

# Learn Not to Burn®

Grade 2





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An illustration of a family of four in a living room. A man and a woman are standing together, looking at a document titled 'Home fire escape PLAN' which shows a floor plan with red arrows indicating escape routes. Two young girls are walking towards them from the left, holding hands. The room has light blue walls, a doorway leading to a brighter area, and a window with blinds on the right.

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# Introduction

## A FIRE SAFETY EDUCATION PROGRAM FOR GRADE 2

### Introduction

Welcome to the National Fire Protection Association *Learn Not to Burn* (LNTB) family. *Learn Not to Burn* has served as the pillar of NFPA educational programs for more than 40 years. It has evolved over the years to address the changing fire safety and educational needs of students and teachers. We hope you find the on-line version of the program to be easy to use and meet the high standards you expect from NFPA.

As an educator, you work hard to help children prepare for a bright and challenging future. Teaching your students how to prevent fires and how to respond properly in a fire situation are skills your students will remember and practice throughout their lives. With *Learn Not to Burn*, you are teaching your students to recognize and avoid fire risks, helping them lead fuller and more productive lives and reaching beyond the classroom to families in this process.

*Learn Not to Burn* is a comprehensive fire safety curriculum available on [sparkyschoolhouse.org](http://sparkyschoolhouse.org) for use in schools. Developed by the NFPA, *Learn Not to Burn — Grade 2* is based on the field-tested results of the original *Learn Not to Burn* program. It presents six fire safety messages, classroom lessons, activities, and home connections. It provides maximum flexibility so that it can be taught as a stand-alone fire safety unit or easily integrated in language arts core curriculum lessons. Throughout the program, you can bring the local fire department into the classroom to support the lessons.

Make time for fire safety education in your classroom.

### How to Use *Learn Not to Burn — Grade 2*

1. Review the program to become familiar with the format presented and with each fire safety behavior.
2. Gather the materials you will need for your first lesson including story books, activity sheets for students, and props.
3. Present each lesson following the step-by-step lesson plan. Lessons have several activities that can be done over several days.
4. Duplicate the family letter to send home with students. This will help families work together to review the important fire safety messages the students learned at school.
5. Present all six fire safety lessons, gathering the needed materials before each lesson.
6. Continue reinforcing the fire safety lessons throughout the school year. Make time for fire safety — it's a commitment to keeping your students, their families, and the community safe from fire.



# Lesson 1

## SMOKE ALARMS ARE IMPORTANT

### Teacher Information

Smoke alarms save lives. Every home needs working smoke alarms. They should be installed on every level of the home (including the basement), outside each sleeping area, and inside each bedroom. A smoke alarm makes a “beep, beep, beep” sound. Between each set of three beeps is a slight pause — “beep, beep, beep, pause, beep, beep, beep, pause,” and so on. Some smoke alarms have a speaking voice or allow for a family member to record her or his voice in addition to the “beep, beep, beep.” Smoke alarms for people with disabilities may have a different tone, flashing lights, or a shaker under the bed pillow.

A smoke alarm senses smoke, and it will sound if there is smoke in the home. When the smoke alarm sounds, everyone should get outside right away. Everyone should know the sound of the smoke alarm and how to respond quickly.



### Teaching Points

- A smoke alarm will let people know if there is a fire in their home.
- Every home needs working smoke alarms.
- If there is smoke, the smoke alarm will make a loud “beep, beep, beep, pause, beep, beep, beep, pause.”
- Make sure there is a smoke alarm where people sleep so they will wake up quickly and be able to get outside. Everyone must be able to hear the “beep, beep, beep” of the smoke alarm wherever they sleep.
- Here are the four important things to do if the smoke alarm sounds:
  1. Stop what you are doing.
  2. Choose the best way out of the room.
  3. Get outside quickly.
  4. Go to your outside meeting place.

### Objectives

The students will:

- Identify the sound of a smoke alarm.
- Identify where they sleep as an important place to have a working smoke alarm.
- Sequence the four important things to do when responding to the sound of a smoke alarm.

## Materials

- Smoke alarm
- Smoke Alarm Checklist

## Procedure

1. Activate prior knowledge by asking students what they know about smoke alarms and whether or not they have seen or heard one before.
2. Show the students a smoke alarm and tell them that smoke alarms are incredibly important because they save lives by alerting people if there is a fire. Explain to the students that a smoke alarm senses smoke and therefore can alert them if there is a fire they cannot see. Tell the students that you will be testing the smoke alarm for them to hear and that they should listen for a loud “beep, beep, beep, pause, beep, beep, beep, pause” sound. If the smoke alarm is working, test it for the students to hear. If you do not have a working smoke alarm, you might be able to find the sound of one online to play for them.
3. Tell the students that it is important not only to know what a smoke alarm sounds like and means, it is essential to know what to do next. Explain that there are four important things to do when the smoke alarm sounds. Encourage students to think about what they should do if a smoke alarm sounds and think about each action they would take.
4. Work together as a class to determine the four important things to do if the smoke alarm sounds. As a class, complete the “Smoke Alarm Checklist.” The children must include all four important things in the correct order, but can phrase it in their own words. If you like, you can record these things on chart paper or project them onto a screen.

The four important things to do if the smoke alarm sounds are:

1. Stop what you are doing.
2. Choose the best way out of the room.
3. Get outside quickly.
4. Go to your outside meeting place.

The form is titled "Smoke Alarm Checklist" in red. It is divided into four quadrants, each with a blue number and a checkbox. Each quadrant contains three horizontal dashed lines for writing.

1.	2.

3.	4.



5. You can have the students complete their own “Smoke Alarm Checklist.” Upon completion, the students can take the checklists home to share with their families. As the students practice the steps with their families, they can place a checkmark in the boxes to show that all four steps have been followed.
6. Inform the class that it is important to do these four things when a smoke alarm goes off no matter where they are, especially at home. Explain that it is very important to have a smoke alarm on every level of the house and where people sleep in case a fire happens at night. Ask the class why they think it is important to have a smoke alarm where they sleep. If necessary, guide the discussion to reinforce that a smoke alarm should be where people sleep so it can wake them up quickly and that people must be able to hear the “beep, beep, beep, pause” wherever they sleep. Remind students that for smoke alarms to be able to do the important job of keeping people safe, they must be in all of these necessary places.
7. Review what has been learned about the topic “Smoke Alarms are Important.”



### Optional Extension Activity

Tell the students that there are a variety of smoke alarms that warn of smoke and potential fire in the house in different and unique ways. The different smoke alarms include one with a voice, one with a flashing light, and one that vibrates under a pillow. If you have any of these smoke alarms available, test it for the students to see and feel.



- a. Display a smoke alarm that uses a voice. Tell the students that this alarm does more than beep; it also says “Fire!”
- b. Display a smoke alarm that has a flashing light. Tell the students that when this alarm goes off it has a bright light that flashes.
- c. Display a smoke alarm that utilizes a shaker under a bed pillow. Tell the students that when this alarm goes off a piece shakes under your pillow.

Ask the students what makes each type of smoke alarm different? Whom would it help? Encourage discussion and sharing of ideas.

**Common Core Standards****CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

**CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

**CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

**CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

**CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CCSS.ELA-LITERACY.SL.2.5**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

**CCSS.ELA-LITERACY.RI.2.3**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



# Family Letter

## SMOKE ALARMS ARE IMPORTANT

Dear Family,

Our class is learning about fire safety. Today we learned “Smoke Alarms Are Important.” Your child learned to identify the sound of a smoke alarm and its important role in keeping us safe from a fire. We discussed how important it is to have a working smoke alarm on every level of your home and inside each sleeping room. They must be able to hear the smoke alarm if they are asleep. We discussed how important it is to get outside when the smoke alarm sounds and go to their outside meeting place.

Your child learned the four important things to do if the smoke alarms sounds:

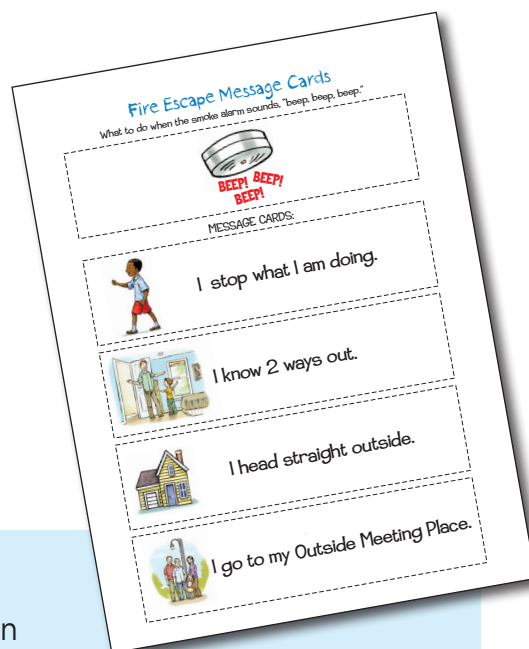
1. Stop what you are doing.
2. Choose the best way out of the room.
3. Get outside quickly.
4. Go to your outside meeting place.

Please talk to your child about the importance of working smoke alarms in your home.

Together we can keep your family safe from fire.

Sincerely,

---



## Family Fire Safety Activity

As a family, review the 4 important things to do when responding to the sound of a smoke alarm. Cut out the Fire Escape Message Cards. Shuffle the cards. Now put the cards in the correct order of what to do if the smoke alarm sounds. Talk about each card as you put it in its place. Glue the cards in order on a piece of construction paper. Hang on the refrigerator and review each month when a grown-up tests the smoke alarms.

Play the Recess Monkey “What’s That Sound” music video available for free on the NFPA website: [www.sparkyschoolhouse.org](http://www.sparkyschoolhouse.org) under the video tab.

**Fire safety fun for families at Sparky.org!**



# Smoke Alarm Checklist

☐ 1.

☐ 2.

☐ 3.

☐ 4.



## Fire Escape Message Cards

What to do when the smoke alarm sounds, "beep, beep, beep."



**BEEP! BEEP!  
BEEP!**

MESSAGE CARDS:



I stop what I am doing.



I know 2 ways out.



I head straight outside.



I go to my Outside Meeting Place.

# Lesson 2

## PLAN AND PRACTICE YOUR HOME FIRE DRILL

### Teacher Information

A home fire drill is a time for a family to practice their home fire escape plan. This is a plan to get out of the home quickly in case there is a fire.

The required components of a home escape plan are:

- Every room in the home needs two ways out. One way out would be the door and the second way out might be another door or a window.
- 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, or a special tree. Everyone in the family should go to the meeting place so everyone will be together and grown-ups will know that everyone is safe.



Families should practice their home fire drill at least twice a year. Practicing using different ways out of the home in case one way is blocked by fire or smoke is important. If there is smoke blocking the door or your first way out, use your second way out. Get low and go under the smoke and get out fast.

### Teaching Points

- Every room needs two ways out.
- One way out would be the door and the second way out might be a window.
- 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 mailbox, or a street light.
- A home fire escape plan is a plan to get out of the home quickly in case there is a fire.
- Families should practice their home fire drill at least twice a year.
- It is important to know the home fire escape plan in each home where you sleep. It could be the home of a family member or a friend's house, but you should know the two ways out of each room and their outside meeting place in case there is a fire while you are visiting.

### Objectives

The students will:

- Explain the required components of a home escape plan.
- Identify when to use the home fire escape plan and how often to practice with the family.
- Justify the importance of knowing a home fire escape plan in each home where they sleep.

## Materials

- Home Fire Drill Graphic Organizer
- Home Fire Drill Question Cards (double-sided)
- Home Fire Drill Worksheet

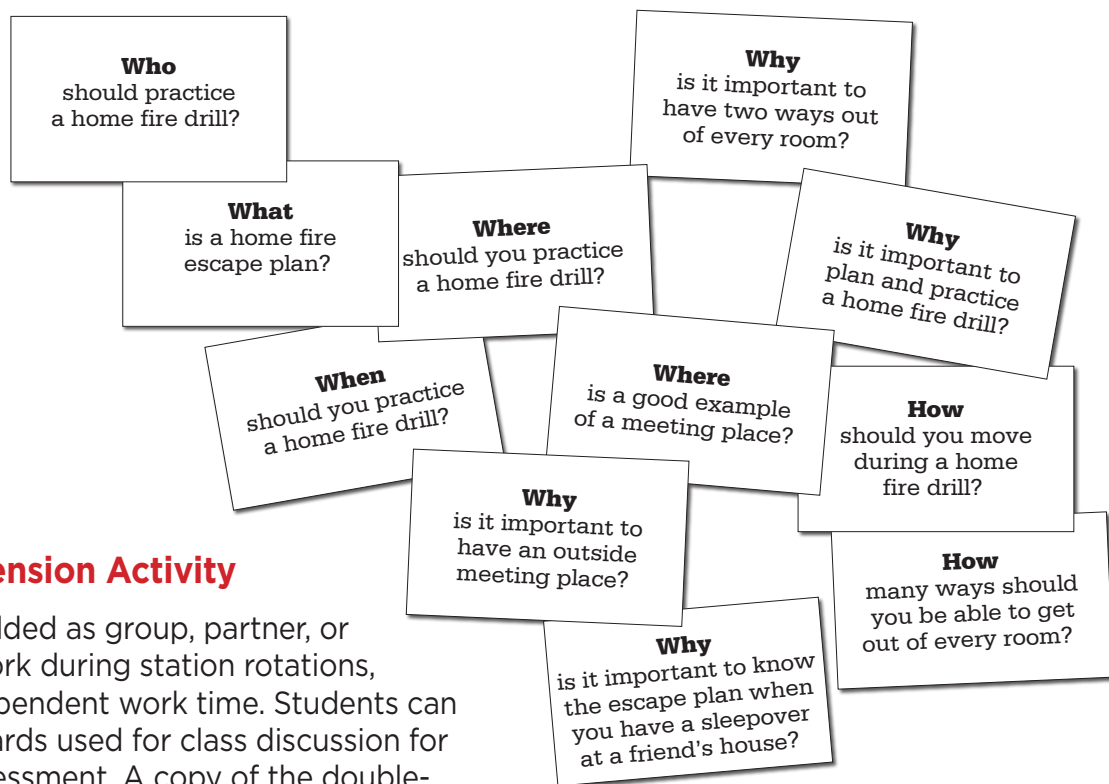
## Procedure

1. Activate prior knowledge by asking students what they know about fire escape drills and if they have ever been a part of one.
2. Explain that the students will be learning about the importance of planning and practicing escape drills by answering the “five Ws and one H” (who, what, where, when, why, how).
3. Display and introduce the “five Ws and one H” Home Fire Drill Graphic Organizer. This graphic organizer can be displayed on a Smartboard, projected onto a screen, drawn on chart paper, or drawn on classroom board. It should be displayed in a place where it can remain up throughout the lesson so that new information can be added and students can easily reference what has been introduced.
4. Introduce the “five Ws and one H” double-sided Home Fire Drill Question Cards. Show the students each of the cards and then place the cards in a paper bag or other container that the students will not be able to see through. Explain that you will be playing a game in which they ask each other important questions about escape plans. The students will be coming up to pull out a question card, pose the question to the class, and begin discussion. As questions and answers are discussed, either the teacher or one of the students can record the information on the graphic organizer. Invite a student to come up and pull out the first card. The student should then ask the class the question on the card to begin the discussion. The teacher should guide the discussion when necessary to keep it on task and ensure that the necessary information is being covered. Complete this process until all questions have been asked. The question cards will be pulled out in a random order by students to keep them engaged and eager to participate in discussions, but the following information should be used when answering the questions (these answers are on the back of the question cards):
  - a. **Who** should practice a home fire drill? *Everyone in the home should practice home fire drills.*
  - b. **What** is 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.*
  - c. **Where** should you practice a home fire drill? *You should practice a home fire drill in each home where you sleep. It could include a family member’s home or a friend’s house.*
  - d. **Where** is a good example of a meeting place? *A meeting place is a place outside the home (e.g., a neighbor’s home, a special tree, a mailbox or a streetlight).*
  - e. **When** should you practice a home fire drill? *Everyone should practice home fire drills at least twice a year.*

The graphic organizer is a large rectangle divided into six sections. The title "Home Fire Drill Graphic Organizer" is written in red at the top. The sections are labeled in blue: "Who?" (top left), "What?" (middle left), "Why?" (bottom left), "When?" (top right), "Where?" (middle right), and "How?" (bottom right). In the center, spanning the "Who?", "What?", and "Why?" sections, is the text "Plan and practice your home fire drill." in blue.



- f. **How** many ways should you be able to get out of every room? *Each room should have two ways out (one would be the door and the other might be a window).*
  - g. **How** should you move during a home fire drill? *Get low, go under the smoke, and move quickly.*
  - h. **Why** is it important to have two ways out of every room? *You should have two ways out of a room in case one way is blocked by fire or smoke.*
  - i. **Why** is it important to plan and practice a home fire drill? *It is important to practice a home fire drill so that everyone in the home knows what to do in case of an emergency.*
  - j. **Why** is it important to have an outside meeting place? *Families should have an outdoor meeting place so everyone will be together and grown-ups will know that everyone is safe.*
  - k. **Why** is it important to know the escape plan when you have a sleepover at a friend's house? *In case there is a fire while you are visiting.*
5. Upon completion of the discussion questions, review the information recorded on the graphic organizer.
  6. Have students return to their seats to complete the Home Fire Drill Worksheet. The students can complete the worksheet individually or work collaboratively with a partner or group. The teacher should monitor the students to ensure that they are answering the questions accurately.
  7. Review what has been learned about the topic “Plan and Practice Your Home Fire Drill.” Discuss any misconceptions students may have had and celebrate any information that they previously knew.



### Optional Extension Activity

Cards can be added as group, partner, or independent work during station rotations, centers, or independent work time. Students can pull the same cards used for class discussion for peer or self-assessment. A copy of the double-sided questions can also be sent home with students to practice at home with their families.

## Common Core Standards

### CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

### CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

### CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

### CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

### CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

### CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

### CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

### CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

# Family Letter

## PLAN AND PRACTICE YOUR HOME FIRE DRILL

Dear Family,

Our class is learning about fire safety. Today we learned “Plan and Practice Your Home Fire Drill.” Your child learned about the importance of having safe ways out of a home in case of an emergency and how important it is to practice your home fire drill as a family. 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 might be a window. We also discussed the importance of having a designated outside meeting place.

Once you have a home fire escape plan, remember to practice. Have a home fire drill at least twice a year.

Together we can keep your family safe from fire.

Sincerely,



### Family Fire Safety Activity

Walk through your home together and complete the following checklist:

- ☐ Does your home have smoke alarms on every level, inside each bedroom, and outside each sleeping area?
- ☐ Are all the exits in your home clear of furniture, toys, and clutter?
- ☐ Can you see the number on your house from the street (have a grown-up go with you to check)?
- ☐ Has your family picked a safe place to meet outside if a fire occurs?

Discuss the importance of having a home escape drill. Talk about each item as you complete the checklist. Once you have completed the checklist, you are ready to make your home escape plan using the “How to Make a Home Fire Escape Plan” sheet.

Now that you have drawn your plan, leave it in a place all family members and guests can see it. Any time you have guests, discuss your escape plan with them.

Remember to practice your home fire drill as a family at least twice a year. Together decide on two days in the year that you should practice your home fire drill. Cut out the circles above and tape/glue them onto your family calendar as a reminder of your “Home Fire Drill Day.”



Help Sparky the Fire Dog® and his pals solve a mystery! Visit [sparkyschoolhouse.org](http://sparkyschoolhouse.org) to download Sparky's free app, The Case of the Missing Smoke Alarms.

**Fire safety fun for families at Sparky.org!**



# Home Fire Drill Graphic Organizer

<p>When?</p>	<p>Where?</p>	<p>How?</p>
<p>Plan and practice your home fire drill.</p>		
<p>Who?</p>	<p>What?</p>	<p>Why?</p>

<p><b>What</b> is a home fire escape plan?</p>	<p>A home fire escape plan is a plan to get out of the home quickly in case there is a fire.</p>
<p><b>Who</b> should practice a home fire drill?</p>	<p>Everyone in the home should practice home fire drills.</p>

----- FOLD LINE  
 \_\_\_\_\_ CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.

A meeting place is a place outside the home (e.g., a neighbor's home, a special tree, a mailbox, or a streetlight).

**Where**  
is a good example  
of a meeting place?

You should practice a home fire drill in each home where you sleep. It could include a family member's home or a friend's house.

**Where**  
should you practice  
a home fire drill?

--- FOLD LINE  
— CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.



**How**  
many ways should  
you be able to get  
out of every room?

Each room should have  
two ways out (one is a  
door and the other might  
be a window).

**When**  
should you practice  
a home fire drill?

Everyone should practice  
home fire drills at least  
twice a year.

----- FOLD LINE  
————— CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.

**Why**  
is it important to  
have two ways out  
of every room?

You should have two  
ways out of a room in  
case one way is blocked  
by fire or smoke.

**How**  
should you move  
during a home  
fire drill?

Get low, go under the  
smoke, and move quickly.

----- FOLD LINE  
———— CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.

**Why**  
is it important to  
have an outside  
meeting place?

Families should have an  
outside meeting place so  
everyone will be together  
and grown-ups will know  
that everyone is safe.

**Why**  
is it important to  
plan and practice  
a home fire drill?

It is important to practice  
a home fire drill so that  
everyone in the home  
knows what to do in  
case of an emergency.

----- FOLD LINE  
———— CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.



**Why**  
is it important to know  
the escape plan when  
you have a sleepover  
at a friend's house?

In case there is a fire  
while you are visiting.

----- FOLD LINE  
————— CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.

— **WHAT** is a home fire escape plan? —

— **WHO** should plan and practice a home fire drill? —

**WHERE** is a good meeting place? —

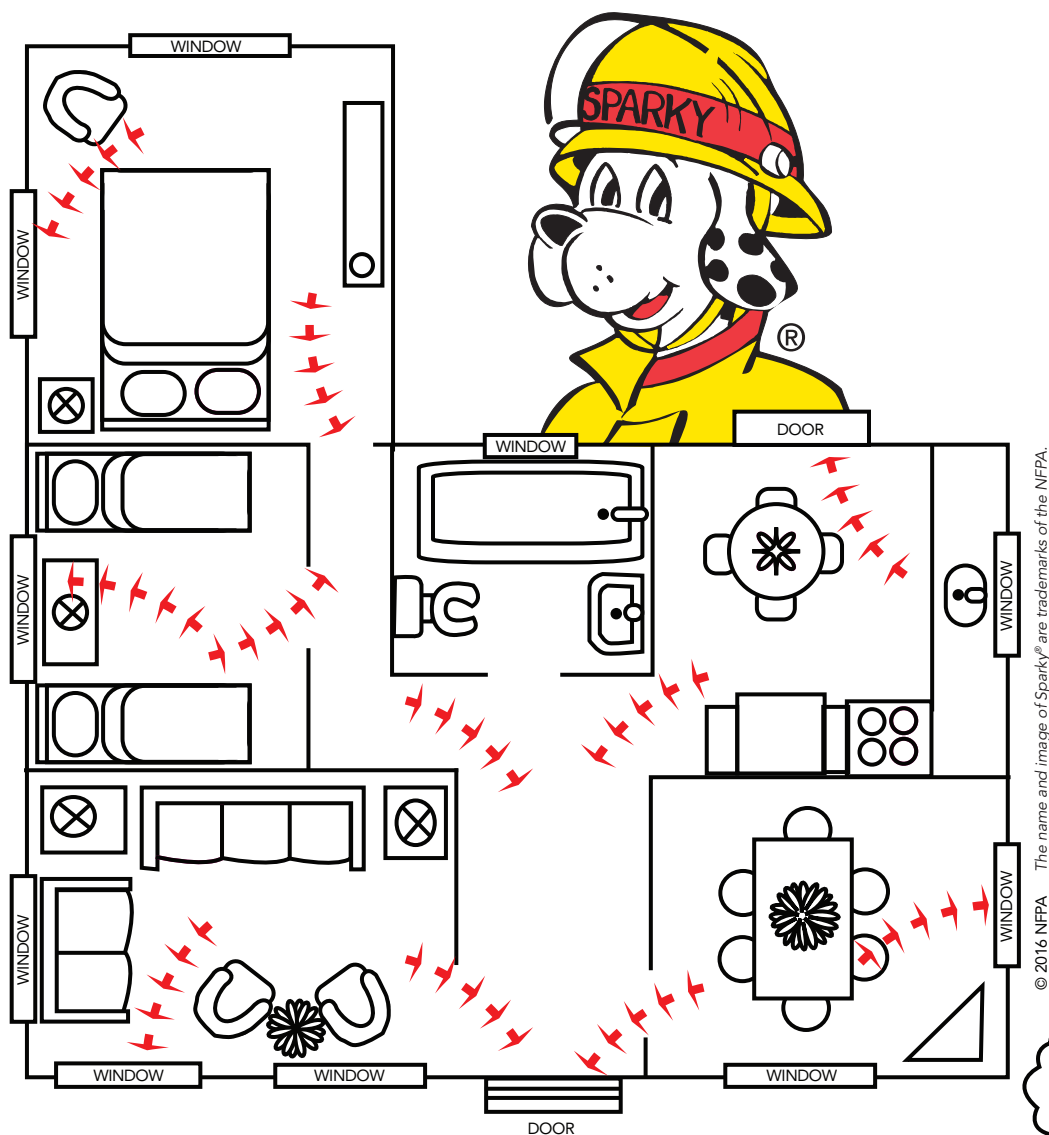
**WHEN** should you practice a home fire drill? —

— **WHY** is an escape plan important? —

**HOW** many ways should you have out of every room? —

# How to Make a Home Fire Escape Plan

- Draw a map of your home. Show all doors and windows.
- Visit each room. 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 meeting place outside. It should be in front of your home. Everyone will meet at the meeting place.
- 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 drill!

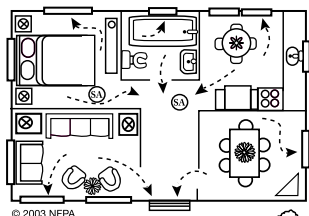


- Make your own home fire escape plan on the back of this paper.




Memorize your **fire department's emergency phone number** and write it here:

**Use the space below to create your home fire escape plan.**

This image shows a full page of blank graph paper. The grid consists of small, equal-sized squares formed by thin black lines. There are 20 columns and 20 rows of squares, creating a total of 400 square units. The grid covers the entire area of the page, leaving no margins or additional markings.

© 2003 NEPA



- Draw a floor plan or a map of your home. Show all doors and windows.
- Mark two ways out of each room.
- Mark all of the smoke alarms with . Smoke alarms should be in each sleeping room, outside each sleeping area, and on every level of the home.
- Pick a family meeting place outside where everyone can meet.
- Remember, practice your plan at least twice a year!



Check out **www.sparky.org** for fire safety games and activities.  
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# Lesson 3

## REPORT AN EMERGENCY

### Teacher Information

Firefighters are community helpers. The firefighters will help if there is a fire or a medical emergency. Everyone in the home should know the emergency phone number to call to get help from the fire department. Most communities have 9-1-1, but some communities have a complete telephone number to call. Check with your local fire department to find out the emergency number to teach your students.

An emergency could be a fire, a smoke alarm sounding, or that someone is hurt. There are many types of emergencies with which the fire department can help. Teach students that firefighters are helpers if there is an emergency. Emphasize to the students that a person should call the fire department only in an emergency.

It is important to help children distinguish between emergency and non-emergency situations. There are some situations that can be solved by the students themselves or with the help of a grown-up. Some examples of a non-emergency situation: falling off a bike and scraping their knee, being mad at a family member, or breaking a favorite toy. These are all situations that the students can solve by themselves or with the help of a grown-up.

Calling the fire department when there is no emergency can hurt someone else who might need help from the fire department and can put firefighters in harm's way. When a person calls the emergency number, he/she should stay on the telephone until the fire department says to hang up. Tell the fire department the type of emergency you are reporting, your name, your address, and the telephone number from where you are calling. If the emergency is a fire, you should leave the home and call the fire department from a telephone outside the home, using a mobile phone or a neighbor's telephone.

Most emergency calls are made from a mobile phone. It is important that children know how to use a mobile phone to call 9-1-1. This is a challenge because of all the different types of mobile phones. While the phones have some different features, they also have many similarities. Have the students discuss with their parents and caregivers how to access their home screen, highlighting the "Emergency" option.

### Teaching Points

- The fire department will help if there is an emergency. Examples of an emergency include fire and serious injury. It is important to be able to determine what an emergency is — a fire or the smoke alarm sounding is an emergency. Someone who has fallen and can't get up or someone who is very sick and needs to get to the hospital is an emergency. Scraping your knee, sneezing, breaking a toy, and being mad at mom or dad are not emergency situations.





- Remember, you call the fire department only in an emergency. Calling the fire department when there is no emergency could hurt someone who really needs the firefighters' help. It can also put firefighters in danger needlessly.
- When the fire department answers the phone, tell them:
  - the type of emergency
  - your name
  - the location that you are calling from
  - the telephone number from where you are calling
- Stay on the telephone until the fire department tells you to hang up.

## Objectives

The students will:

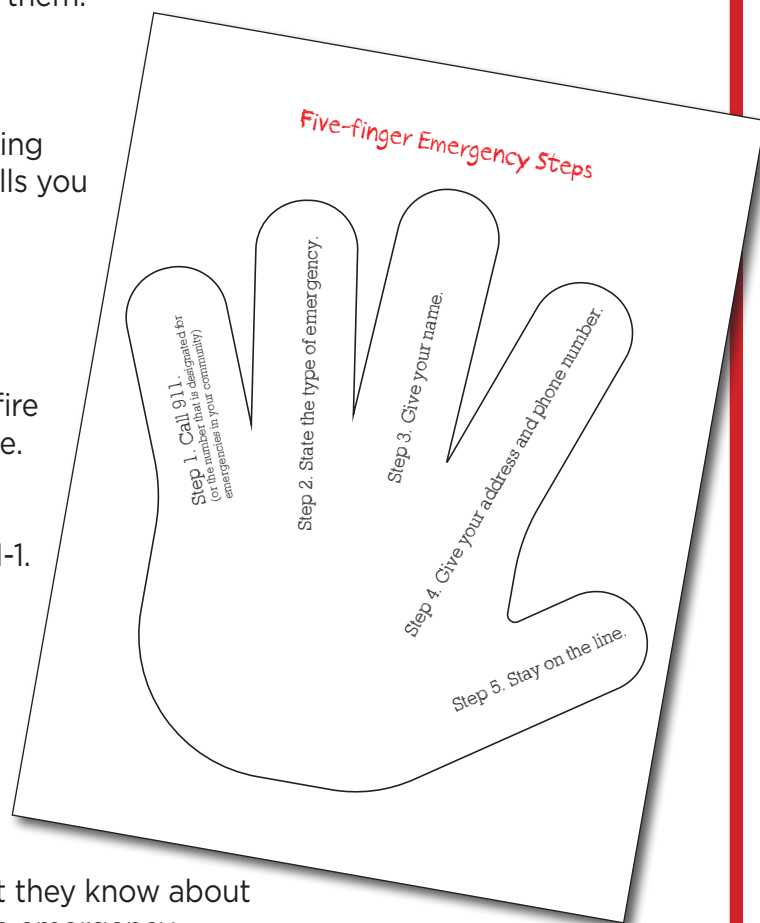
- Demonstrate how to report an emergency to the fire department on both a landline and a mobile phone.
- Distinguish between when it is appropriate and inappropriate to call 9-1-1.
- Identify what information is given when calling 9-1-1.

## Materials

- T-Chart situation chart
- Five-finger Emergency Steps sheet
- Mobile Phone Home Screen sheet

## Procedure

1. Activate prior knowledge by asking students what they know about emergencies and how to get help in the case of an emergency.
2. Explain that today they will be learning about what an emergency is and how to report an emergency if necessary. Tell the students that there are many situations that they could face and that it is essential to determine whether or not the situation is an emergency.
3. Display and introduce the T-Chart situation chart. This graphic organizer can be displayed on a Smartboard, projected onto a screen, drawn on chart paper, or drawn on the classroom board. It should be displayed in a place where it can remain up throughout the lesson so that new information can be added and students can easily reference what has been introduced.
4. Tell the students that a non-emergency is a problem that they can either solve by themselves or solve with the help of an adult. Record an example or two on the chart to help clarify and make it relatable to your students (e.g., falling off a bike and scraping their knee, being mad at a family member, or breaking a favorite toy). Tell the students that an emergency is a problem that cannot be solved alone. Record an example or two on the chart to help clarify and make it relatable to your students (e.g., fire, smoke alarm sounding, someone who has fallen and cannot get up, or someone who is very sick and must go to the hospital).
5. Invite students to share different situations that they think fall into one of the categories. Record situations under the appropriate category and be sure to discuss any misconceptions that the students may have when wanting to add situations to the chart.



6. Once the students have demonstrated a clear understanding of the differences between emergencies and non-emergencies, explain that they will now be learning about what to do in the case of an emergency. Tell the students that in case of an emergency, they will be calling the fire department. Emphasize that they should be calling only in an emergency situation because calling when there is no emergency could hurt someone who really needs the firefighters' help and can also put firefighters in danger. Explain to the students that if they have to make an emergency call they may feel scared or worried. The most important thing to remember is to stay calm so the firefighters can understand what the emergency is and get there fast.
7. Discuss that every community has a number to call for the fire department and display your number for the children to see. It is important to determine the correct number to provide the students; in many cases the number is 9-1-1, but it should be noted that some areas have a complete telephone number to call. Check with your local fire department to find out the emergency number to teach the children.
8. Explain to the students that most emergency calls are made from a mobile phone. Use the Mobile Phone Home Screen sheet to show the home screen of a mobile phone, highlighting the "Emergency" option. Explain to the students that if they do not know the passcode on the mobile phone, they can still call 9-1-1 by pressing this button. Inform the children of the following steps: Once in the Emergency screen, press 9-1-1 in sequence and then the green button to be connected with the fire department. Refer to the visuals to outline the steps. Display the Mobile Phone Home Screen sheet on a Smartboard, projected onto a screen. As a class, point to the correct button for each step.

**Step 1:** Emergency — Children point to the emergency button

**Step 2:** 9 — Children point to the 9

**Step 3:** 1 — Children point to the 1

**Step 4:** 1 — Children point to the 1

**Step 5:** Call — Children point to the green phone button



9. Tell the students that they are going to learn a five-finger trick for how to respond to emergencies. Explain that they will be able to count all five important steps on how to respond to an emergency on one hand to help them remember all of the necessary steps to keep them safe. Introduce and display the Five-finger Emergency Steps sheet. This graphic organizer can be displayed on a Smartboard, projected onto a screen, drawn on chart paper, or drawn on the classroom board. It should be displayed in a place where it can remain up throughout the lesson so that new information can be added and students can easily reference what has been introduced. Record the following five steps, one in each finger, while explaining the steps to the class. Have the children count along with you on their hands.

- a. Pinky — call 911 (or the number that is designated for emergencies in your community)
- b. Ring — state the type of emergency
- c. Middle — give your name
- d. Index — give your address and phone number
- e. Thumb — stay on the line

Orally repeat these steps and have the students say them with you as they count the steps on their fingers.

**10.** Review the emergencies and non-emergencies T-Chart and remind students of their five-finger steps for how to respond to emergencies.

**11.** Review what has been learned about the topic “Report an Emergency.”

## Optional Extension Activity

Pass out individual copies of the Five-finger Emergency Steps sheet (one with information filled in and one blank so students can complete). The teacher should monitor the students while they work to be sure the information, especially the telephone number, is recorded accurately.

## Common Core Standards

### **CCSS.ELA-LITERACY.L.2.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

#### **CCSS.ELA-LITERACY.L.2.4.B**

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

### **CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

#### **CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

### **CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### **CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

### **CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

### **CCSS.ELA-LITERACY.SL.2.1.B**

Build on others’ talk in conversations by linking their comments to the remarks of others.

### **CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

### **CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### **CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### **CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

# Family Letter

## REPORT AN EMERGENCY

Dear Family,

Our class is learning about fire safety. Today we learned how to report an emergency. We learned 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 from firefighters. We also learned the correct way to report an emergency situation on both a landline phone and a mobile phone.

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,

---



## Family Fire Safety Activity

A mobile phone can be used to call for help in an emergency. You can use any mobile phone to call the fire department. If you don't know the passcode on a smartphone, call 9-1-1 by pressing the "Emergency" button. Some phones do not have a passcode. If there is no passcode, you can go directly to the keypad and call 9-1-1.

Take out your mobile phones and let your child walk you through the steps to make an emergency call using your mobile phone. Be careful NOT to complete the call.

- Access the home screen on your phone and look for the word "Emergency" at the bottom left of the screen.
- Once you press "Emergency" and the new screen appears, press the numbers 9-1-1 in order or your community's other emergency number. Then press the green button to be connected to the fire department. (cont. on next page)



**Fire safety fun for families at [Sparky.org](http://Sparky.org)!**

# Family Letter (cont.)

For practice, on the visuals below, to circle the correct buttons for each step.



Now that you know how to call for help in an emergency using your mobile phone it is a good time to discuss the difference between emergency and non-emergency situations. There are some situations that happen that you can solve yourself or get help from a grown-up. Discuss some example scenarios and decide if it's a real emergency or something you can solve yourself or with the help from a grown-up.

## Example situations:

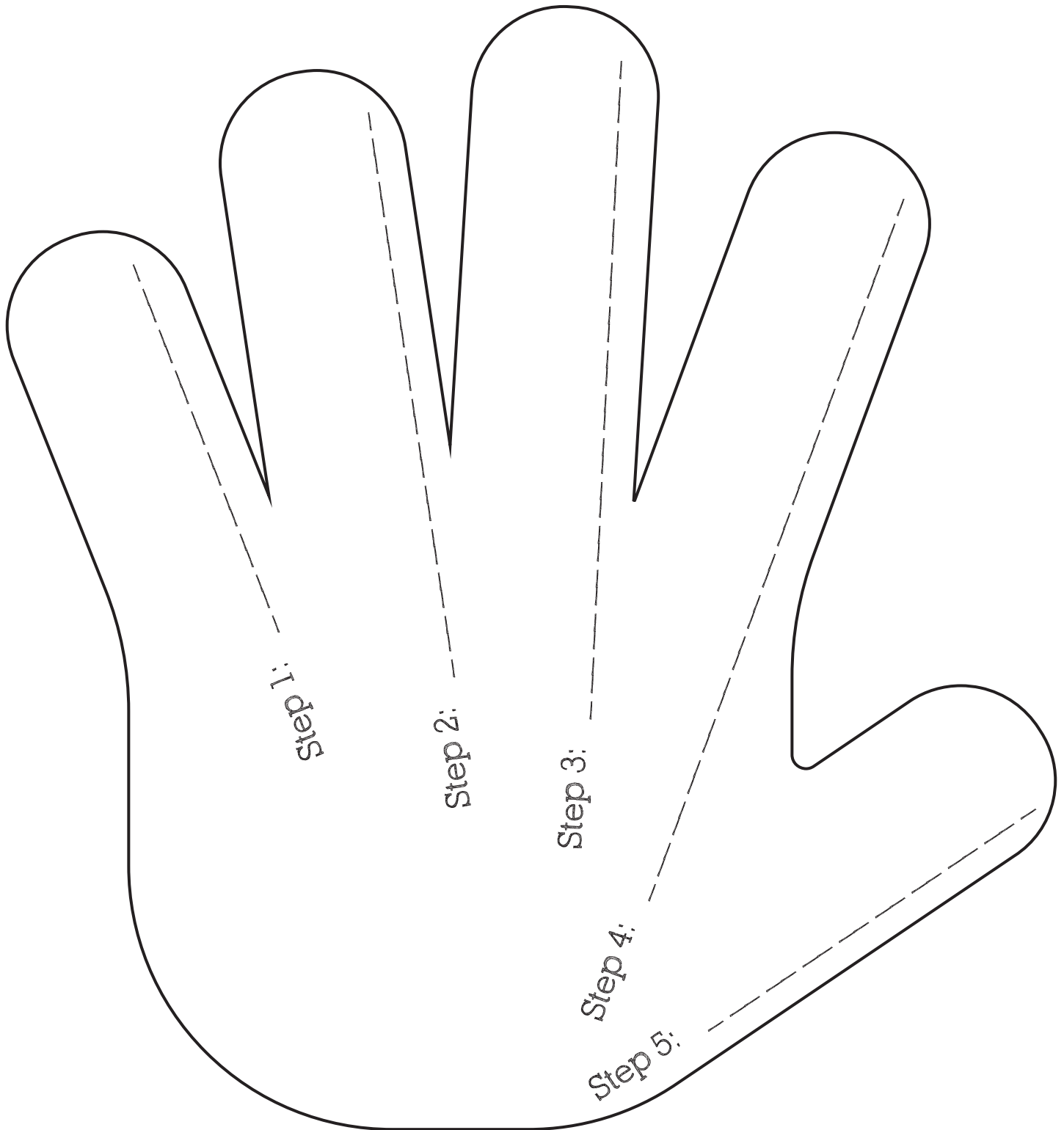
- You fell off of your bike and scraped your knee. (non-emergency)
- You are mad at your brother or sister. (non-emergency)
- There is a fire in your house. (emergency)
- You broke your favorite toy. (non-emergency)
- Your grandfather fell down the stairs and is not moving. (emergency)



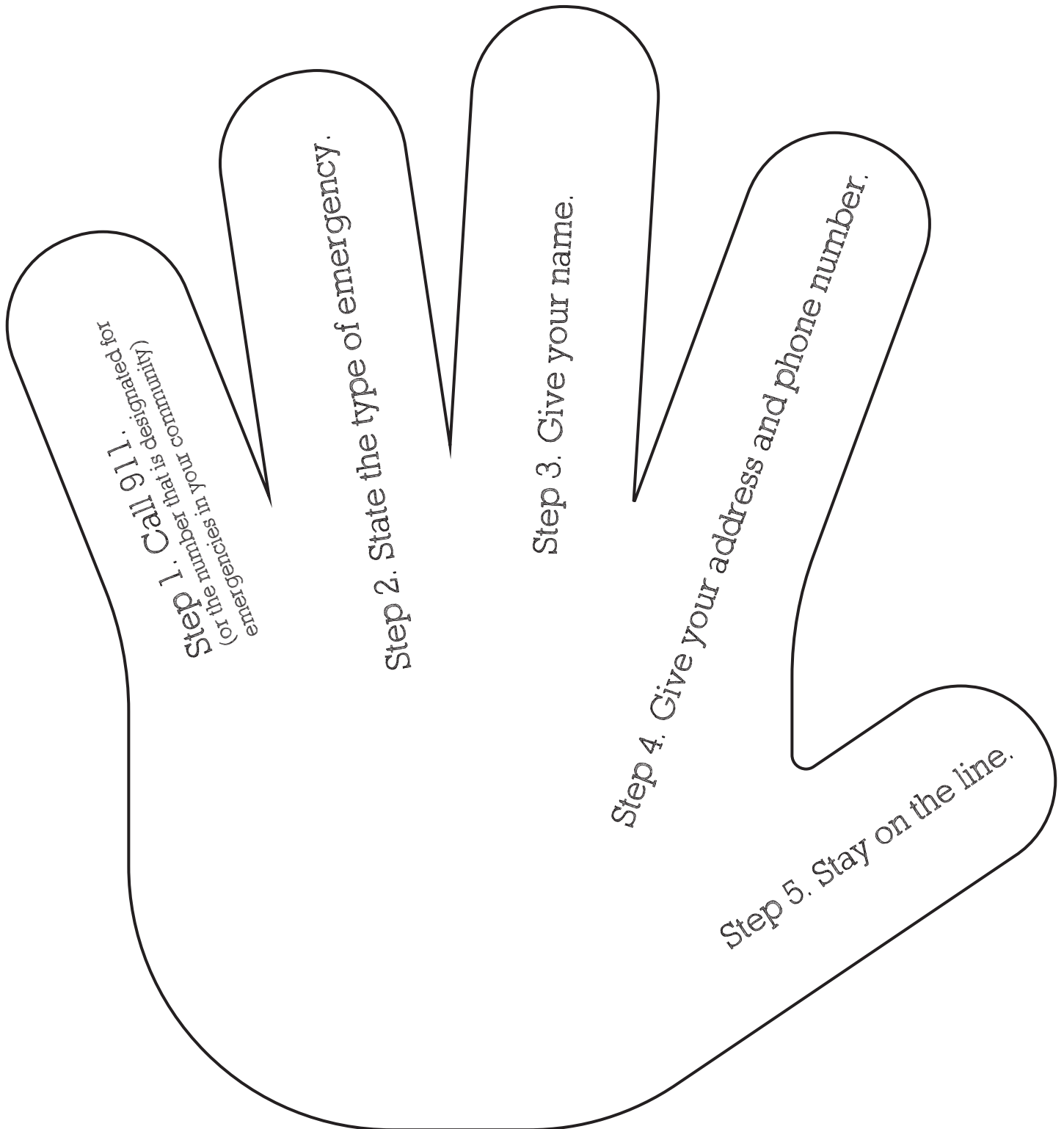
## T-Chart

non-emergencies	emergencies

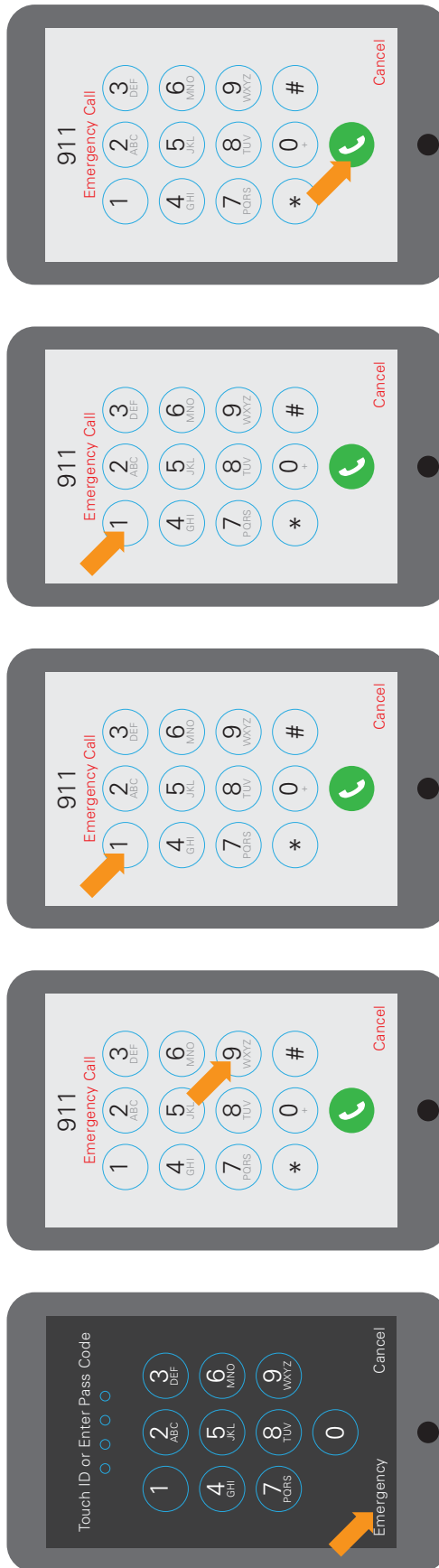
## Five-finger Emergency Steps



## Five-finger Emergency Steps



# Mobile Phone Home Screen



# Lesson 4

## STAY AWAY FROM HOT THINGS

### Teacher Information

There are many things inside and outside the home that are hot or can get hot. Things that get hot can cause serious burns. Students need to be able to identify things that can be hot or could get hot. Students should learn to stay away from anything that can get hot to prevent injuries. Burn injuries can be thermal, electrical, or chemical. Thermal burns include radiation burns — burns caused by radiated heat, such as sunburn; contact burns — caused by touching a flame, such as a lit match or a lighter, or a hot surface, such as a stovetop or iron; and scald burns — caused by hot liquids or steam from a cup of hot coffee or soup or hot tap water. Burn injuries hurt and take a long time to heal.



Matches and lighters can get hot. Students should be taught that they are hot and that they should tell a grown-up if they find matches or a lighter. Young children playing with matches and lighters cause many fires, deaths, and injuries each year. Matches and lighters should be locked in a cabinet, out of the reach of children.

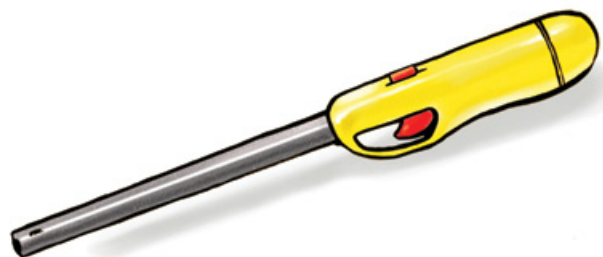
### Teaching Points

- There are things inside and outside the home that are hot or can get hot.
- Things that are hot or can get hot include bath water, a stove, a fireplace, coffee, soup, matches, lighters, and many other things.
- Stay away from hot things. Don't touch them. If you are unsure if something is hot, stay away and check with a grown-up.
- Do not touch matches or lighters. Matches and lighters are dangerous and can be hot.
- Walk away and tell a grown-up if you find matches or lighters.
- Only grown-ups should use matches and lighters.

### Objectives

The students will:

- Identify items that are hot or could become hot.
- Explain how to be safe from hot things.
- Acknowledge the importance of telling a grown-up when matches and lighters are within reach of a child.





## Materials

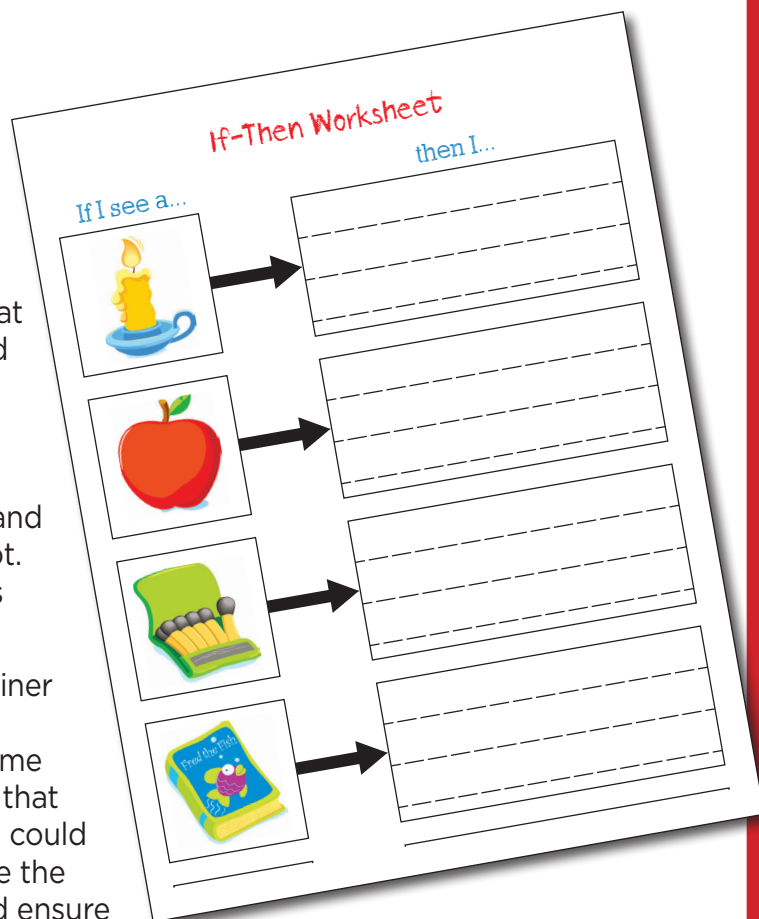
- Hot or Not Image Cards (double-sided)
- Safe to Touch Concept Web
- Not Safe to Touch Concept Web
- If-Then Worksheet

## Procedure

1. Activate prior knowledge by asking students what they know about items that can become hot and how to stay safe around them.
2. Tell the students that today they will be learning about the importance of staying away from hot things. Explain that there are things both inside and outside of their homes that are hot or can get hot. Explain that items that can be hot are dangerous because they can hurt you and give you a burn.
3. Place Image Cards in a paper bag or other container that the students will not be able to see through. Explain that you will be calling on students to come up and choose a card from the bag. Tell the class that they will then determine whether or not the item could be hot or safe to touch. The teacher should guide the discussion when necessary to keep it on task and ensure that the necessary information is being accurately covered. Complete this process until all cards have been pulled. The Hot or Not Image Cards will be pulled out in a random order by students to keep them engaged and eager to participate in discussions. The following cards are included (answers are on the back of the cards):

- |                             |                             |
|-----------------------------|-----------------------------|
| a. Bath water — can be hot  | i. Pencil — not hot         |
| b. A stove — can be hot     | j. Necklace — not hot       |
| c. A fireplace — can be hot | k. Picture frame — not hot  |
| d. Coffee — can be hot      | l. Ice cream cone — not hot |
| e. Soup — can be hot        | m. Toothbrush — not hot     |
| f. Iron — can be hot        | n. Teddy bear — not hot     |
| g. Matches — can be hot     | o. Crayons — not hot        |
| h. Lighters — can be hot    | p. Book — not hot           |

4. Once the cards have been sorted, tell the students that they will be taking a closer look at the items that can be hot and how to stay safe around them. Explain that students should always stay away from things that can get hot and never touch them. Inform the class that they should get an adult if they come across an item that is hot or if they are unsure.
5. Hold up the matches and lighter cards and draw extra attention to these two items. Tell the class that these items are never to be touched by a child and only grown-ups should ever touch them. Instruct the students to walk away and find an adult if they ever come across these items.



6. Have the students break up into small groups. Give each group a Safe to Touch Concept Web that is labeled either “Safe to Touch” or “Not Safe to Touch.” Have the students work collaboratively to think of more items that fall into their given category and record them on their Concept Web. The teacher should circulate while the students work to be sure that students are on task. Upon completion, the groups can share their work with the class. This work can be done on chart paper, if available, so the students can create posters to be displayed in the classroom.
7. Pass out the If-Then Worksheet to the students and have them return to their seats. The students will be writing about what their reaction should be if they come across the pictured item by completing the sentences “If I see a \_\_\_\_\_, then I \_\_\_\_\_.” The items on the worksheet include: a candle, an apple, matches, a book and a lighter. The teacher should circulate while the students are working to check their work and to address any misconceptions.
8. Review what has been learned about the topic “Stay Away from Hot Things.”

### Optional Extension Activity

Cards can be added as group, partner, or independent work during station rotations, centers, or independent work time. Students can pull the same cards used for class discussion to peer or self-assess. A copy of the double-sided cards can be sent home with students to practice at home with their families.

### Common Core Standards

#### **CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

#### **CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

#### **CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

#### **CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

#### **CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

#### **CCSS.ELA-LITERACY.SL.2.1.B**

Build on others’ talk in conversations by linking their comments to the remarks of others.

#### **CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### **CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### **CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### **CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

#### **CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

# Family Letter

## STAY AWAY FROM HOT THINGS

Dear Family,

Our class is learning about fire safety. Today we learned “Stay Away from Hot Things.” Your child learned about the dangers of touching things that are hot and how they can get burned from those things. Children should ask a grown-up for help if they are not sure whether or not something is hot. For example, bath water, a pan on the stove, and an iron could be hot or cool, so children should not touch and should get an adult to help. We also learned that there are some things that children should never touch, like matches or lighters. It is important that these items are kept in a locked, safe place out of the reach of children.

Please talk to your child about the importance of staying away from things that can get hot. Burns are very dangerous and they hurt.

**Safety Tip!** If someone is burned, the best action to take is to cool the burn right away with cool water. Place the burn under cool running water for 3-5 minutes. Get medical help if needed.

Together we can keep your family safe from fire.

Sincerely,

---

## Family Fire Safety Activity

Discuss why it is important to stay away from things that are hot or could get hot. Talk about what to do if someone were to get a burn. Draw a picture(s) of what you would do if you were to get a burn.

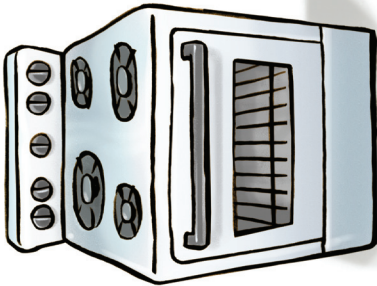
It is important to stay safe around things that are hot or could get hot. Children should always stay away to prevent getting a burn. Play this listening game and practice keeping a safe distance from hot things. Grown-ups will say the word “HOT!” and when the children hear the word “HOT!” they will put their hands behind their back and take 3 big steps away. This helps to practice using the 3 foot “kid-free zone” that children need to observe around anything that is hot or could get hot.



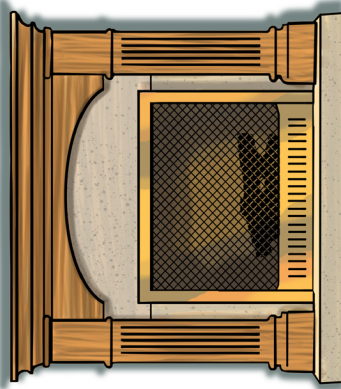
**Fire safety fun for families at Sparky.org!**



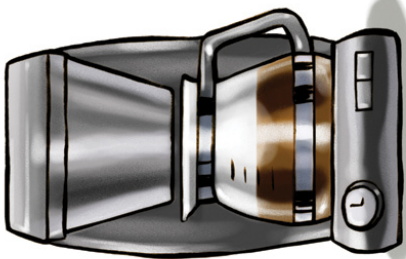
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hot**



**can be  
hot**



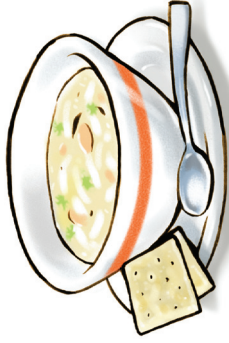
**can be  
hot**



**can be  
hot**

----- FOLD LINE  
\_\_\_\_\_ CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.



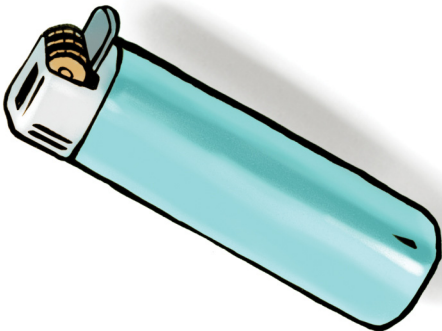
**can be  
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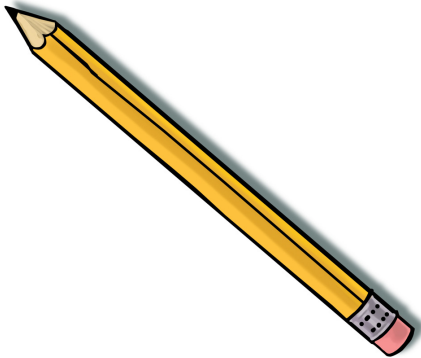


**can be  
hot**

----- FOLD LINE  
===== CUT LINE

NOTE: Once you have cut and folded the cards, tape or staple the tops together.

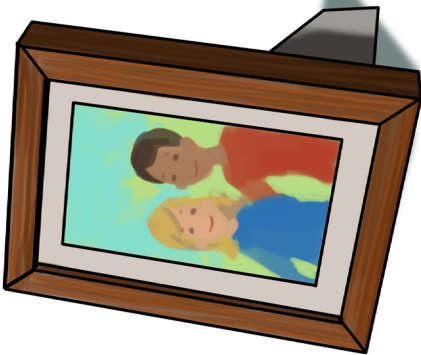




not  
hot



not  
hot



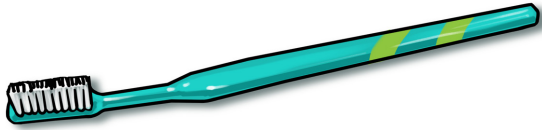
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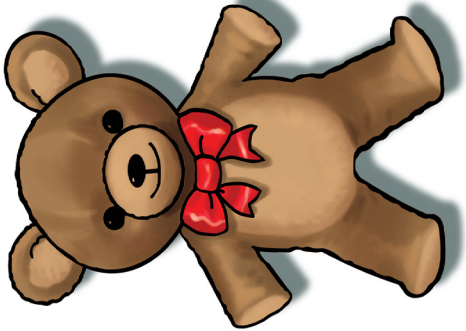
not  
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----- FOLD LINE  
===== CUT LINE

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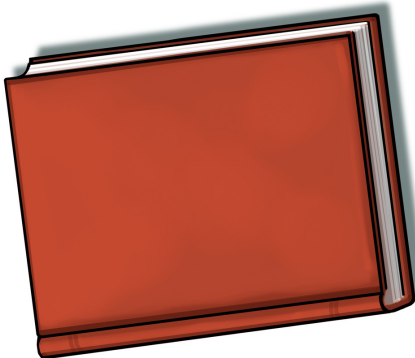
**not**  
**hot**



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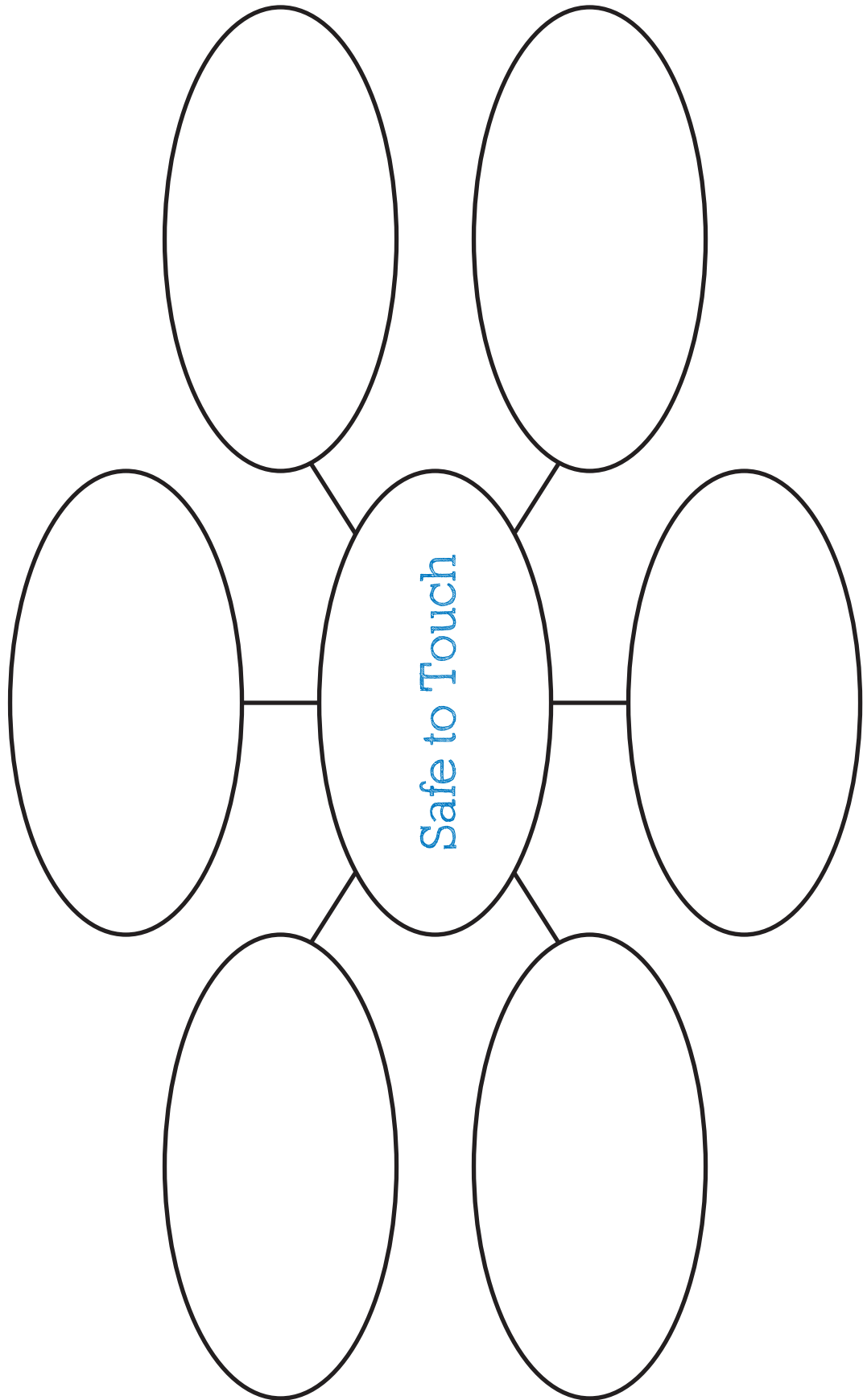


**not**  
**hot**

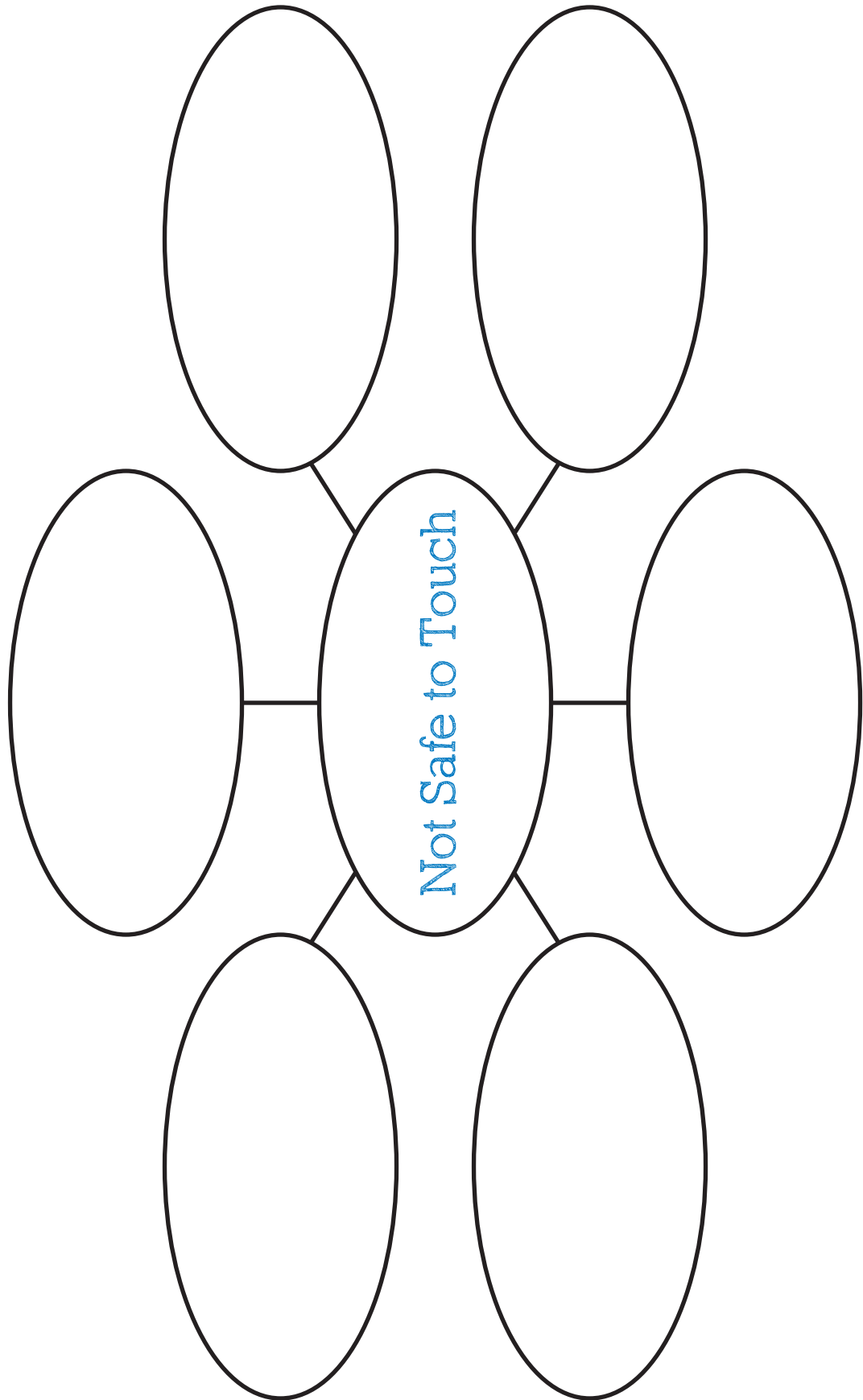
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NOTE: Once you have cut and folded the cards, tape or staple the tops together.

**Safe to Touch Concept Web**



## Not Safe to Touch Concept Web



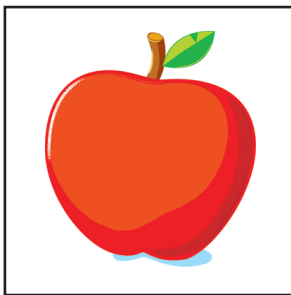
# If-Then Worksheet

If I see a...

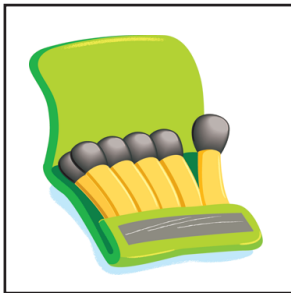
then I...



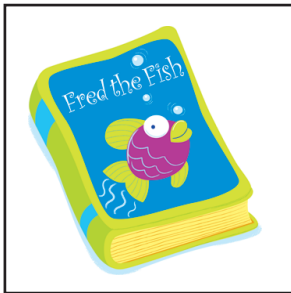
Four horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



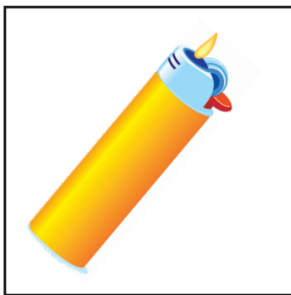
Four horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



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Four horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



Four horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

# Lesson 5

## KID-FREE ZONES AT HOME

### Teacher Information

Things that get hot can cause serious burns. Burn injuries hurt and take a long time to heal.

It is important to have a “kid-free zone” of at least 3 feet around hot things like open fires, space heaters, and the stove or areas where hot food or drink is prepared or carried. Keep anything that can burn, like curtains, blankets, or paper, at least 3 feet away from hot things, such as the stove, furnace, fireplace, wood stove, or portable space heater.

Have the students discuss with the grown-ups at home different ways that they can safely help around items that can get hot such as stove, oven, space heater, or fireplace.



### Teaching Points

- Things that get hot can cause serious burns.
- There should be a 3-foot “kid-free zone” around the stove, oven, and heating sources.
- Remind grown-ups to keep anything that can burn at least 3 feet away from hot things.
- Only grown-ups should be around items that are hot or could get hot.

### Objectives

The students will:

- Describe why hot items around the home can be dangerous.
- Explain the importance of children staying 3 feet away from hot things.
- Distinguish between safe and unsafe chores for kids to perform in the home.

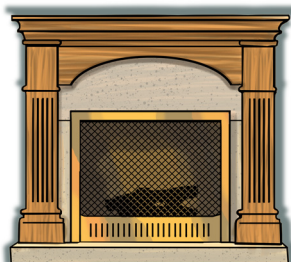
### Materials

- Yardstick
- Image Cards
- Vocabulary Word Map
- String, yarn, or ribbon



## Procedure

1. Activate prior knowledge by asking students what they know about having kid-free zones around hot things in homes and if they have any kid-free zones where they live.
2. Review what was previously introduced in the “stay away from hot things” lessons. A quick review of the Hot or Not Image Cards and the Safe to Touch and Not Safe to Touch Concept Webs that the students created can help remind students of the safety concerns with items that can be hot.
3. Introduce the term “kid-free zone” to the class. Explain that a kid-free zone is a 3-foot zone around hot things like a stove, an oven, and heating sources. Tell the students that children should not go into the kid-free zone and that any items that can burn (e.g., curtains, blankets, paper) should be kept out of that area as well.
4. Hold up a yardstick for the class to see. Explain that a yardstick is 3 feet long and shows the size a kid-free zone should be.
5. Show the class the series of Image Cards for these lessons. The Image Cards include pictures of an open fire, a space heater, a fireplace, a stove, and a grill. Tell the students that these items all give off a lot of heat and should be in kid-free zones. One at a time, place an Image Card on the floor and invite students to come up and measure a kid-free zone with a yardstick. Have the students take turns measuring safe zones around each of the different Image Cards and practice standing in the designated safe areas. Remind students throughout the lesson that only grown-ups should be in the kid-free zone where the item is.



6. Have the students return to their seats to complete the Vocabulary Word Map for the term “kid-free zone.” The students will write a definition, use the word in a sentence, give examples, and draw an illustration to show their new knowledge. The teacher should circulate the room while they work to be sure that they are on task and recording new information accurately.
7. Return to your whole-class meeting space and tell the students that they will be making a special tool to use at home. Demonstrate how to measure and cut a piece of string, yarn, or ribbon the length of the yardstick. Explain that the students will be able to take their new measuring tool home with them to measure and create kid-free zones at home. Model how to use the new tool.
8. Discuss with students the chores they do at home and ask them to give some examples. You could record these on the board, chart paper, etc. Explain to the students that when doing chores, they still need to keep that “kid-free zone” around things that are hot or could get hot. They also need to be sure to keep anything that can burn, like curtains, blankets, or paper, at least 3 feet away from hot things, such as the stove, furnace, fireplace, wood stove, or portable space heater. Ask the students to think about which chores are safe and unsafe using the “kid-free zone.”
9. Review what has been learned about the topic “Kid-Free Zones at Home.”

## Optional Extension Activities

- Draw picture(s) of safe chores to do at home.
- Use a T-chart to compare safe and unsafe chores to do at home.



## Common Core Standards

### **CCSS.ELA-LITERACY.L.2.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

#### **CCSS.ELA-LITERACY.L.2.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

### **CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

#### **CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

### **CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### **CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

#### **CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

### **CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

#### **CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

### **CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### **CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### **CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

### **CCSS.ELA-LITERACY.RI.2.4**

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

# Family Letter

## KID-FREE ZONES AT HOME

Dear Family,

Our class is learning about fire safety. Today we learned about “Kid-Free Zones at Home.” Your child learned that there should be a 3-foot “kid-free zone” around the stove, oven, and other things that could get hot. We also learned that only grown-ups should be around items that are hot or could get hot. It is important to remember that when children are helping with chores around the home that they keep that “kid-free zone” around items that are hot or could get hot.

Please talk to your child about the importance of keeping that “kid-free zone” away from things that could get hot.

Together we can keep your family safe from fire.

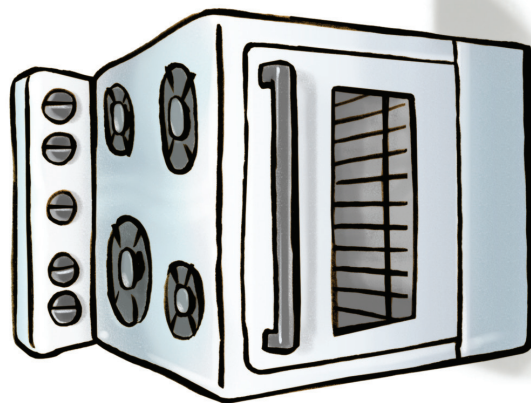
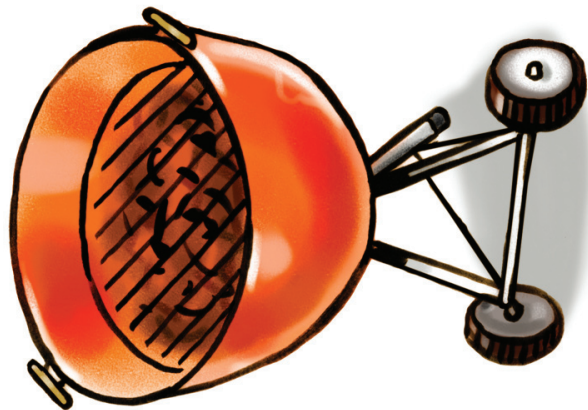
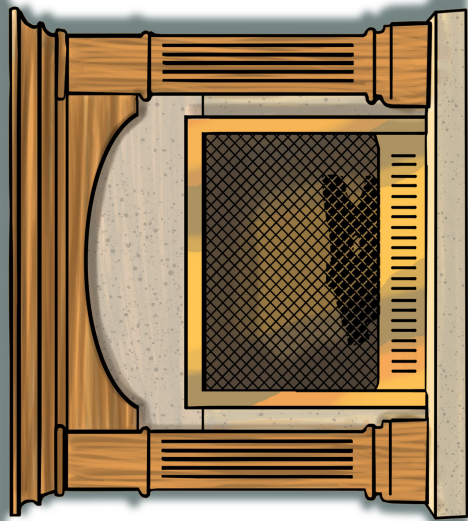
Sincerely,

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## Family Fire Safety Activity

Use the new measuring tool that your child made in class today and as a family, walk around inside and outside of the home and identify things that are hot or could get hot. Identify and create kid-free zones by using the measuring tool.

Now that everyone is aware of kid-free safe zones in the home, discuss family chores that need to be done. Use the chore chart to list the chores and write each family member’s initials next to the chores he or she can safely complete. Think about the 3-foot kid-free zone when assigning chores.



## Vocabulary Word Map

<p>Illustration</p>	<p>Sentence</p>
<p>Definition</p>	<p>Items that should be in kid-free zones</p>

Kid Free Zone



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# Lesson 6

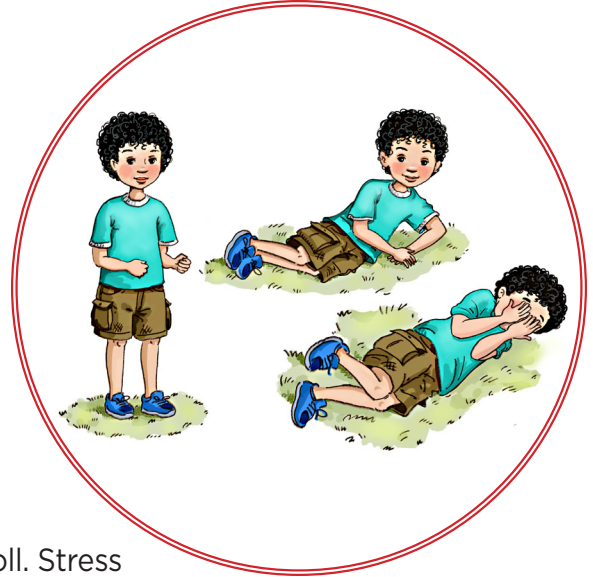
## KNOW WHEN TO STOP, DROP, AND ROLL

### Teacher Information

“Stop, drop, and roll” is used when clothing catches fire. Teach students to stay away from fire.

If your clothes catch fire:

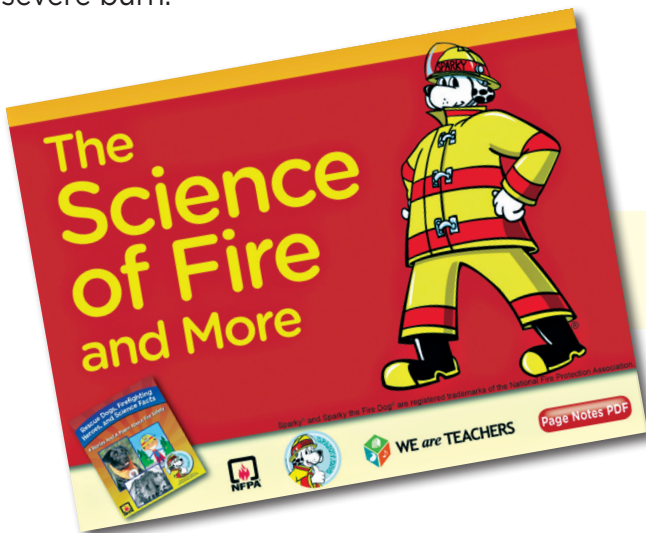
- Stop where you are.
- Drop to the ground and cover your eyes and mouth with your hands.
- Roll over and over and back and forth until the flames are out.
- Get help from a grown-up who will cool the burn and get medical help.



Children often get confused about when to stop, drop, and roll. Stress the importance of knowing when to do this behavior. Do it only when clothing catches fire. Children who do not have a good understanding of stop, drop, and roll will sometimes do this if they burn a finger or need to get outside if the smoke alarm sounds. Using stop, drop, and roll under the wrong circumstances could be very dangerous.

Children should stay away from things that can catch clothing on fire, such as matches, lighters, fireplaces, heaters, grills, or gasoline.

Fire needs three things, just like humans. It needs fuel (e.g., wood, paper, fabric), heat (e.g., oven or stovetop, heater, lit match or lighter), and oxygen. This is called the “fire triangle.” When one of these things is taken away, fire will go out. The rolling back and forth over the flame takes away the oxygen from the fire. It is important that as soon as clothes catch fire to stop where you are and drop to the ground and roll over. Running will give the fire more oxygen and make the fire bigger, causing a more severe burn.



For even more information on the science of fire download “The Science of Fire and More” whiteboard lesson available on <http://sparkyschoolhouse.org/digital-backpack>.

## Teaching Points

- Stay away from fire. Fire from a match, lighter, fireplace, or grill could catch clothes on fire.
- Clothes on fire can cause a bad burn and hurt very much.
- If your clothes catch fire:
  - Stop where you are.
  - Drop to the ground — lie flat with your legs out straight and cover your eyes and mouth with your hands.
  - Roll over and over and back and forth until the flames are out.
- Get help from a grown-up right away.
- The most important thing to remember is to stay away from fire. It can catch your clothes on fire. Use “stop, drop, and roll” only if your clothes are on fire.
- Fire needs 3 things to start and keep burning: fuel, heat, and oxygen.
- If you remove any one of those 3 things, a fire can’t burn. The stop, drop, and roll procedure removes the oxygen from the fire.

## Objectives

The students will:

- State a reason why they would stop, drop, and roll.
- Demonstrate the stop, drop, and roll procedure.
- Explain the science behind the stop, drop, and roll procedure.

## Materials

- Stop, Drop, and Roll Informational Story Writing sheet

## Procedure

1. Activate prior knowledge by asking students what they know about when and how to stop, drop, and roll.
2. Review what has been taught in the previous two lessons “stay away from hot things” and “kid-free zones at home.” Remind the students that it is important to stay away from things that can be hot, especially things that have open flames like matches, lighters, grills, and fireplaces. Ask the students why this is important. Guide the discussion to be sure that students remember that hot items can cause injury by burning a person’s skin.
3. Explain to the students that even though they should always take the necessary safety precautions when they are around hot items and be sure to stay out of kid-free zones, it is important to also know what to do if their clothing catches on fire. Write the words “stop, drop, and roll” on a board or piece of chart paper. Have the students read the words with you. Tell the students that stop, drop, and roll is used only if their clothing catches on fire and should not be used for any other injuries, including a burn on their skin. It is important to continually emphasize that stop, drop, and roll is used only if clothing is on fire.

*Stop, Drop, and Roll  
Informational Story Writing*

Title:

Topic Sentence:

Step 1:

Step 2:

Step 3:

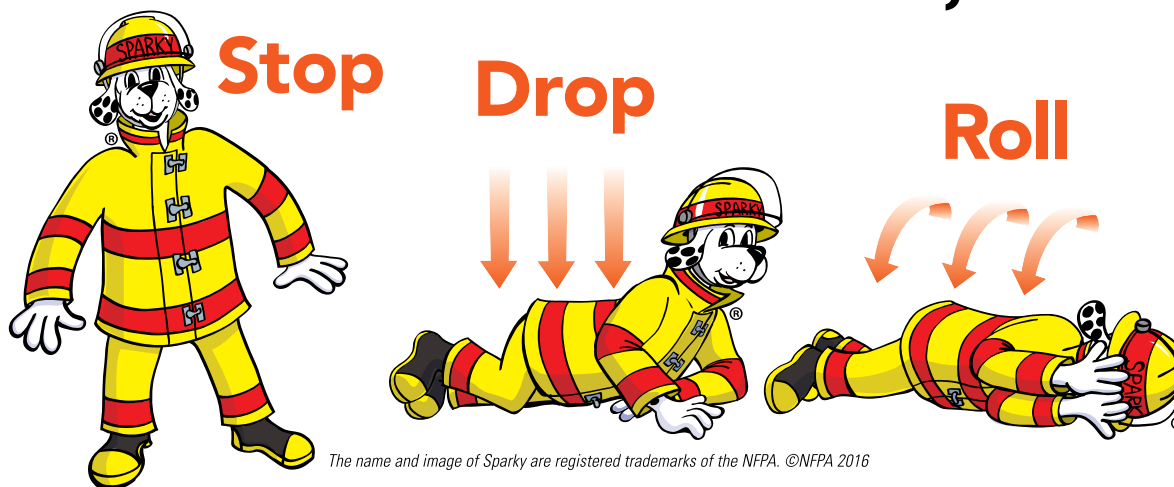
Step 4:

Concluding Sentence:

4. Demonstrate the process of stop, drop, and roll for your students. While modeling the process, explain each step to the class. You should tell the students:
  - a. Stop — stop where you are
  - b. Drop — drop to the ground, lie flat with your legs straight out, and cover your eyes and mouth with your hands
  - c. Roll — roll over and over and back and forth until the flames are out
5. Upon completion of the three steps, tell the students that they should then get help from a grown-up right away.
6. Explain to the students that this process works because of science! Inform the class that fires need three things to burn: fuel, heat, and oxygen. Explain what each of these terms means using the following examples for clarification:
  - a. Fuel — wood, paper, and in this case clothes
  - b. Heat — fire, oven, stove top, fireplace, grill, heater, lit match, lighter
  - c. Oxygen — the air we breathe

Explain to the students that a fire can stay lit only if it has all three of these things and that rolling back and forth over the flames makes the oxygen disappear so the flames can't burn anymore.
7. Invite students to come up and stop, drop, and roll. You may also choose to have another student come up and narrate what his or her peer is doing. Throughout the process, repeatedly ask students why this is working.
8. Have the students return to their seats to complete the Stop, Drop, and Roll Informational Story Writing sheet. The students should accurately write the steps of the process in order, including step 4 when they seek help from an adult right away. The teacher should circulate as the students work to be sure that the steps are listed accurately and in the correct sequence. The students can take these papers home and share them with their families.
9. Return to your classroom's whole-class meeting area and review the steps that have been introduced. Reinforce that the best way to stay safe is to avoid any and all open flames or hot items that could cause your clothes to catch on fire.
10. Review what has been learned about the topic "Know When to Stop, Drop, and Roll."

## If clothes catch fire,



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### Optional Extension Activity

If you have the technology available, the students can work collaboratively to create instructional videos of themselves acting out the process. A video camera or iPad would allow students to record the student demonstrating the process while also providing a narration of events. These videos could then be shared with the class. To take it a step further, *Educreations* is a child-friendly, free iPad app that allows students to create a slide show with verbal narrations and text.



### Common Core Standards

#### **CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

#### **CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

#### **CCSS.ELA-LITERACY.SL.2.1.A**

Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).

#### **CCSS.ELA-LITERACY.SL.2.1.B**

Build on others' talk in conversations by linking their comments to the remarks of others.

#### **CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### **CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### **CCSS.ELA-LITERACY.SL.2.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### **CCSS.ELA-LITERACY.SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

#### **CCSS.ELA-LITERACY.SL.2.5**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

#### **CCSS.ELA-LITERACY.W.2.2**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### **CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

#### **CCSS.ELA-LITERACY.RI.2.3**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

## Stop, Drop, and Roll Informational Story Writing

Title:

Topic Sentence:

Step 1:

Step 2:

Step 3:

Step 4:

Concluding Sentence:



# Family Letter

## KNOW WHEN TO STOP, DROP, AND ROLL

Dear Family,

Our class is learning about fire safety. Today we learned “Know When to Stop, Drop, and Roll.” Your child learned ways to keep his/her clothes from catching on fire. We also learned the proper way to stop, drop, and roll should their clothing ever catch fire. Your child should, first and foremost, always avoid any open flames. Prevention is the key! It is, however, also important to be informed on the proper way to stop, drop, and roll. Each step was taught as follows: Stop means stop where you are. Drop means drop to the ground and lie flat with your legs straight out, cover your eyes and mouth with your hands. Roll means roll over and over and back and forth until the fire is out. Your child also learned that once they have done those three steps they must then get the help of a grown-up right away! We also learned why the Stop, Drop, and Roll procedure works if our clothing were to ever catch fire.

Please talk to your child about the importance of avoiding flames and appropriately using stop, drop, and roll.

***SAFETY TIP!*** If someone is burned, the best action to take is to cool the burn by running cool water over it for 3 to 5 minutes. Get medical help if needed.

Together we can keep your child safe from fire.

Sincerely,

---

## Family Fire Safety Activity

***Practice the proper Stop, Drop, and Roll procedure with your family....***

### **Stop, Drop, and Roll Tag Game**

Someone is chosen as the “tagger.” When the tagger tags the runners and says “FIRE”, the tagged runner must say “Stop, Drop, and Roll” and then perform the movements before continuing to play the game. After a few minutes, new taggers are selected and the game continues.



***Fire safety fun for families at Sparky.org!***



# LEARN NOT TO BURN® Knowledge Test

**Learn Not to Burn Level 2** includes a **Knowledge Test** for you to use as a pre-test and a post-test of student knowledge gained. Each test question includes three possible responses using text. The test can be copied and administered in one sitting or several sittings, depending on the ability of the students. The test questions can also be used with an interactive whiteboard response system. Record pre- and post-test results on the **Knowledge Test Score Summary Sheet**.

## Knowledge Test Answers

1. c — Beep! Beep! Beep!
2. c — All of the above
3. b — Outside
4. c — 2
5. b — An outside meeting place
6. a — At least twice a year
7. b — Every home has different ways out
8. a — Emergency
9. b — Call 9-1-1
10. b — Address where I am
11. c — Stove
12. b — Stay 3 big steps away
13. a — It is the grown-ups' job to protect kids from dangerous things
14. c — Burns
15. c — So I protect my skin from burns
16. b — Clear table after a meal
17. a — Clothes are on fire
18. b — Fuel, heat, oxygen
19. a — Oxygen

**LEARN NOT TO BURN®**  
**Knowledge  
Test**

1. A smoke alarm makes this sound \_\_\_\_\_.
  - a. Beep!
  - b. Beep! Beep!
  - c. Beep! Beep! Beep!
2. You need a smoke alarm where you \_\_\_\_\_.
  - a. Sleep
  - b. Play
  - c. All of the above
3. If the smoke alarm sounds, where would you go?
  - a. Bedroom
  - b. Outside
  - c. Kitchen
4. Every room in my house needs \_\_\_\_\_ ways out.
  - a. 0
  - b. 1
  - c. 2
5. Every home fire escape plan needs \_\_\_\_\_.
  - a. A toy
  - b. An outside meeting place
  - c. A firefighter
6. My family and I should practice our home fire drill \_\_\_\_\_.
  - a. At least twice a year
  - b. Once a month
  - c. One time
7. Why is it important to know the escape plan of each home in which I sleep?
  - a. I can help my friends get their toys out
  - b. Every home has different ways out
  - c. I know where the best hiding places are
8. Which button should you press to call 9-1-1 if you do not know the code?
  - a. Emergency
  - b. 1
  - c. Cancel
9. If your mother fell off a ladder and could not move, what would you do?
  - a. Try to help her get up
  - b. Call 9-1-1
  - c. Get her a toy
10. The fire department needs to know \_\_\_\_\_ if I call 9-1-1.
  - a. Name of my pet
  - b. Address where I am
  - c. My favorite food

**LEARN NOT TO BURN®**  
**Knowledge  
Test**

11. Which one of these items is hot or could get hot?
  - a. Ice cream cone
  - b. Stuffed animal
  - c. Stove
12. What can you do to be safe around hot things?
  - a. Touch them
  - b. Stay 3 big steps away
  - c. Go near them
13. Why is it important to tell a grown-up if I find matches or lighters?
  - a. It is the grown-ups' job to protect kids from dangerous things
  - b. Grown-ups like to collect matches and lighters
  - c. So grown-ups can show the child how to use them
14. Things that get hot can cause \_\_\_\_\_.
  - a. Sleepiness
  - b. Hunger
  - c. Burns
15. Why is it important to stay 3 feet away from hot things?
  - a. So I don't have to help with chores
  - b. So I have a better view
  - c. So I protect my skin from burns
16. Which chore is safe to do at home for kids your age?
  - a. Stir food in the pot on the stove
  - b. Clear table after a meal
  - c. Take soup out of the microwave
17. When would you use stop, drop, and roll?
  - a. Clothes are on fire
  - b. Smoke alarm is sounding
  - c. Dog wants to play
18. Fire needs what 3 things to start and keep burning?
  - a. Water, fuel, oxygen
  - b. Fuel, heat, oxygen
  - c. Smoke, fuel, heat
19. When you stop, drop, and roll you are taking away the \_\_\_\_\_ from fire.
  - a. Oxygen
  - b. Fuel
  - c. Heat

# LEARN NOT TO BURN® KNOWLEDGE TEST SCORE Summary Sheet

This form can be used to record student **Knowledge Test** scores before participating in the **Learn Not to Burn®** program. After studying all six fire safety behaviors, have students take the **Knowledge Test** again and record the test scores after the program. Converting the test scores to percentages will help you calculate the overall class knowledge gain.

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