (1.SL.4)

1. (1.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 1 topics and texts with peers and adults in small and larger groups.
        - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
        - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
        - Ask questions to clear up any confusion about the topics and texts under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details *of the fire safety* information presented orally.

3. (1.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.
4. (1.SL.4)
    - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *Specifically describing the use of smoke alarms in the home when asked.*

Language Standards K–2: (1.L.6)

1. (1.L.6)
    - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (*e.g., Smoke alarms work <u>if</u> batteries are used).*

Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

Students are provided a copy of the worksheets “When Smoke Alarms Sound” and “My Smoke Alarm Book”. Students then cut out the sequences and place them in order to reinforce the lesson plan. The second worksheet can be completed at home to reinforce smoke alarm maintenance and promote family education.

Free downloadable versions: http://www.scholastic.com/firesafety%5Cpdfs%5CWhenSmokeAlarmSounds.pdf
http://www.scholastic.com/firesafety%5Cpdfs%5CMySmokeAlarmBook.pdf

Arizona Reading Standards for Informational Text K–2: (1.RI.3), (1.RI.7)

1. (1.RI.3)
    - Describe the connection between two individuals, events, ideas, or pieces of information in a text
2. (1.RI.7)
    - Use the illustrations and details in a text to describe its key ideas

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students complete “Smoke Alarm Telling Time” worksheet. The worksheet reminds students that smoke alarms can sound at any time.

Math-Measurement and Data K–2: (1.MD.B.3)

1. (1.MD.B.3)
    - Tell and write time in hours and half-hours using analog and digital clocks

Student Worksheet 2

PUT IT IN ORDER

TEACHER: Have children cut out each strip below. Then ask them to glue the strips in the correct order of what to do when the smoke alarm sounds.

I hear the smoke alarm.

I go to my Outside Meeting Place.

I am playing in my room.

I go outside.

FIRE-SAFETY INFORMATION BROUGHT TO YOU BY NFPA.

TEACHERS: Have children cut along the dotted line. Then ask them to fold the page to make a mini-book. Invite children to add drawings to illustrate their books.

Name: _____

Smoke alarms keep us safe. John's smoke alarm sounded at 9:30. Write the time that is shown on each clock. Circle the clock that shows when John's smoke alarm sounded.

1a ____ : ____

1b ____ : ____

1c ____ : ____

2a ____ : ____

2b ____ : ____

2c ____ : ____

3a ____ : ____

3b ____ : ____

3c ____ : ____

4a ____ : ____

4b ____ : ____

4c ____ : ____

Chandler Fire Department

Grade "1"

Matches and Lighters: Tools or Toys?

Objective: The student will make connections between the meaning of vocabulary words specific to fire safety, why some things pose danger to children, and how to avoid danger using life safety practices, and demonstrate this knowledge by answering direct questions as well as participation in a pre- and post-test.

Assess for Prior Knowledge: Give students the provided pretest to evaluate their knowledge prior to the Fire Pal's visit.

Overview: Children are naturally curious about fire. Fire has a magical appeal that captures their attention. Because children learn by imitating adults, when they see an adult start the barbecue or light a cigarette, children want to mimic fire starting behavior. Children's curiosity about fire should be channeled into appropriate behavior. Children are at high risk for burn injuries caused by experimenting with matches and fire. Because children do not understand that matches are tools, they will most often misuse them. Children need to understand that **big fires start small**. They need to distinguish between the appropriate and inappropriate use of matches and lighters. They need to understand the risks and dangers associated with using matches and lighters.

Arizona College & Career Ready Standards Incorporated: During Presentation

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3)

1. (1.SL.1)
    - Participate in a collaborative conversation with *the CFD Fire Pal* about grade 1 *fire safety* topics.
        - Follow agreed-upon rules for discussions (e.g., raising their hand for questions, only answering questions aloud when chosen to do so, understanding the difference between a question and a story)
        - Ask questions to clear up any confusion about the *fire safety topics* under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details *of the fire safety* information presented orally.
3. (1.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.

Language Standards K–2: (1.L.5)

1. (1.L.5)
    - With guidance and support from *the Fire Pal*, demonstrate understanding of word relationships and nuances in word meanings.
        - Identify real-life connections between words and their use (e.g., *tool and toy)*

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

A copy of Sprinkler's Clubhouse, Episode 16 "Tool or Toy?" is provided to the classroom. Length: 13:30 minutes

http://chandleraz.granicus.com/MediaPlayer.php?publish_id=19

Students create a poster to demonstrate the safety message described in the video. Students create the title of the poster as "TOOL or toy" to incorporate standard 1.L.1. Students partner in small groups to explain their poster and accept feedback.

Writing Standards K–2: (1.W.4), (1.W.5)

1. (1.W.4)
    - With guidance and support from their teacher, produce writing in which the development and organization are appropriate to task and purpose
        - With guidance and support from adults, produce functional writing (e.g., *posters that demonstrate the fire safety message described in the video)* in which the development and organization are appropriate to task and purpose
2. (1.W.5)
    - With guidance and support from their teacher, *focus on the topic of fire safety*, respond to questions and suggestions from peers, and add details to strengthen writing as needed

Chandler Fire Department

Grade "1"

Language Standards K–2: (1.L.1)

1. (1.L.1)
    - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by printing upper- and lowercase letters in the poster they create.

Opportunity to give back to CFD!

Post Notes:

Please consider displaying your students' work at your school district office.

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Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students are provided the “Sparky the Dog Sorting Activity Worksheet” where they will sort pictures into two categories to further emphasize the lesson plan.

Free downloadable version: http://www.sparky.org/downloads/sorting.pdf

Language Standards K–2: (1.L.1)

1. (1.L.)
    - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by sorting words into categories (e.g.*, hot, not hot)* to gain a sense of the concepts the categories represent.

Suggested Vocabulary Words:

Tell	Tool
Toy	Never

SORTING

HOT	NOT HOT

CHECK OUT SPARKY.ORG FOR MORE FUN!

THE NAME AND IMAGE OF SPARKY ARE TRADEMARKS OF THE NFPA.

Chandler Fire Department

Grade "1"

Calling "911"

Objective: The student will make connections between the meaning of vocabulary words specific to fire safety, why some things pose danger to children, and how to avoid danger using life safety practices, and demonstrate this knowledge by answering direct questions as well as participation in a pre- and post-test.

Assess for Prior Knowledge: Give students the provided pretest to evaluate their knowledge prior to the Fire Pal's visit.

Overview: Emergencies occur at any time of the day or night and may involve anyone. People may experience great stress, anxiety, or fear during an emergency. Knowing how to report an emergency quickly and properly can save lives, minimize injury, and limit property loss. Recognizing that an emergency situation exists may be difficult for a child. Children must be educated about the process of 9-1-1 reporting so they will not hesitate to call for help. 9-1-1 education includes the basics of defining an emergency from the child's perspective, dialing the 9-1-1 number, and providing information to the dispatcher(s).

Arizona College & Career Ready Standards Incorporated: During Presentation

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3)

1. (1.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 1 topics and texts with peers and adults in small and larger groups.
        - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
        - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
        - Ask questions to clear up any confusion about the topics and texts under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details *of the fire safety* information presented orally.

3. (1.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.

Language Standards K–2: (1.L.5), (1.L.6)

1. (1.L.5)
    - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
        - Identify real-life connections between words and their use (e.g., *situations that are emergencies*).
2. (1.L.6)
    - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *We call "911" <u>because</u> there is an emergency).*

Chandler Fire Department

Grade "1"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

A copy of Sprinkler's Clubhouse, Episode 10 "Test Your Knowledge" (911 Emergency Information) is provided to the classroom. Length: 17:30 minutes

http://chandleraz.granicus.com/MediaPlayer.php?publish_id=13

Students write down one emergency shown in the video and the appropriate order of events. This should include what happens before an emergency, during an emergency, and after 911 has responded.

Writing Standards K–2: (1.W.2), (1.W.3)

1. (1.W.2)
   - Write informative/explanatory texts in which they name a topic (*Calling "911"*), supply some facts about the topic (*what was the emergency*), and provide some sense of closure (*how did the event end*)

2. (1.W.3)
   - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Opportunity to give back to CFD!

Post Notes:

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If your student is able to apply what they have learned to save a life or property, please contact us so that we may properly recognize your student's heroic actions with a Life Saver Award.

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Learn Not To Burn level 1 emergency sorting cards are provided to students. Students sort cards into categories of “Emergency” and “Not Emergency”. Take home handout also provided for family emergency planning.

Free downloadable version: http://www.sparky.org/downloads/Sorting.pdf

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3)

1. (1.SL.1)
    - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
        - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
        - Ask questions to clear up any confusion about the topics and texts under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details in information presented orally or through other media.
3. (1.SL.3)
    - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language Standards K–2: (1.L.5)

1. (1.L.5)
    - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
        - Sort words into categories (e.g., *emergency, not emergency*) to gain a sense of the concepts the categories represent.

EMERGENCY SORTING CARDS

I can't find my favorite book.

My mom is on the floor and I can't wake her.

My dog ran away.

Mom said that I can't go outside today.

EMERGENCY SORTING CARDS

I am home alone and scared.	**My grandpa fell off the chair and can't get up.**
My aunt fell and her nose is bleeding really badly.	**My home is on fire.**

EMERGENCY SORTING CARDS

I am lost and can't find my mom or dad.	**My baby sister is sneezing.**
My friend can't breathe.	**I have nothing to do.**

EMERGENCY SORTING CARDS

My friend fell off the swing and can't get up.	**I want to play.**
It's my birthday.	**A stranger is in my home.**

EMERGENCY SORTING CARDS

I want to talk to someone	**There is a fire**
My friend broke his leg.	**My grandma fell down and can't get up.**

EMERGENCY SORTING CARDS

I am mad at my mom.	**I have a paper cut.**
My friend hurt my feelings.	**I want to call someone.**

EMERGENCY SORTING CARDS

I want to practice calling in an emergency.	**I like to push the numbers on the phone.**
My friend is choking.	**My cat is in a tree.**

EMERGENCY SORTING CARDS - ANSWER KEY

EMERGENCY

My mom is on the floor and I can't wake her.

I am home alone and scared.

My grandpa fell off the chair and can't get up.

My aunt fell and her nose is bleeding really badly.

My home is on fire.

I am lost and can't find my mom or dad.

My friend can't breathe.

My friend fell off the swing and can't get up.

A stranger is in my home.

There is a fire.

My friend broke his leg.

My grandma fell down and can't get up.

My friend is choking.

NOT AN EMERGENCY

I can't find my favorite book.

My dog ran away.

Mom said that I can't go outside today.

My baby sister is sneezing.

I have nothing to do.

I want to play.

It's my birthday.

I want to talk to someone.

I am mad at my mom.

I have a paper cut.

My friend hurt my feelings.

I want to call someone.

I want to practice calling in an emergency.

I like to push the numbers on the phone.

My cat is in a tree.

REPORT AN EMERGENCY

Dear Family,

Our class is learning about fire safety. Today we learned about emergencies. Your child learned about what an emergency means. We worked together to distinguish between situations that are true emergencies and situations that are problems we can solve on our own and for which we do not need the help of the fire department. We also learned the correct way to report an emergency situation.

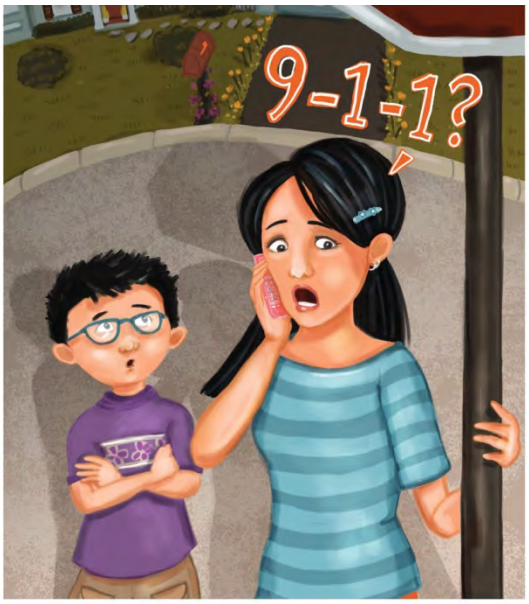
The number in our community to call in the case of an emergency is_____. It is important that this number be posted and readily accessible for your child to use in the case of an emergency.

Please take the time to talk to your child about the importance of using our local fire department as people who can help us when an emergency arises. Together we can keep your child safe from fire.

Sincerely,

_____

Here is a fire safety activity you can do with your child.



- Create an "In Case of Emergency" flyer for your home.
- Help your child to complete the information for the flyer.
- Use the bottom half of the flyer to draw a picture of your child using the telephone to report an emergency.
- Review what would be an emergency situation.
- Post this sheet near your telephone so your child can easily access it in the case of an emergency.

Fire safety fun for families at sparky.org!

WWW.NFPA.ORG/LEARNNOTTOBURN • LEARN NOT TO BURN® IS A REGISTERED TRADEMARK OF NFPA.

IN CASE OF AN EMERGENCY - FLYER

EMERGENCY INFORMATION

Emergency phone number: _____

Name(s): _____

Home address: _____

City: _____

State: _____

Home phone number: _____

Chandler Fire Department

Grade "1"

First Aid: Cool A Burn With Water

Objective: The student will make connections between the meaning of vocabulary words specific to fire safety, why some things pose danger to children, and how to avoid danger using life safety practices, and demonstrate this knowledge by answering direct questions as well as participation in a pre- and post-test.

Assess for Prior Knowledge: Give students the provided pretest to evaluate their knowledge prior to the Fire Pal's visit.

Overview: A burn injury is the most painful injury that one can ever experience. When a burn occurs to the skin, nerve endings are damaged causing intense pain.

The immediate care for a minor burn injury is the continuous application of cool water to the affected area. This is done until professional medical assistance is given to the victim.

Other minor types of injuries can be treated at home and students should become familiar with the first aid treatments.

Arizona College & Career Ready Standards Incorporated: During Presentation

Speaking and Listening Standards K–2: (1.SL.1), (1.SL.2), (1.SL.3)

1. (1.SL.1)
    - Participate in collaborative conversations with *CFD Fire Pal* about grade 1 topics and texts with peers and adults in small and larger groups.
        - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the first aid topics under discussion).
        - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
        - Ask questions to clear up any confusion about the topics and texts under discussion.
2. (1.SL.2)
    - Ask and answer questions about key details *of the fire safety* information presented orally.

3. (1.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

A copy of Sprinkler's Clubhouse, Episode 20 "First Aid: The Musical" is provided to the classroom. Length: 21:14

minutes http://chandleraz.granicus.com/MediaPlayer.php?publish_id=26

Students write down one first aid remedy shown in the video and the appropriate injury it will treat. The piece can be produced as an informative text or a narrative where they will recall a specific injury that was in the video.

Writing Standards K–2: (1.W.2), (1.W.3)

1. (1.W.2)
    - Write informative/explanatory texts in which they name a topic (Providing first aid), supply some facts about the topic (what was the injury), and provide some sense of closure (how was the injury treated)

2. (1.W.3)
    - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

Opportunity to give back to CFD!

Post Notes:

Please consider displaying your students' work at your school district office.

Chandler Fire Department welcomes the gift of any examples of your students' work. Be aware that selected outstanding examples may be presented to City Management. Turn in examples to your school's front office and ask to coordinate delivery to the CFD.

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students are provided the “Cool a Burn with Water” lyrics from the Sesame Street© program. The students will review the lyrics which reinforces the first aid process for minor burns.
http://www.sesamestreet.org/cms_services/services?action=download&uid=02a34681-45db-4acd-a660-5cd308b844ac (link to song)

Arizona Reading Standards for Literature K–2: (1.RL.10)

1. (1.RL.10)
    - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Arizona College & Career Ready Standards Incorporated:

Optional Exercise C

Students are provided the “Grade 1 “First Aid” worksheets”. The students will review the common injuries and match them to the proper first aid treatments. Students will also match the actions which may prevent common injuries.

STRAND 5: Use of Decision-Making Skills to Enhance Health : (Concept 2)

1. (PO 1)
    - Identify situation when a health-related decision is needed

Grade "1"
Cool a Burn With Water: Optional Exercise B

"Cool Water"

If you burn your skin
There's no use worrying.
Just put it into water,
Cool water.
Now you better learn
That if you get a burn
To put it into water,
Cool water.
Doctor's do it too,
So should I
And so should you.
It's an easy thing to do
And it feels better
When you use water,
Cool water.

Lyrics by Sesame Street©

http://www.sesamestreet.org/cms_services/services?action=download&uid=02a34681-45db-4acd-a660-5cd308b844ac

Name: _____

Write the number of the injury next to the correct first aid care.

1. You have a paper cut
2. You fall off a bike and scrape your knee
3. She burns her finger on the stove
4. He trips and sprains his ankle
5. You scrape your arm when you fall
6. He touches a hot iron

- ☐ Wash it off and put on a Band-Aid
- ☐ Put it under cool water
- ☐ Wrap it with a bandage
- ☐ Put it under cool water
- ☐ Wash it off and put on a Band-Aid
- ☐ Call “911”
- ☐ Wash it off and put on a Band-Aid

Name: _____

Write the number of the injury next to the correct first aid care.

1. You have a paper cut
2. You fall off a bike and scrape your knee
3. She burns her finger on the stove
4. He trips and sprains his ankle
5. You scrape your arm when you fall
6. He touches a hot iron

- [1] Wash it off and put on a Band-Aid
- [3] Put it under cool water
- [4] Wrap it with a bandage
- [6] Put it under cool water
- [2] Wash it off and put on a Band-Aid
- [ ] Call "911"
- [5] Wash it off and put on a Band-Aid

Teacher's Note: Remind students that none of these situations are a valid reason to call "911"

Name: _____

Write the number of the action next to the injury it may prevent.

1. Do not play with sharp tools
2. Stay away from the oven
3. Wear a helmet
4. Leave a hot iron alone
5. Wear knee pads
6. Do not go too close to the campfire

- ◯ Burn
- ◯ Sprain
- ◯ Burn
- ◯ Cut
- ◯ Head injury
- ◯ Burn
- ◯ Scrape

Grade 1 "First Aid" Worksheet

Name: _____

Write the number of the action next to the injury it may prevent.

1. Do not play with sharp tools
2. Stay away from the oven
3. Wear a helmet
4. Leave a hot iron alone
5. Wear knee pads
6. Do not go too close to the campfire

(2) Burn

( ) Sprain

(4) Burn

(1) Cut

(3) Head injury

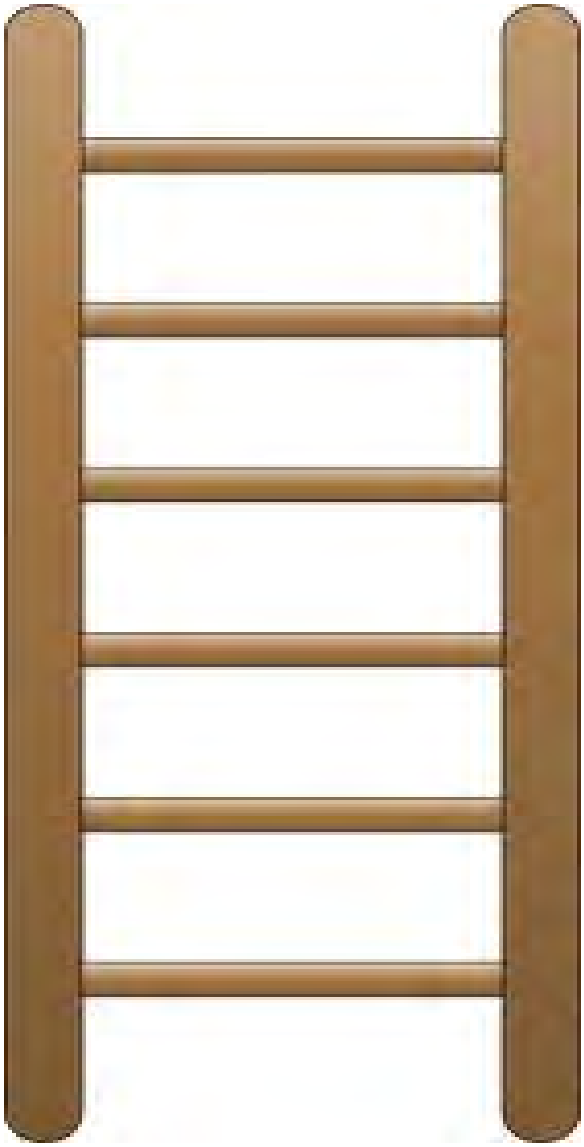
(6) Burn

(5) Scrape

Grade 1 "First Aid" Worksheet

Name: _____

Write the words in ABC Order.
Start at the bottom of the ladder.
Remind the adults in your home to check the smoke alarm!



fire

smoke

crawl

alarm

test

battery