2nd Grade Fire Safety Lesson Plans

Timeline For Fire Safety Education 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 pick up)
- 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 and hold for Fire Pal/Coordinator pickup.

Thank you all!

Robin Miller

Fire Education Program Analyst

480-782-2119

"Give Back" Opportunities for Students

2nd Grade

- "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 produce an individual or collaborative 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. The group should use peer review to produce one document per individual / group. Illustrations may accompany the document. The best efforts can be forwarded to Chandler Fire Department for selection of a winning piece. CFD may select one or more individuals / groups to participate in a presentation of their piece to be recorded and presented to local preschools.

- "Smoke Alarms" Lesson: Exercise B
  - Students complete "Write a Sparky Poem" worksheet using a free fire safety template from Scholastic.com. The poem should include fire-safety ideas and reinforces the smoke alarm lesson

- "When Clothes Are On Fire": Exercise A
  - A copy of Sprinkler's Clubhouse, Episode 15 "Sprinkler the Super Squirrel Scout" is provided to the classroom. Students create a letter that explains the safety message "Stop, Drop, and Roll", as described in the video or by using the information provided by their Fire Pal. The letter should include when to use the safety measure and when not to use this action (i.e. when the house is on fire). These letters can be shared with lower grades within the school or contributed to Chandler Fire Department for distribution to the local Preschools to be used as an educational tool for this important safety lesson.

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

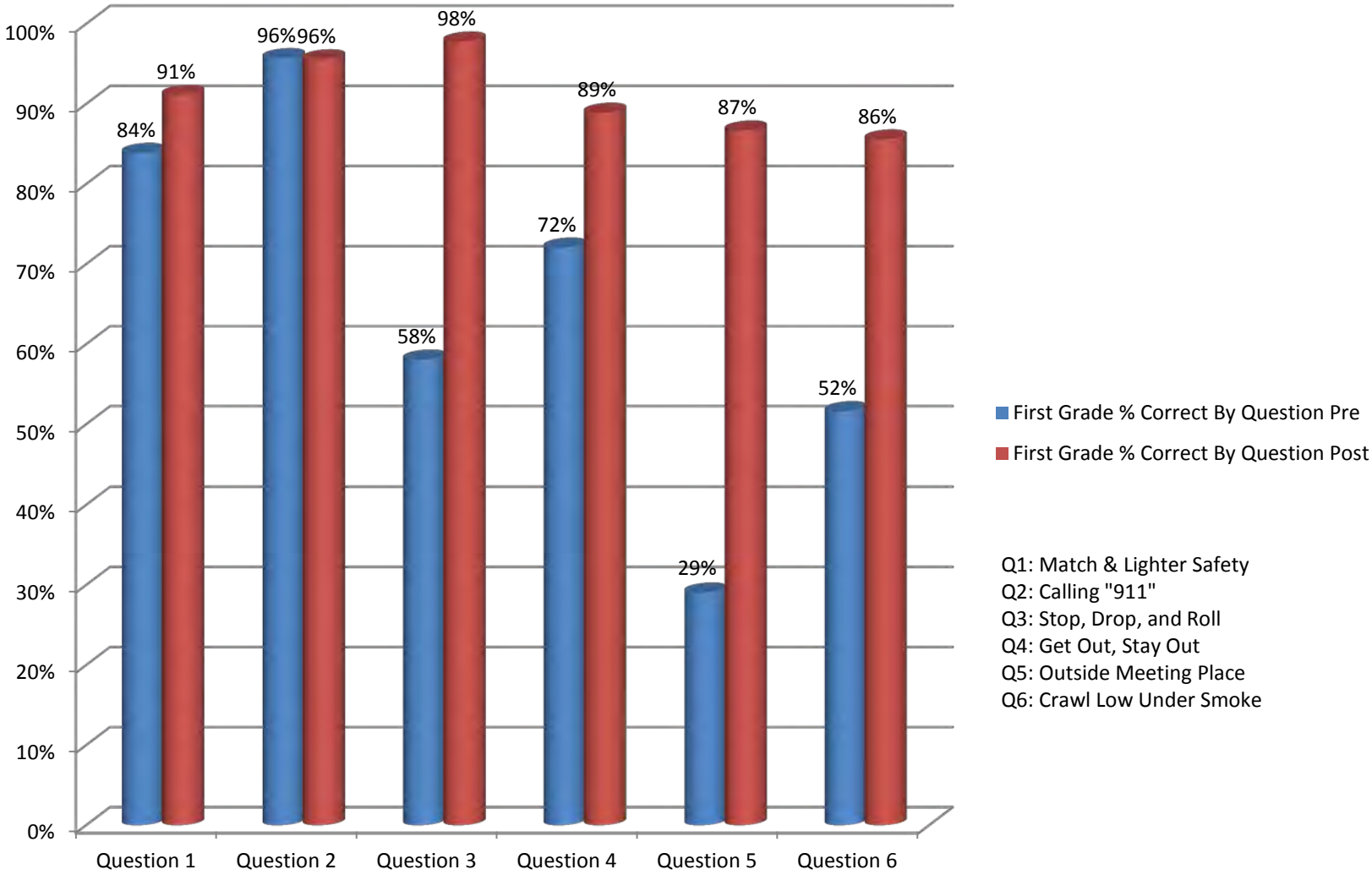
3. *If your clothes are on fire, what should you do?*
   a. Run very fast to water
   b. Yell until a friend helps you
   c. Stop, drop, and roll while covering your face

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.

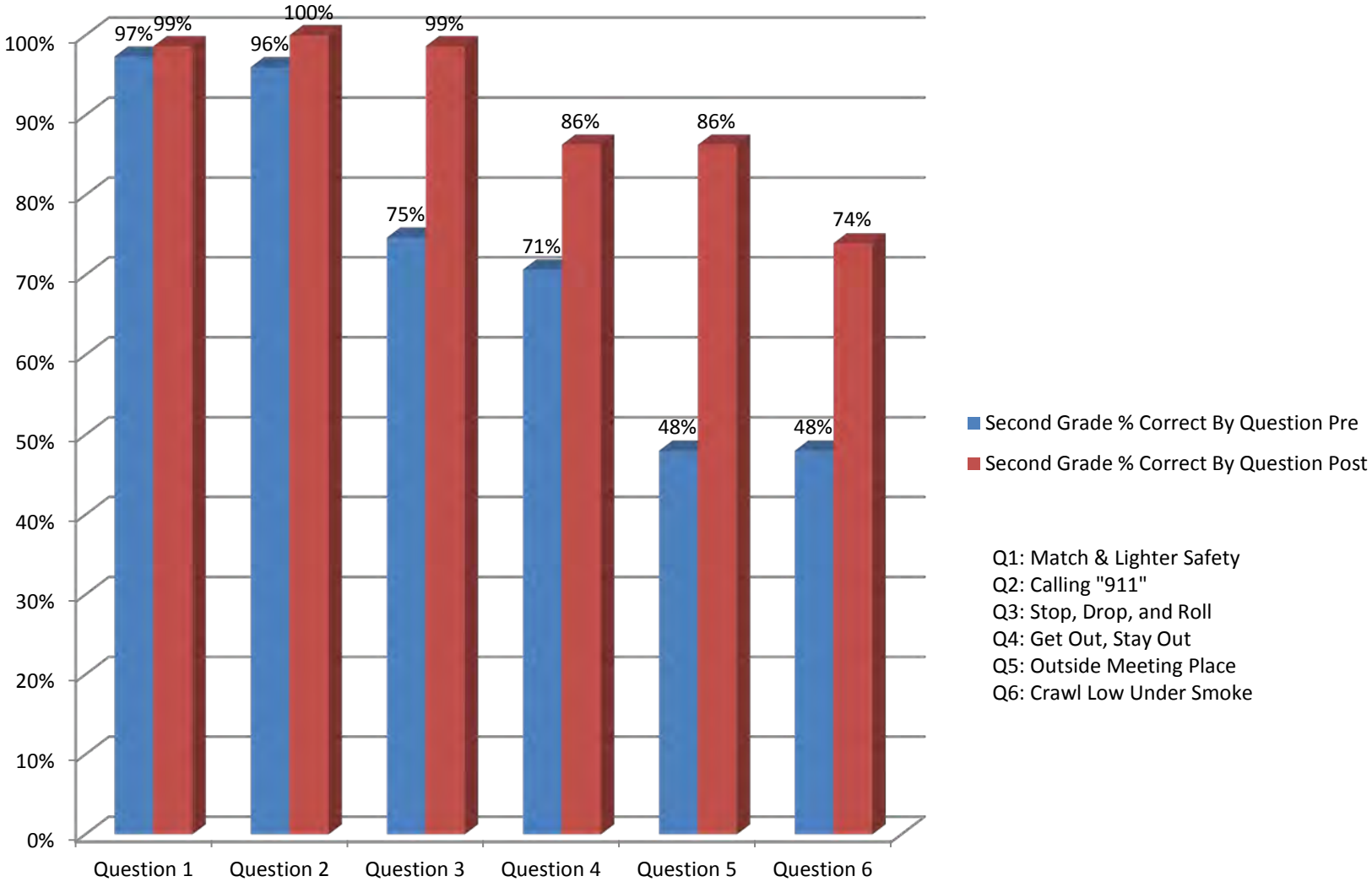
5. *If the smoke alarm sounds at your house, where would you go?*
   a. To the outside meeting place
   b. To find a parent
   c. To find the fire

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 "2"

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: (2.SL.1), (2.SL.2), (2.SL.3), (2.SL.4)

1. (2.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 2 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. (2.SL.2)
    - Recount or describe key ideas or details *about fire safety* information presented orally.

3. (2.SL.3)
    - Ask and answer questions about what *the Fire Pal* says in order to gather additional information or clarify something that is not understood.
4. (2.SL.4)
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences *if the Fire Pal requests information, specifically describing the use of the family's home escape plan when asked*.

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

"Get Out! Stay Out!" poem is provided to the students for review and discussion.

Arizona Reading Standards for Literature K–2: (2.RL.4)

1. (2.RL.4)
    - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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.

Chandler Fire Department

Grade "2"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students are provided the “Fire Safety Test Prep” worksheet. Using the article, they will answer the questions related to home escape and planning.

Free resource copy: http://www.scholastic.com/firesafety/pdfs/nfpa_35_worksheet_3.pdf

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

1. (2.RI.1)
    - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. (2.RI.2)
    - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Name: _____

Get Out! Stay Out!

When I wake at night, and I smell smoke
I do not laugh, it is no joke.

The smoke alarm may sound like a very loud cry
But it's saying to get out and singing its goodbye

I use great care and I crawl really low
I feel the door for heat before I open it slow

If the door is hot, I choose another way
If the door is cool, I get out without delay

I meet my family in our meet up spot
I don't go back in because it's just too hot!

FIRE-SAFETY TEST PREP

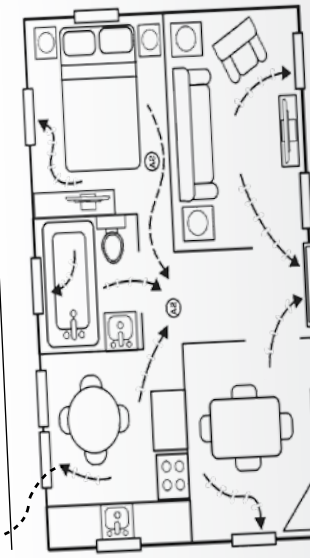
BY SPARKY THE FIRE DOG®

It's Fire Prevention Week! It's a time when families across America make sure they have a plan so that everyone knows what to do if there is a fire!

The first step is to create a **home fire-escape plan**. Work with an adult to create a floor plan of your home and mark all of the ways out. You should have two ways out of every room. Take a look at the example escape plan. Can you circle the two ways out of every room?

Now choose an **outside meeting place**. That is where you will go if there is a fire. The meeting place should be somewhere permanent like a tree, streetlight, or mailbox. Look at the diagram again. Place an X over the outside meeting place in the example escape plan.

Finally, work with your family to make your home fire-escape plan and try out your plan by having a practice fire drill. Have an adult activate the smoke alarm. It will make a loud beep, beep, beep! Go outside to your meeting place. Stay there and wait for your family. You are ready for fire safety!



QUESTIONS Read the article above. Then answer the questions below.

1. What is the main idea of the article?

A. Smoke alarms go beep, beep, beep.

B. Every family should have a home fire-escape plan.

C. The outside meeting place can be a tree.

D. Fire drills are fun.

2. Where is the outside meeting place in the escape plan diagram?

A. tree

B. car

C. couch

D. streetlight

3. According to the article, what is the last step of a home fire drill?

A. choose a meeting place

B. test the smoke alarm

C. make an escape plan

D. wait outside at your meeting place

4. Read this sentence from the article: "The meeting place should be somewhere permanent like a tree, streetlight, or mailbox." What is an antonym for the word **permanent**? _____

5. Why is it important to have a family fire-safety plan? Write details to support your answer.

_____

_____

The name and image of Sparky® are registered trademarks of NFPA.

Chandler Fire Department

Grade "2"

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: (2.SL.1), (2.SL.2), (2.SL.3), (2.SL.4)

1. (2.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 2 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. (2.SL.2)
    - Recount or describe key ideas or details *about fire safety* information presented orally.

3. (2.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. (2.SL.4)
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. *Specifically describing the use of crawling low under smoke if asked.*

Special Opportunity!

Arizona College & Career Ready 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 produce an individual or collaborative 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. The group should use peer review to produce one document per individual / group. Illustrations may accompany the document. The best efforts can be forwarded to Chandler Fire Department for selection of a winning piece. CFD may select one or more individuals / groups to participate in a presentation of their piece to be recorded and presented to local preschools.

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

1. (2.W.4)
    - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose of explaining the method and *reasons to crawl low under smoke and proper time to use the action.*
2. (AZ.2.W.4)
    - With guidance and support from adults, produce functional writing (e.g., directions) in which the development and organization are appropriate to task and purpose.
3. (2.W.5)
    - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Speaking and Listening Standards K–2: (2.SL.5)*

1. (2.SL.5)
    - Create audio recordings of stories; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. *(Applies only to winning individuals/groups)

Chandler Fire Department

Grade "2"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

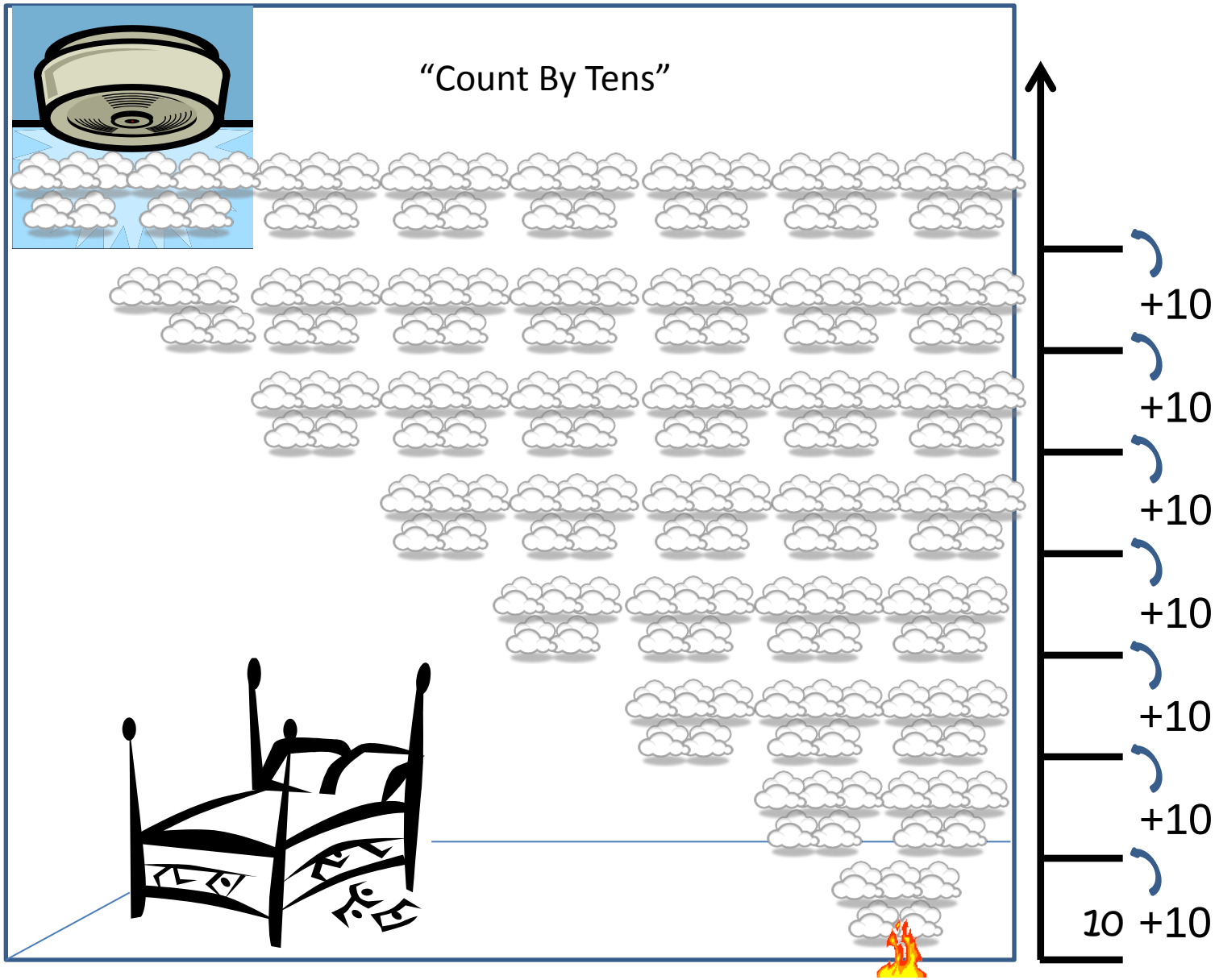
Students complete “Crawl Low Under Smoke - Count By Tens” worksheet. The worksheet reinforces the idea that smoke rises and employs skip counting.

Math-Measurement and Data K–2: (2.NBT.A.2)

1. (2.NBT.A.2)
    - Count within 1000; skip-count by 5s, 10s, and 100s.

Number and Operations in Base Ten (NBT): (2.NBT.B.5)

1. (2.NBT.B.5)
    - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

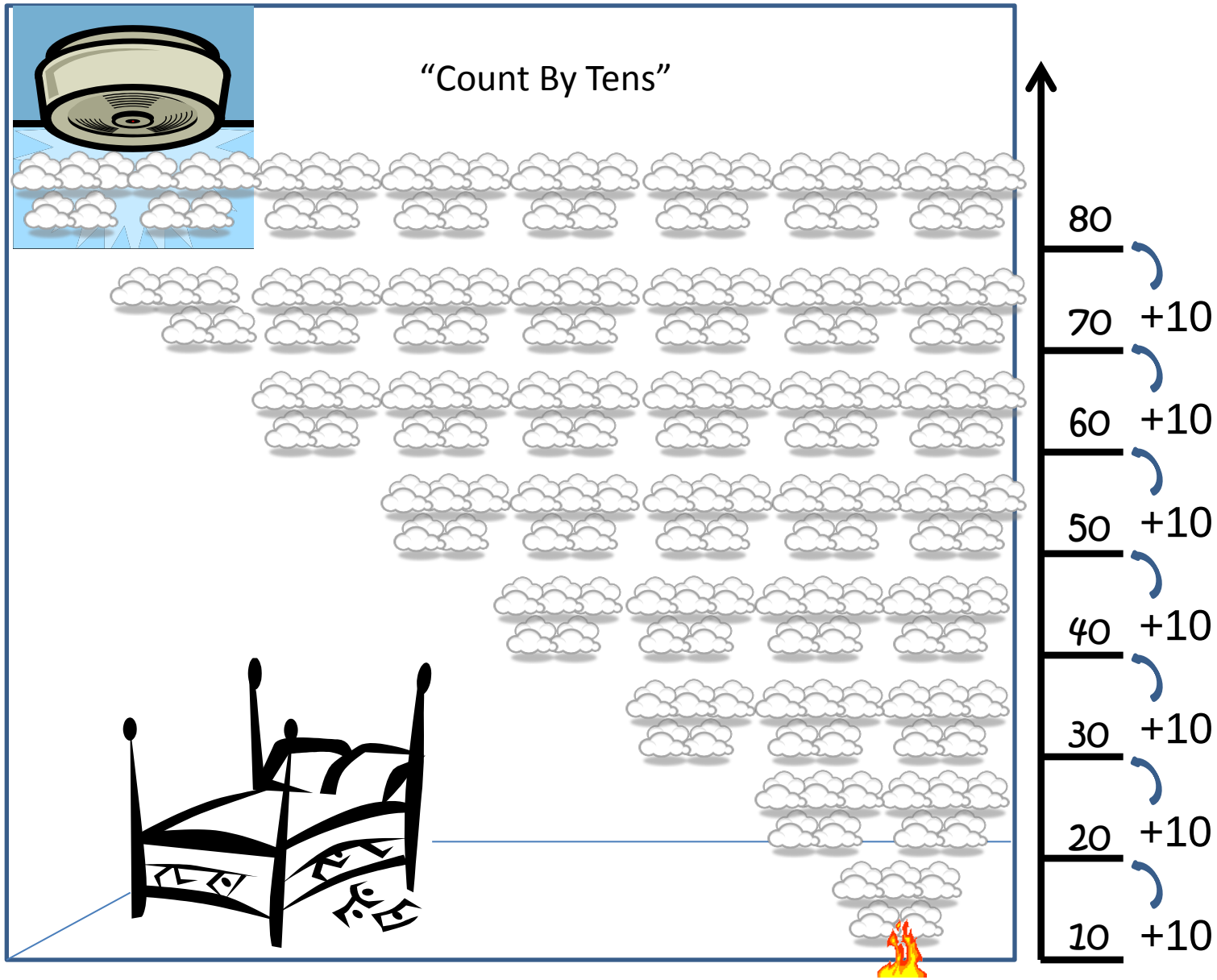


Smoke rises when there is a fire. You stay close to the ground and crawl out of the house. Counting by tens, how many smoke clouds are at the top of the room? Start with ten and place each number on the line above. Why do you think we crawl low to the ground when there is smoke?

Grade 2 Crawl Low Under Smoke B

06/11/19

“Count By Tens”



Smoke rises when there is a fire. You stay close to the ground and crawl out of the house. Counting by tens, how many smoke clouds are at the top of the room? Start with ten and place each number on the line above. Why do you think we crawl low to the ground when there is smoke?

Chandler Fire Department

Grade "2"

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: (2.SL.1), (2.SL.2), (2.SL.3), (2.SL.4)

1. (2.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 2 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. (2.SL.2)
    - Recount or describe key ideas or details *about fire safety* information presented orally.

3. (2.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. (2.SL.4)
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. *Specifically describing the use of smoke alarm in the home when asked.*

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

Students are provided a copy of the worksheet “Read a Time Line”. Students will answer questions about the history of fire safety in order to reinforce the lesson plan and learn who invented the smoke alarm.

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

Number and Operations in Base Ten (NBT): (2.NBT.B.9)

1. (2.NBT.B.7)
    - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Concept 2: Science and Technology in Society (PO 1)

1. (PO 1)
    - Analyze how various technologies impact aspects of people’s lives (e.g., the invention of the smoke alarm)

Chandler Fire Department

Grade "2"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students complete “Write a Sparky Poem” worksheet. The poem should include fire-safety ideas and reinforces the smoke alarm lesson.

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

Language Standards K–2: (AZ.2.L.1)

1. (AZ.2.L.1)
    - Write multiple sentences in an order that supports a main idea or story *specifically related to fire-safety and smoke alarm use or maintenance*.

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.

Student Worksheet 2

READ A TIME LINE

DIRECTIONS: Learn about some of the great fire-safety moments in history. Read the time line. Then answer the questions.

1. How many years ago was the first Fire Prevention Week? _____

2. How many years were there between the sounding of the first citywide fire alarm and the invention of the first battery-operated smoke alarm? _____

3. How old is Sparky the Fire Dog® ? _____

4. What do you think will be the next great fire-safety invention? _____

_____

5. Write a few sentences about your idea.

_____

_____

_____

_____

_____

_____

_____

Name _____

NFPA FIRE-SAFETY INFORMATION BROUGHT TO YOU BY NFPA.

HISTORY OF FIRE SAFETY

1850s
Horse-drawn steam pumper trucks are introduced to America.

1852
The first citywide fire alarm sounds in Boston, Massachusetts

1890
The smoke alarm is invented by Francis Robbins Upton

1922
The first Fire Prevention Week is held.

1951
Sparky the Fire Dog® is born on March 18 in Boston, Massachusetts

1969
The first battery-operated smoke alarm is invented.

2009
Sparky.org launches a new game called Crack the Code. Kids can now be part of Sparky's Secret Safety Society.

WRITE A SPARKY® POEM

DIRECTIONS: Use the letters in Sparky's name to write a poem. Try to include some fire-safety ideas in your writing.

S _____

P _____

A _____

R _____

K _____

Y _____

SAMPLE POEM:

Smoke alarms save lives
People get to safety when the smoke
Alarm makes a "Beep! Beep! Beep!" sound
Remember to have grown-ups test smoke alarms every month
Know two ways out of every room
You can be a hero for fire safety!

WORD BANK

Feeling stuck? Try using some of these words and phrases:

- Smoke alarm
- Fire safety
- Fire truck
- Escape Plan
- Fire drill
- Beep! Beep! Beep!
- Outside Meeting Place
- Get outside, stay outside

Name _____

Chandler Fire Department

Grade "2"

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: (2.SL.1), (2.SL.2), (2.SL.3), (2.SL.4)

1. (2.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 2 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 topic under discussion).
        - Build on others' talk in conversations by responding to the comments of others through multiple exchanges when asked.
        - Ask questions to clear up any confusion about the *fire safety topic* under discussion.
2. (2.SL.2)
    - Recount or describe key ideas or details *about fire safety* information presented orally.

3. (2.SL.3)
    - Ask and answer about what *the Fire Pal* says in order to gather additional information or clarify *any fire safety topic* that is not understood.
4. (2.SL.4)
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. *Specifically describing the use of stop, drop, and roll when asked.*

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 letter that explains the safety message "Stop, Drop, and Roll", as described in the video or by using the information provided by their Fire Pal. The letter should include when to use the safety measure and when not to use this action (i.e. when the house is on fire). These letters can be shared with lower grades within the school or contributed to Chandler Fire Department for distribution to the local Preschools to be used as an educational tool for this important safety lesson.

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

1. (2.W.2)
    - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2. (*AZ.2.W.4*)
    - With guidance and support from adults, produce functional writing (e.g., friendly letters, directions) in which the development and organization are appropriate to task and purpose of *demonstrating the safety message to others*.

Opportunity to give back to CFD!

Post Notes:
Please consider displaying your students' work at your school district office if you do not choose to donate the work to Chandler Fire, Health & Medical.

Chandler Fire, Health & Medical welcomes the gift of any or all 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.

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students are provided the "Stop, Drop, and Roll Compound Words Worksheet" where they will read fire safety messages that reinforce the lesson and produce compound words.

Language Standard K–2: Vocabulary Acquisition and Use (2.L.4)

1. (2.L.4)
    - Use knowledge of the meaning of individual words to predict the meaning of compound words.
    -

Suggested Vocabulary Words:

Mouth	Burn
Know	Head
Life	Air
Parent	Face

Name: _____

Read each line and follow the directions.

1. When our clothes are on fire we stop, drop, and roll. Make a new word by putting two words together.

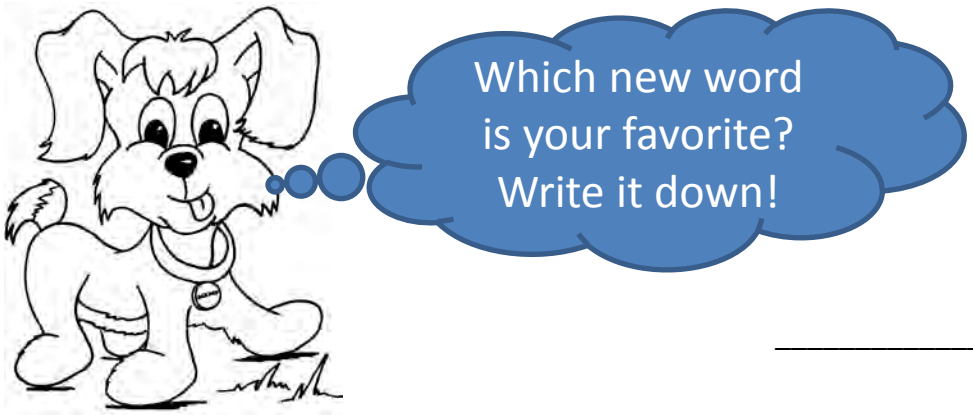
Fire_____	man place tree
camp back wild	_____fire

2. When we stop, drop, and roll we cover our face. Make a new word by putting two words together.

Stop_____	light watch over
door short back	_____stop

3. When the smoke alarm sounds we get out of the house. Make a new word by putting two words together.

House_____	boat work coat
bird club light	_____house



_____

Chandler Fire Department

Grade "2"

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: (2.SL.1), (2.SL.2), (2.SL.3), (2.SL.4)

1. (2.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 2 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. (2.SL.2)
    - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3. (2.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. (2.SL.4)
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences *if the Fire Pal requests information*. *Specifically describing prior knowledge of matches or lighters.*

Arizona College & Career Ready Ready Standards Incorporated:

Optional Exercise A

Students are provided the "Matches and Lighter Safety Word Problems Worksheet" where they will complete word problem equations that review information to further emphasize the lesson plan.

Math: Operations and Algebraic Thinking (OA): (2.OA.A.1)

1. (2.OA.A.1)
    - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

Chandler Fire Department

Grade "2"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise B

Students are provided the “Matches Equation Worksheet” where they will complete addition and subtraction equations and read information to further emphasize the lesson plan.

Math: Number and Operations in Base Ten: (2.NBT.B.5)

2. (2.NBT.B.5)
    - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Suggested Vocabulary Words:

Shout	Touch
Help	Parent
Distance	Careful

Name: _____

"Match and Lighter Safety" Word Problems

Children should never play with matches or lighters. Tell an adult if you find a match or lighter.

1. Anna told her mother she saw 28 matches in the living room. Anna's mother put 5 of them away. How many more matches does Anna's mother need to put away?

2. Scott's father sells lighters. His father makes sure all of the lighters are stored away from children. Scott's father has a total of 87 lighters and has put away 16 of them. How many more does he need to put away?

3. Jacob's aunt has found some matches and she knows she needs to put them all in a safe cabinet. She has put 55 matches in the cabinet so far and she has 16 more to go. How many matches are there altogether?

4. Susan's mother and father work at a campground that provides lighters to adults to help them start their campfires. Her mother has a supply of lighters. She gave her father 26 lighters. Now she has 38 left. How many lighters did she have before?

Name: _____

"Match and Lighter Safety" Word Problems

Children should never play with matches or lighters. Tell an adult if you find a match or lighter.

1. Anna told her mother she saw 28 matches in the living room. Anna's mother has put 5 of them away. How many more matches does Anna's mother need to put away?
   28 -5 = 23
2. Scott's father sells lighters. His father makes sure all of the lighters are stored away from children. Scott's father has a total of 87 lighters and has put away 16 of them. How many more does he need to put away? 87-16 = 71
3. Jacob's aunt has found some matches and she knows she needs to put them all in a safe cabinet. She has put 55 matches in the cabinet so far and she has 16 more to go. How many matches are there altogether? 55 + 16 = 71
4. Susan's mother and father work at a campground that provides lighters to adults to help them start their campfires. Her mother has a supply of lighters. She gave her father 26 lighters. Now she has 38 left. How many lighters did she have before?
   64 = 26+38

Name: _____

Matches and lighters are tools, not toys. Can you make sure the boy shows the adult where the matches are? He knows he should not pick them up. Complete the equations to show him the way!

20+35=?

60+?=85

?+25=55

35-15=?

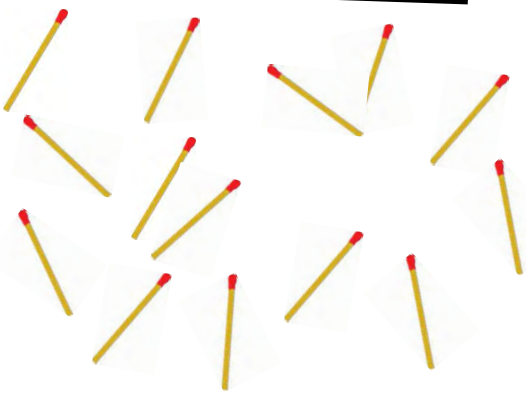
?-15=60

65=20+?

30=?+15

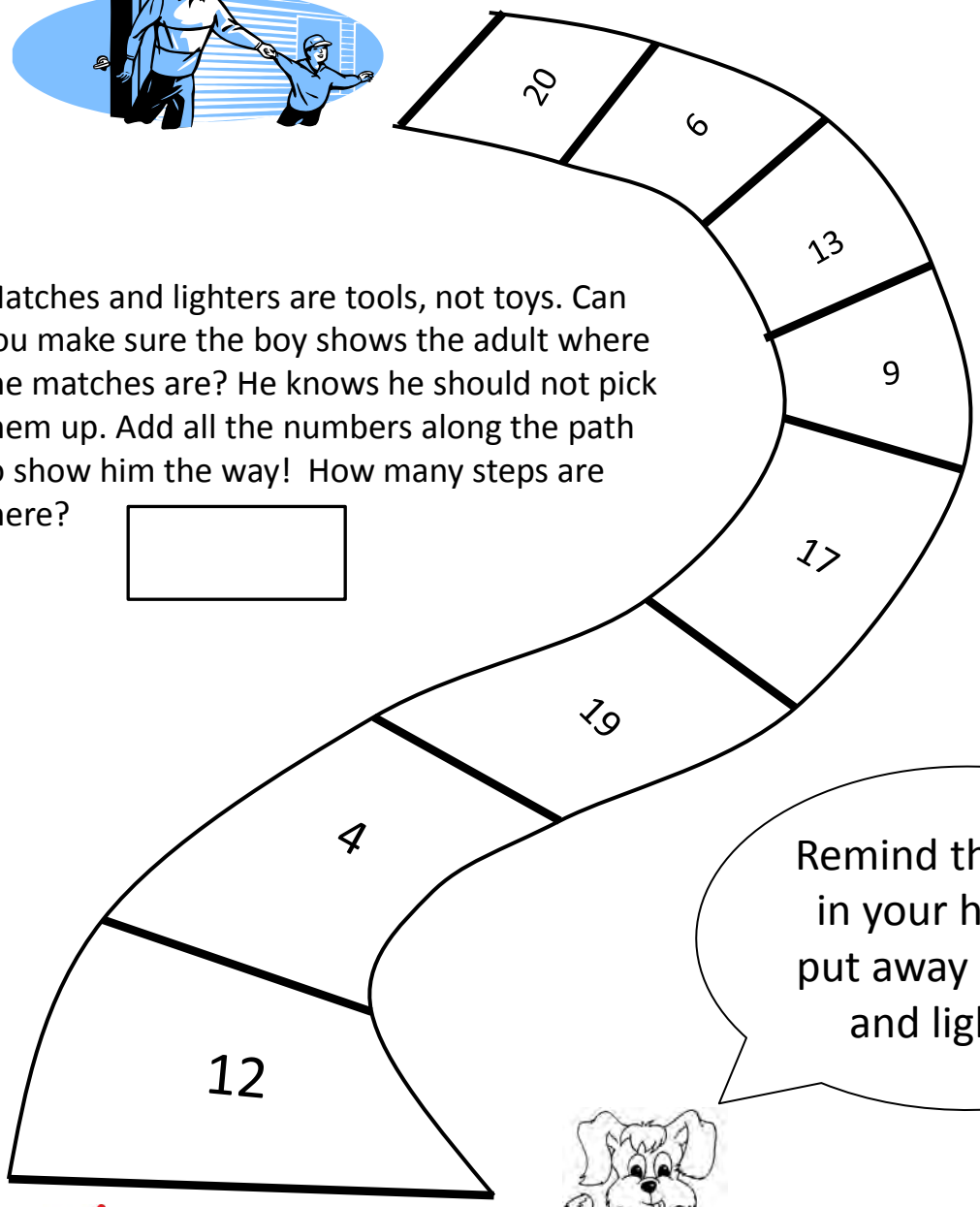
45=15+?

Remind the adults in your home to put away matches and lighters!

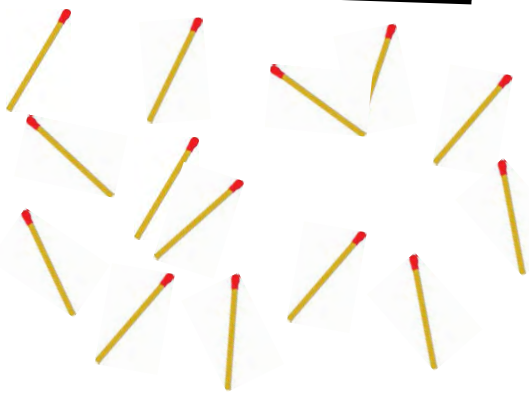


Name: _____

Matches and lighters are tools, not toys. Can you make sure the boy shows the adult where the matches are? He knows he should not pick them up. Add all the numbers along the path to show him the way! How many steps are there?



Remind the adults in your home to put away matches and lighters!



Grade 2 Tool or Toy - B

Chandler Fire Department

Grade "2"

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: (2.SL.1), (2.SL.2), (2.SL.3), (2.SL.4)

1. (2.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 2 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. (2.SL.2)
    - Recount or describe key ideas or details *about fire safety* information presented orally.

3. (2.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. (2.SL.4)
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences *if the Fire Pal requests information.*

Language Standards K–2: (2.L.5)

1. (2.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., *situations that are emergencies*).

Chandler Fire Department

Grade "2"

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

A copy of “Kayla Calls 9-1-1” lesson is provided to the students. Using the article they will answer questions related to calling 911, the student’s own experience, and review emergency vocabulary.

Free downloadable version: http://www.proliteracy.org/keystosafety/upload/Downloads/122Kayla_Calls_For_Help.pdf

Arizona Reading Standards for Informational Text K–2: (2.RI.4)

1. (2.RI.4)
    - *Determine the meaning of emergency related words and phrases in the grade 2 topic of calling 911*

Arizona Reading Standards: Foundational Skills K–2: Fluency (2.RF.4)

1. (2.RF.4)
    - Read with sufficient accuracy and fluency to support comprehension

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

- Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range.

Kayla Calls 9-1-1

The story below is about a 30-year-old woman named Kayla.
Kayla lives in a house with her son Josh. Josh is 7 years old.
Kayla's neighbor Maria lives in the house next door.
There is a fire in Kayla's kitchen, and she has to call 9-1-1 for help.

Words to Review
Here are some words you will see in the reading. Say the words. Discuss what they mean.

smoke alarm	meeting place	9-1-1 emergency	cell phone	operator
address	fire department	fire chief	trapped	damage

Kayla Calls 9-1-1

Kayla is sleeping in her bed.
A smoke alarm goes off in Kayla's home. It wakes her up.

Her son Josh is sleeping in the bedroom next to hers.
Kayla wakes Josh up. They run outside to their meeting place.

Kayla tells Josh to stay next to her.
They can see dark smoke coming from the kitchen window.
Kayla calls 9-1-1 on her cell phone.

Keys to Safety is sponsored by ProLiteracy. Funding provided through DHS/FEMA's Grant Program Directorate for Assistance to Firefighters Grant Program – Fire Prevention and Safety Grants

The operator answers the phone.
The operator says, “9-1-1, what is your emergency?”
“There is a fire in my house,” says Kayla.
The operator asks, “What is the address?”
Kayla says, “100 Main Street. It is the white house across the street from the bank.”
The operator asks Kayla if there is anyone trapped in the house.
“No, everyone is out safe,” says Kayla.
The operator asks, “What is your name?”
Kayla tells the operator her name.
The operator says, “Stay calm, Kayla. The fire department is on the way. Do not go back into the house. Stay on the phone with me until help arrives.”

Kayla’s neighbor Maria comes over to see if she and Josh are okay. They wait for the fire department together.

The fire department arrives in five minutes.
The operator tells Kayla it is okay to hang up.
The fire chief asks Kayla if she knows where the fire started.

Kayla remembers that she did not turn the stove off after she cooked dinner.
Kayla says, “I think it started in the kitchen.”
The firefighters go into the house with a fire hose.
They put water on the fire to put it out.

The fire stayed in the kitchen. It did not damage the rest of the home.
The fire chief tells Kayla she did a good job calling for help.

But he says that Kayla and Josh will not be able to go back into their home tonight.
The firefighters have to make sure it is safe to turn the gas and electricity back on.
The fire chief tells Kayla that she can go back into her home tomorrow.
Maria tells Kayla and Josh that they can stay at her house for the night.

Keys to Safety is sponsored by ProLiteracy. Funding provided through DHS/FEMA’s Grant Program Directorate for Assistance to Firefighters Grant Program – Fire Prevention and Safety Grants

Kayla Calls 9-1-1: Choose Yes or No

Instructions: Read the sentences about the story. Check YES if the sentence is correct. Check no if the sentence is incorrect.

	YES	NO
1. Kayla woke up when she heard the smoke alarm.	_____	_____
2. Kayla called for help from her bedroom.	_____	_____
3. Josh woke Kayla up because he smelled smoke.	_____	_____
4.100 Main Street is Kayla's address.	_____	_____
5. It took the fire department 5 minutes to get to Kayla's house.	_____	_____
6. No one was trapped in the burning house.	_____	_____
7. Maria is the fire chief.	_____	_____
8. The fire started in the kitchen.	_____	_____
9. Kayla did a good job calling for help.	_____	_____
10. Kayla and Josh will have to wait until tomorrow to go back into their home.	_____	_____

Find the answers on page 7.

Keys to Safety is sponsored by ProLiteracy. Funding provided through DHS/FEMA's Grant Program Directorate for Assistance to Firefighters Grant Program – Fire Prevention and Safety Grants

Kayla Calls 9-1-1: Complete the Sentences

Instructions: Pick the best word to complete each sentence.

1. A smoke _____ [alarm/phone] goes off in Kayla's home. It wakes her up.

2. She calls _____ [9-1-1/her neighbor] on her cell phone.

3. Kayla hangs up the phone _____ [before/after] the fire department arrives.

4. The fire chief asks Kayla if she knows where the _____ [fire/smoke alarm] is.

5. The firefighters use a _____ [fire hose/bucket] to put water on the fire.

Check Yes or No about Yourself

Instructions: Read the sentences. Check YES if the sentence describes you. Check no if the sentence does not describe you.

	YES	NO
1. I have smoke alarms in my home to warn me if there is a fire.	_____	_____
2. I know my address and can describe where my home is.	_____	_____
3. My neighbors will help each other if there is an emergency.	_____	_____
4. I can call 9-1-1 or my local emergency number.	_____	_____

Find the answers on page 7.

Keys to Safety is sponsored by ProLiteracy. Funding provided through DHS/FEMA's Grant Program Directorate for Assistance to Firefighters Grant Program – Fire Prevention and Safety Grants

Kayla Calls 9-1-1: Word Search

Instructions: Find the words below in the word search puzzle!

Find the answers on page 7.

M	E	E	F	E	C	G	E	U	M	A
P	I	A	E	L	I	T	A	N	I	E
F	F	H	O	U	S	E	A	K	T	A
L	F	I	P	O	O	C	H	I	E	F
F	I	R	E	F	I	G	H	T	E	R
I	R	F	R	A	W	L	C	C	O	O
T	E	C	A	L	A	R	M	H	O	M
I	O	T	T	L	T	H	H	E	L	P
P	P	H	O	N	E	F	R	N	E	R
C	I	E	R	L	R	C	A	L	L	C
O	F	O	E	N	E	H	G	W	F	H

fire
alarm
firefighter
chief

water
call
operator
help

house
phone
kitchen

Keys to Safety is sponsored by ProLiteracy. Funding provided through DHS/FEMA's Grant Program Directorate for Assistance to Firefighters Grant Program – Fire Prevention and Safety Grants

Kayla Calls 9-1-1: Activity Answer Key

Kayla Calls 9-1-1: Choose Yes or No.

1. yes
2. no
3. no
4. yes
5. yes
6. yes
7. no
8. yes
9. yes
10. yes

Kayla Calls 9-1-1: Complete the sentences.

1. alarm
2. 9-1-1
3. after
4. fire
5. fire hose

Word Search

M	E	E	F	E	C	G	E	U	M	A
P	I	A	E	L	I	T	A	N	I	E
F	F	H	O	U	S	E	A	K	T	A
L	F	I	P	O	O	C	H	I	E	F
F	I	R	E	F	I	G	H	T	E	R
I	R	F	R	A	W	L	C	C	O	O
T	E	C	A	L	A	R	M	H	O	M
I	O	T	T	L	T	H	H	E	L	P
P	P	H	O	N	E	F	R	N	E	R
C	I	E	R	L	R	C	A	L	L	C
O	F	O	E	N	E	H	G	W	F	H

Keys to Safety is sponsored by ProLiteracy. Funding provided through DHS/FEMA's Grant Program Directorate for Assistance to Firefighters Grant Program – Fire Prevention and Safety Grants

Chandler Fire Department

Grade "2"

Kitchen Safety

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: U.S. Fire Departments responded to an estimated annual average of 156,600 cooking-related fires between 2007-2011, resulting in 400 civilian deaths, 5,080 civilian injuries and $853 million in direct damage. With two of every five home fires starting in the kitchen, teaching students proper kitchen safety is an imperative. Students should learn the basic rules of kitchen safety and always have an adult present until they have mastered the rules.

Arizona College & Career Ready Standards Incorporated: During Presentation

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

1. (2.SL.1)
    - Participate in collaborative conversations with *the CFD Fire Pal* about grade 2 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. (2.SL.2)
    - Recount or describe key ideas or details *about fire safety* information presented orally.

3. (2.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. (2.SL.4)
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences *if the Fire Pal requests information*. *Specifically describing the kitchen safety knowledge when asked.*

Arizona College & Career Ready Standards Incorporated:

Optional Exercise A

Students are provided the “Kitchen Safety Reflexive Pronouns Worksheet” where they will determine the correct reflexive pronoun for each sentence as well as review the lessons of kitchen safety.

Language Standards K–2: (2.L.1)

1. (2.L.1)
    - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
        - c. Use reflexive pronouns (e.g., myself, ourselves).

Arizona College & Career Ready Standards Incorporated:

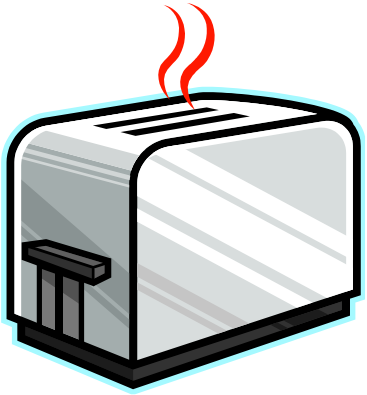
Optional Exercise B

Students are provided the “Kitchen Fire Bar Graph Worksheet” where they will solve simple problems using the information presented as well as review the lessons of kitchen safety.

Measurement and Data (MD): (2.MD.D.10)

2. (2.MD.D.10)
    - Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
        - (2.MP.1) Make sense of problems and persevere in solving them.
        - (2.MP.2) Reason abstractly and quantitatively.

Name: _____



"Kitchen Safety"
Reflexive Pronouns

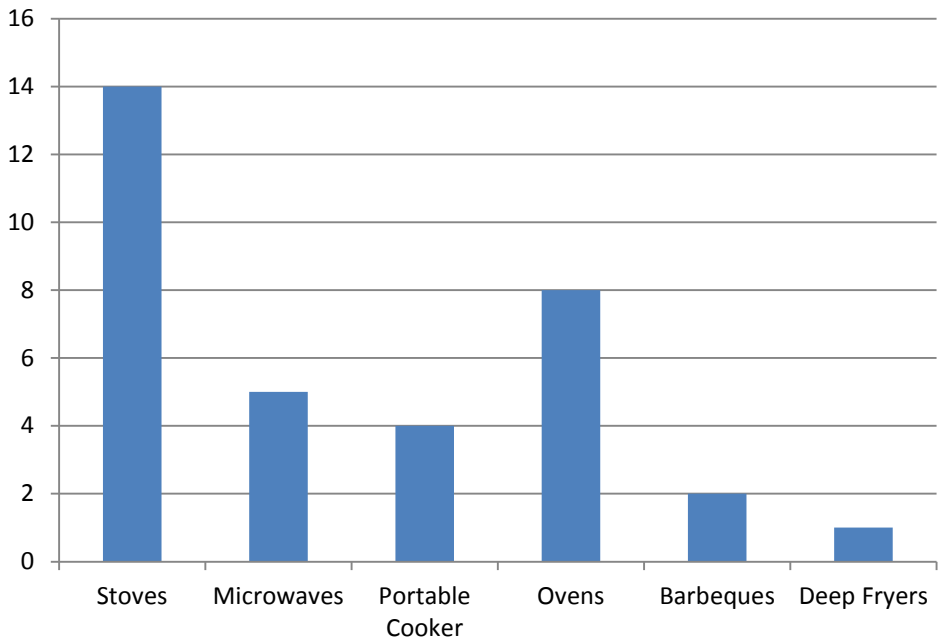
yourself ***himself*** ***herself*** ***yourselves***
ourselves ***themselves*** ***myself*** ***itself***

1. I see _____ as a good listener when I do not run in the kitchen.
2. He sees _____ as a helper when he turns the pot handles away from the edge.
3. She protects _____ by wearing an oven mitt.
4. You do not burn _____ if you avoid the hot stove.
5. Little children are too young to keep _____ safe in the kitchen alone.
6. My younger sister is not old enough to be in the kitchen by _____.
7. We need to remember the proper way to put a lid on a fire to shield _____.
8. The toaster does not have a way to turn _____ off if it catches fire.

Grade 2 "Kitchen Safety" Worksheet A

Name: _____

Kitchen fires can happen when we do not follow the safety rules. This chart shows how many kitchen fires started last year and where they started. Answer the questions below by looking at the chart.



Use < or > to compare the number of fires started by each kitchen tool:

Stoves	☐	Microwaves
Barbecues	☐	Ovens
Microwaves	☐	Deep Fryers
Portable Cookers	☐	Barbeques

Bonus:

Stoves	☐	Ovens + Barbeques

1. Where did most kitchen fires start?

_____.

2. Where did the least kitchen fires start?

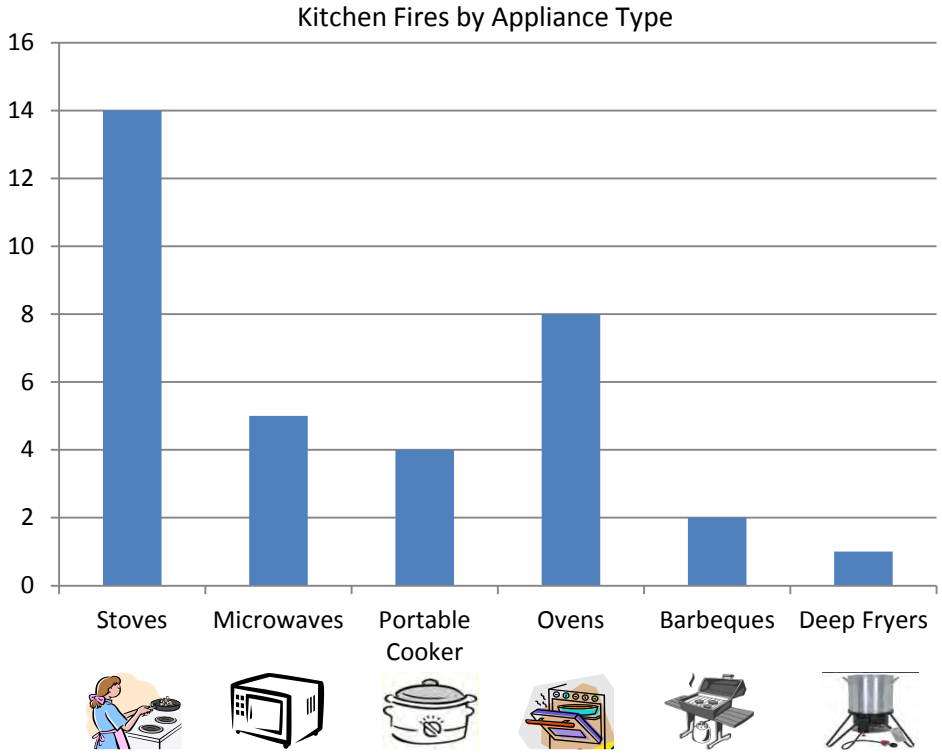
_____.

3. About how many kitchen fires were caused by ovens?

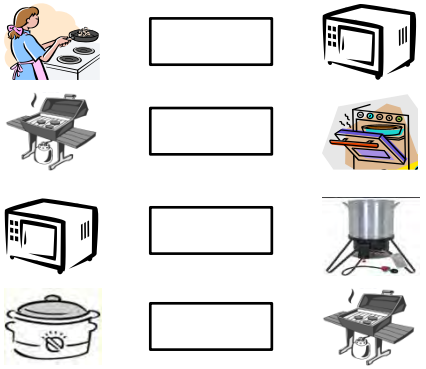
_____.

Name: _____

Kitchen fires can happen when we do not follow the safety rules. This chart shows how many kitchen fires started last year and where they started. Answer the questions below by looking at the chart.



Use < or > to compare the number of fires started by each kitchen tool:



Bonus:

1. Where did most kitchen fires start?

_____.

2. Where did the least kitchen fires start?

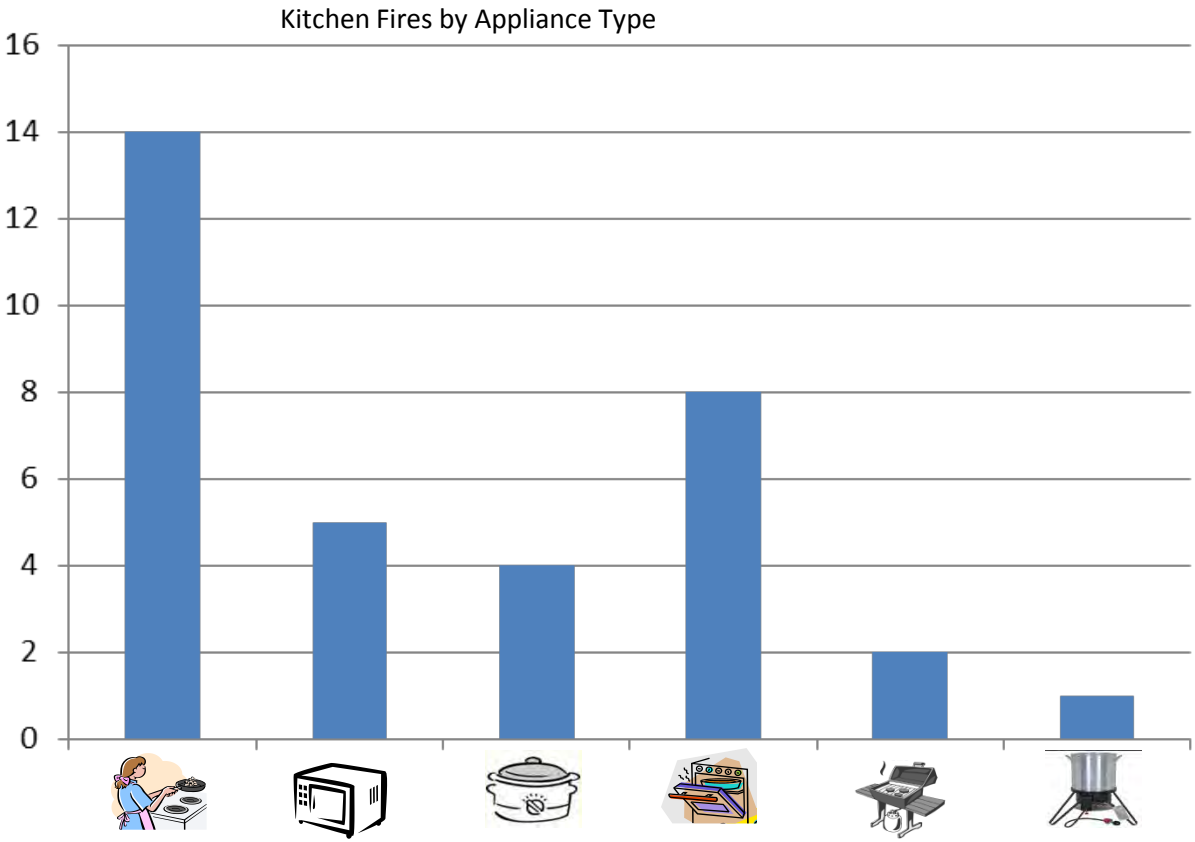
_____.

3. About how many kitchen fires were caused by ovens?

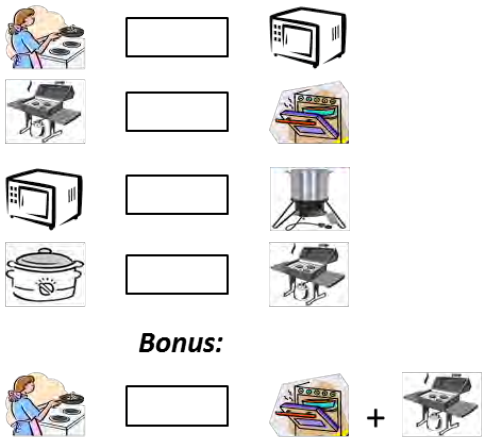
_____.

Name: _____

Kitchen fires can happen when we do not follow the safety rules. This chart shows how many kitchen fires started last year and where they started. Answer the questions below by looking at the chart.



Use < or > to compare the number of fires started by each kitchen tool:



1. Where did most kitchen fires start?

_____.

2. Where did the least kitchen fires start?

_____.

3. About how many kitchen fires were caused by ovens?

_____.

Fire Department Word Search

Directions: Try to find the listed words in the box below. Circle the words when you have located them.

T	H	T	R	R	T	O	W	N	S	B	P	P	N	J
G	I	E	E	E	E	E	P	G	W	P	O	O	N	J
O	V	N	L	C	T	T	T	J	T	T	I	R	E	E
V	O	H	Y	P	U	A	H	O	S	T	U	R	S	W
E	L	Y	A	P	I	A	W	G	A	B	I	O	D	P
R	U	D	Y	S	L	Z	F	R	I	F	H	J	R	G
N	N	R	S	J	Y	X	T	Y	T	F	F	A	D	H
M	T	A	B	T	K	S	C	Q	D	E	E	O	F	Q
E	E	N	C	W	I	N	M	L	G	R	K	R	H	O
N	E	T	N	N	E	E	R	D	R	U	O	C	I	F
T	R	D	I	G	N	E	Q	P	P	L	L	P	U	F
O	N	M	R	I	D	R	P	O	V	X	Z	L	M	B
S	D	E	G	D	B	R	I	G	A	D	E	K	O	X
A	M	N	A	P	R	E	V	E	N	T	I	O	N	R
E	E	L	U	Z	T	N	E	M	T	R	A	P	E	D

ADMINISTRATION
BRIGADE
BUCKET
BURN
DEPARTMENT
DROP
EMERGENCY
ENGINE
FAUCET
FIRE
FIREFIGHTER
GOVERNMENT
HELP
HOSE
HYDRANT
LADDER
PREVENTION
ROLL
STOP
TINY
TOWN
VOLUNTEER
WATER

© Teacher Created Resources, Inc.