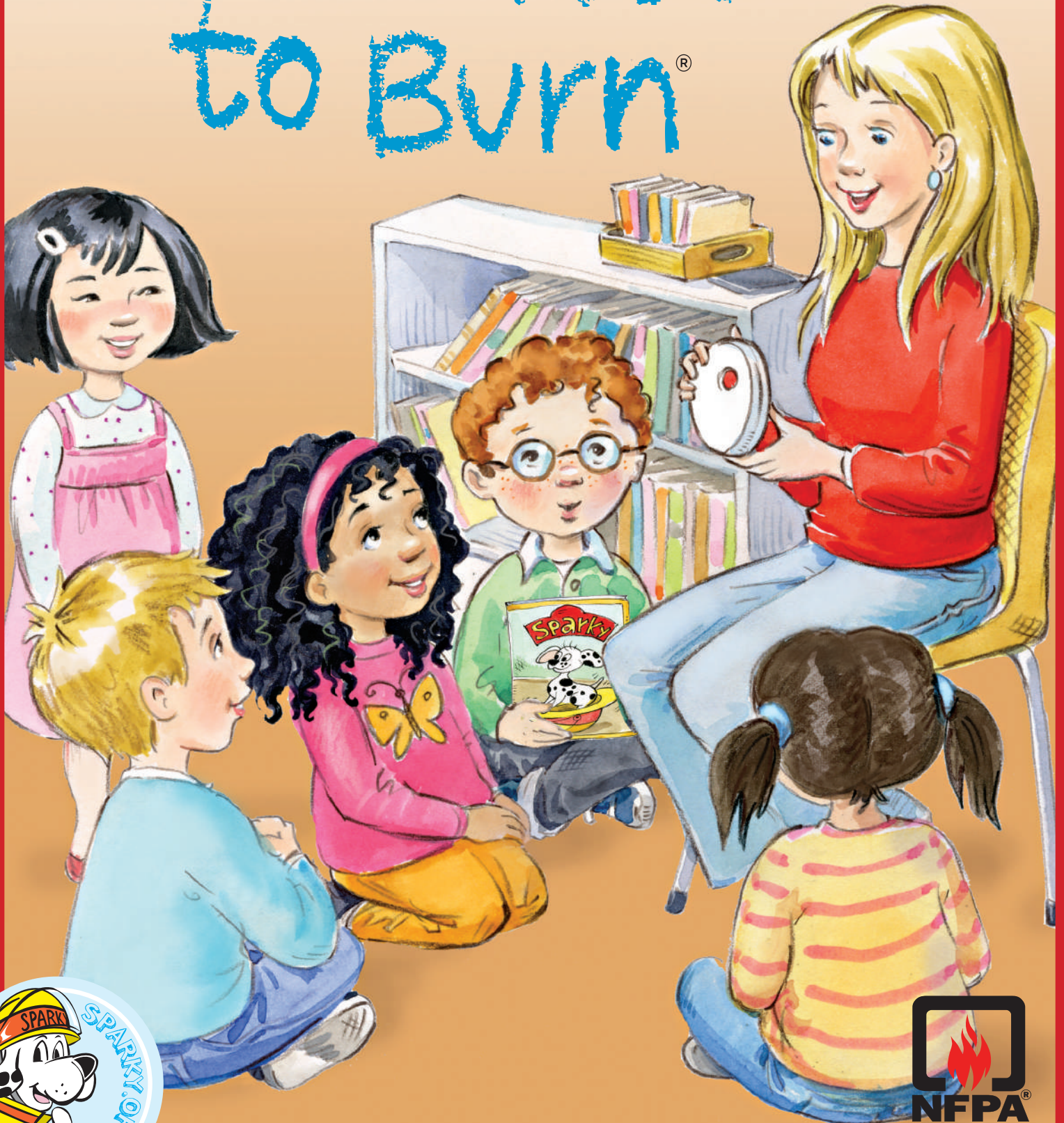


Learn Not to Burn[®]

Kindergarten



Learn Not to BURN®

Kindergarten



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Introduction

A FIRE SAFETY EDUCATION PROGRAM FOR KINDERGARTENERS

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 nfpa.org/intb for use in schools. Developed by the NFPA, *Learn Not to Burn – Kindergarten* 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 – Kindergarten*

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 the 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 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 family and the community safe from fire.

Lesson 1

SMOKE ALARMS ARE IMPORTANT

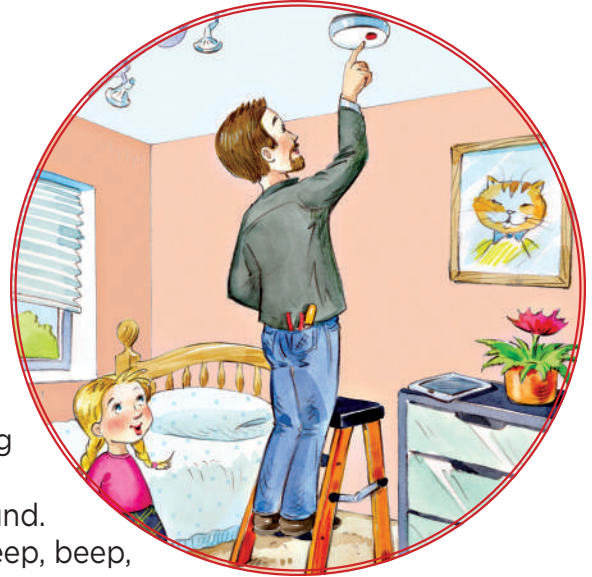
Objectives

The student will be able to:

- recognize the sound of a smoke alarm.
- respond to the sound of the smoke alarm.

Teacher Information

Smoke alarms save lives. Every home needs smoke alarms. They should be installed on every level of the home (including the basement), outside each sleeping area, and inside each bedroom. Most smoke alarms make 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. It will sound if there is smoke in the home. When a smoke alarm sounds, everyone should get outside right away.

Most likely, young children won't be home alone when a smoke alarm sounds. Parents or caregivers will assist them. However, it is important each child can identify the sound of the smoke alarm and what it means. Children also must know what to do and where to go when the alarm sounds.

Children must understand when a smoke alarm sounds or “beeps”, they and their families should go outside immediately. There is not time to stop for toys, pets, or other things. Young children are often frightened by strange, loud noises. They may freeze, hide, or respond in other inappropriate ways that could endanger their safety. It is important children become familiar with the sound of a smoke alarm and know how to react when they hear it.

Responding to Questions

Children may ask questions that are difficult to answer. Here are some frequently asked questions and recommended answers to help them understand how to react safely.

1. “What if I have a baby brother or sister who doesn't know what to do when the smoke alarm beeps? What will happen to them?”

Tell the children the grown-ups in the home will hear the sound and bring the baby and anyone else who needs help outside. If someone is unable to get out for some reason, it is the firefighters' jobs to get them out of the home. Reinforce that children only have one job and that is to “get outside and stay outside.”

- 2. “Our smoke alarm goes off sometimes when Mommy or Daddy is cooking. Should we go outside?”**
Explain that when a grown-up is cooking and the smoke alarm sounds, he or she is there to determine if everyone should get out quickly. Grown-ups can make this decision. If a grown-up says to go outside when the smoke alarm beeps, it is important to do what he or she says. But, if no grown-up is around and you hear the smoke alarm, you should get outside as quickly as possible.
- 3. “What will happen to my pet (dog, cat, fish...) if I don’t bring her or him outside with me?”**
Children might become upset when they are told to leave their pets behind. Explain that many pets will leave the home with the family because they can sense danger. Also, comfort the children by explaining that firefighters will save the pets when they can.

More information for parents and teachers can be found at www.nfpa.org/safetytips.

Teaching Points

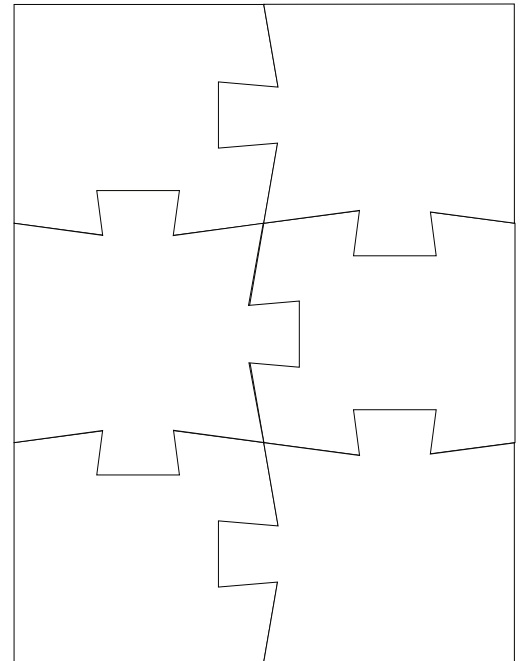
- You need smoke alarms in your home.
- Having a smoke alarm in your bedroom is important so the smoke alarm will beep where you sleep.
- A smoke alarm will let you know if there is a fire in your home.
- It will make a loud “beep, beep, beep, pause, beep, beep, beep, pause” if there is smoke.
- If the smoke alarm sounds, everyone should get outside and stay outside until an adult says it is safe to go back inside.

Materials

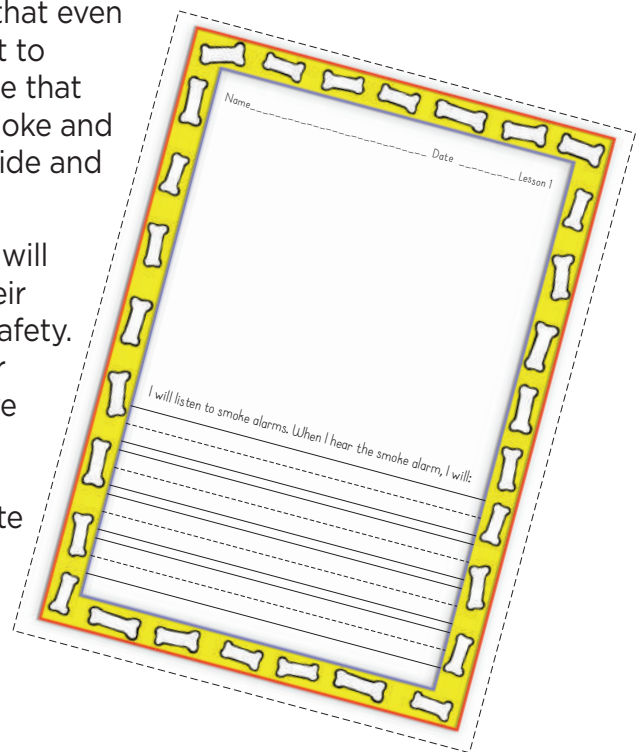
- Six Fire Safety Puzzle pieces for each student and teacher
- Paper bag or baggie to hold each student’s puzzle pieces
- Smoke alarm with a battery
- Smoke Alarm Checklist
- LNTB Journal cover
- LNTB Journal page 1

Procedure

- 1.** Introduce the Fire Safety Puzzle. Explain that the children will be learning about different ways to practice fire safety. The teacher should have six puzzle pieces that can fit together to make a complete puzzle. The puzzle pieces can be part of a bulletin board, posted onto chart paper or poster board, or drawn on a whiteboard. The students should also have blank puzzle pieces to record the topics on. A new puzzle piece will be added for each LNTB lesson. When all puzzle pieces are complete, students will glue the puzzle pieces on 12” x 18” construction paper. Students can bring the puzzles home at the end of the unit to share with their families. Each time you introduce a new concept, add another piece to the puzzle. By the end of the unit, the students will know all of the pieces to the puzzle for fire safety. On the first puzzle piece, write “Smoke Alarms are Important.”



2. Activate prior knowledge by asking students what they know about smoke alarms and whether or not they have ever seen or heard one.
3. Show the students a smoke alarm and explain that it has a very important job. Tell the students that a smoke alarm can sense smoke and then let everyone in the home know if there is a fire by making a loud beeping noise.
4. Explain that the noise the smoke alarm makes is very loud, but it is important not to be scared. Let the children know that when a smoke alarm sounds, it is important to go outside right away and stay outside until an adult says it is safe to go back inside.
5. On the board, write a simple pattern to show the children a visual representation of the sound the smoke alarm will make. An example would be: X X X O X X X O. Showing the children the predictable pattern of a smoke alarm will help them to be calmer when they hear an alarm. Tell the children that each time there is an X the smoke alarm will beep and each time there is an O the smoke alarm will be quiet. Have the children clap the pattern to further familiarize them with the pattern of a smoke alarm.
6. Explain to the children that they have done a great job learning about the sound of the smoke alarm. Now they are going to hear the sound of a real smoke alarm and that you would like them to listen for the pattern. Display and test the smoke alarm for the class to hear, invite them to clap along. Invite the children to stand in a circle to play a game. Explain that they will have some more practice learning the sound pattern of a smoke alarm. The students will go around the circle verbally completing the pattern by working together to build the beep - beep - beep - pause pattern one word at a time. When a student's turn lands on a pause the child will sit down. The last child standing will be the winner. The teacher should stand in the middle of the circle with a pointer in case the students have any difficulty with taking turns. The teacher will start with a random student and begin the game. The first three students will say beep and remain standing, the fourth student on every turn will say pause and sit down until the game is over.
7. Have the students return to their spots. Remind them that even though the game they are playing is fun, it is important to remember that smoke alarms are not a game. Reinforce that when the smoke alarm beeps it is because it smells smoke and that you should immediately leave your home, go outside and stay outside until an adult says that it is safe to return.
8. Introduce the *Learn Not to Burn Journal*. The students will complete one page after each lesson to summarize their learning and show their personal commitment to fire safety. At the end of the unit the students will take home their journals to share with their families. Each page will have a prompt that will be phrased as a promise to guide student work. The students will complete the writing prompt or create an illustration, or both, to demonstrate understanding. The page for this lesson will say "I will listen to smoke alarms. When I hear the smoke alarm, I will _____." Circulate during student work to answer questions. The students should also complete the cover page during this lesson.



9. Review what has been learned. Provide each student with a paper bag or baggie with six puzzle pieces. Have students select one puzzle piece and write “Smoke Alarms are Important.” Students will place the completed puzzle piece in their bag. Additional pieces will be added throughout the unit. Explain that they will soon know all of the pieces to fire safety.
10. Send home the Smoke Alarm Checklist and Family Letter with each child. The students can complete the checklist with their families.

Standards

CCSS.ELA-LITERACY.SL.K.1

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

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

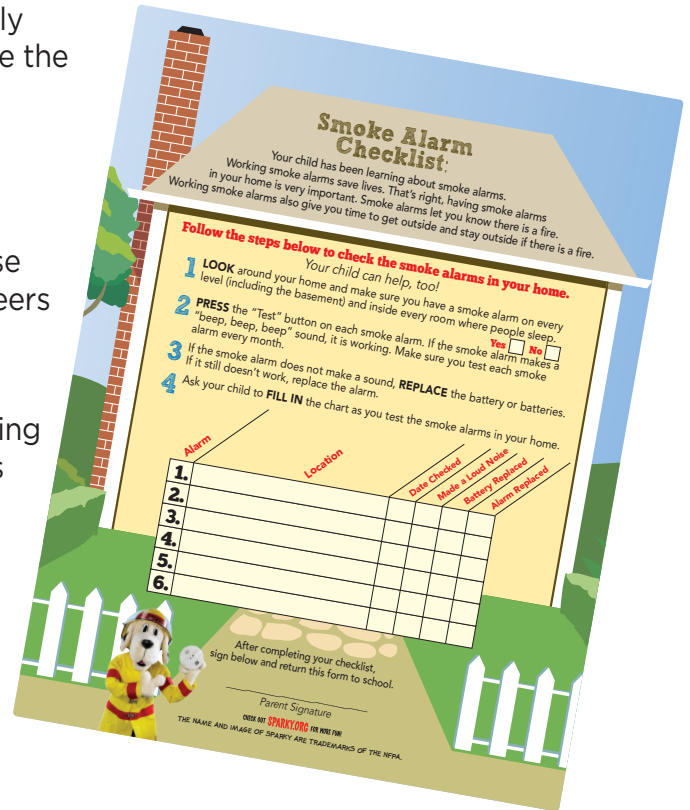
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



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 get outside if the smoke alarm sounds and go to your outside meeting place. Installing a smoke alarm on every level of your home and inside each sleeping room is crucial. You must be able to hear the smoke alarm if you are asleep.

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

Parent Message: *Make sure your home has working smoke alarms. You need a smoke alarm on every level, outside each sleeping area, and inside each bedroom. For the best protection, interconnect the smoke alarms so when one sounds, they all sound. Test all smoke alarms once a month.*

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Find things in your home that make a noise. Here are some ideas: smoke alarms, vacuum, microwave oven timer, clock, toy, etc.

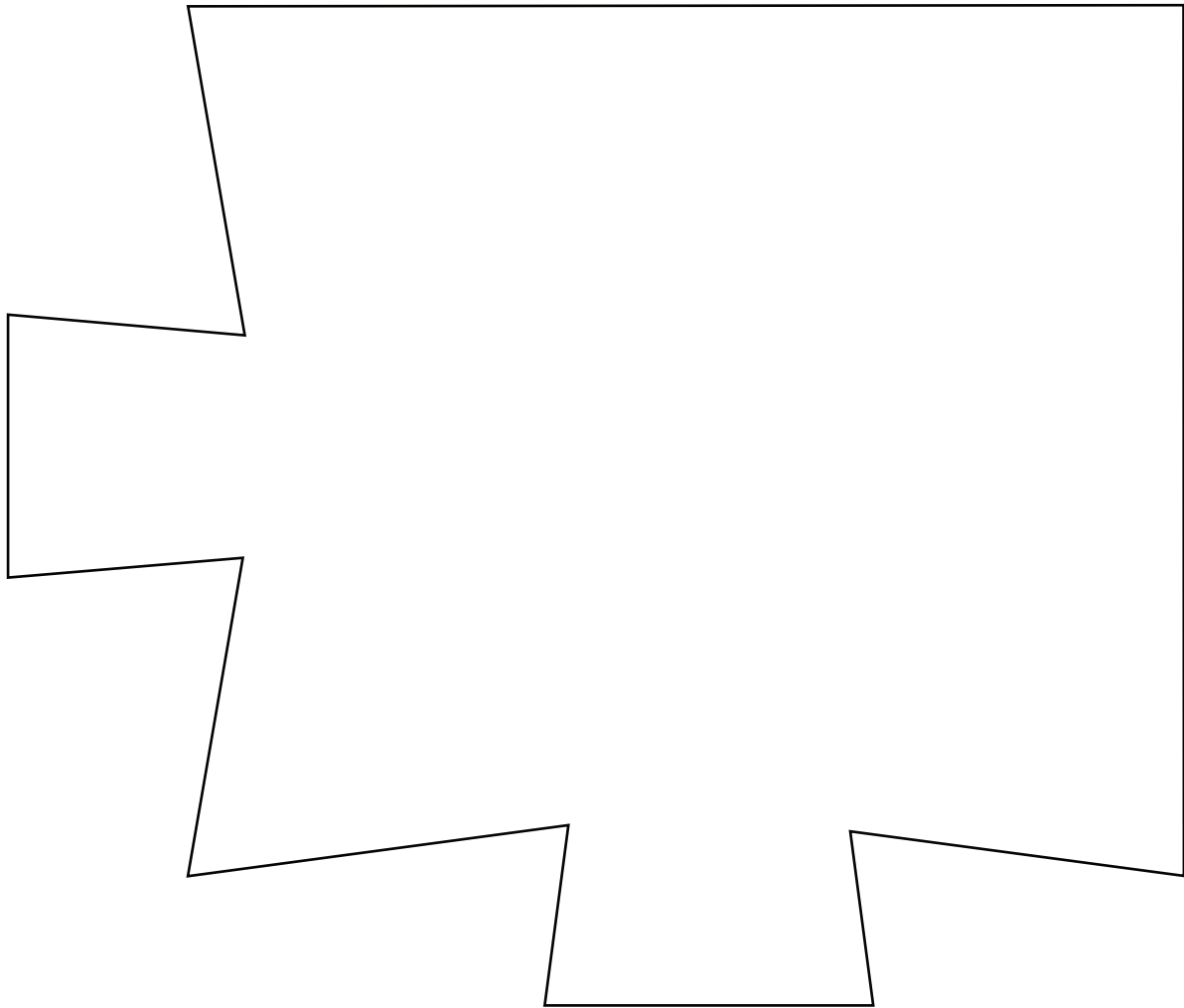
Take a tour of your home when you get to the vacuum, turn it on and ask your child, “Is this the sound of a smoke alarm?” Move to another item and eventually to your smoke alarms.

When you push the smoke alarm button and your child identifies the sound as a smoke alarm, ask your child what he or she should do when the smoke alarm sounds? The answer should be “get outside and stay outside.”

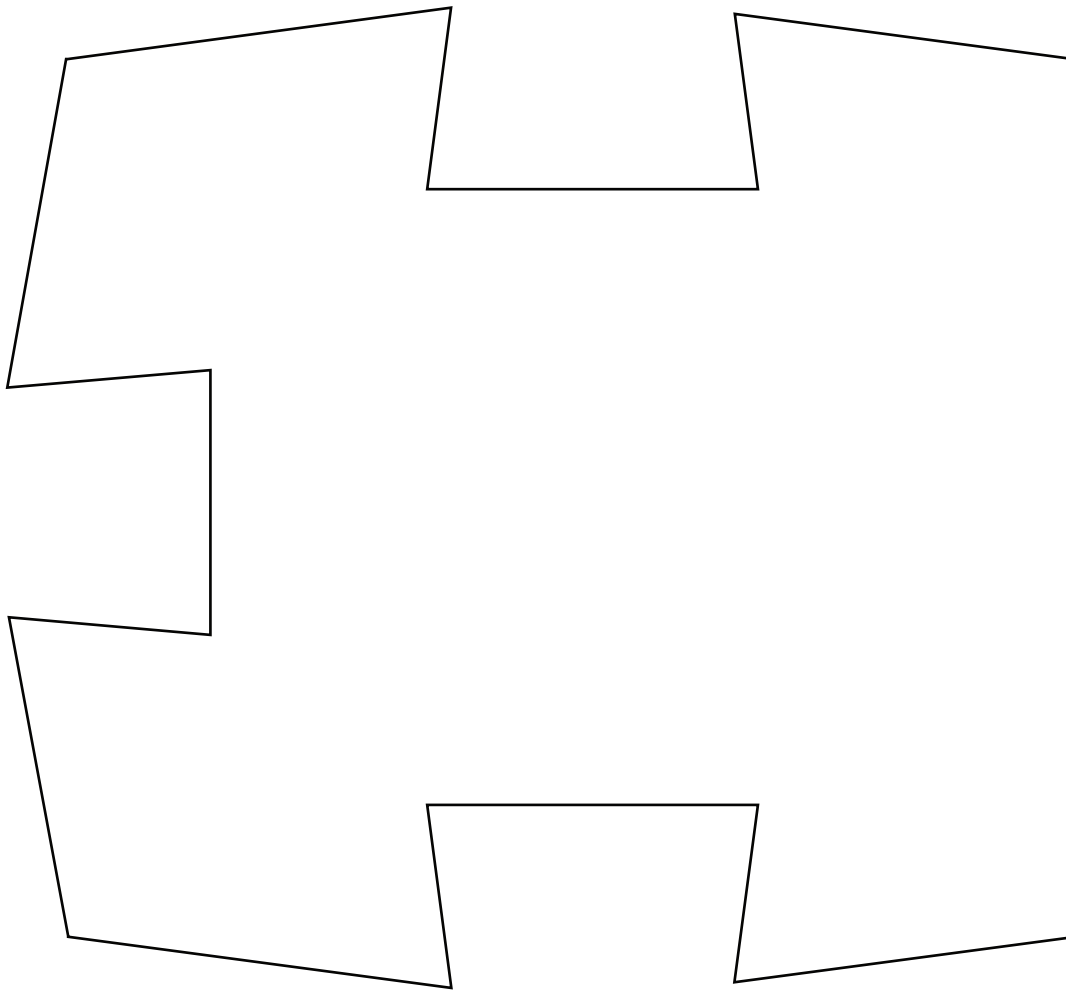


Fire safety fun for families at Sparky.org!

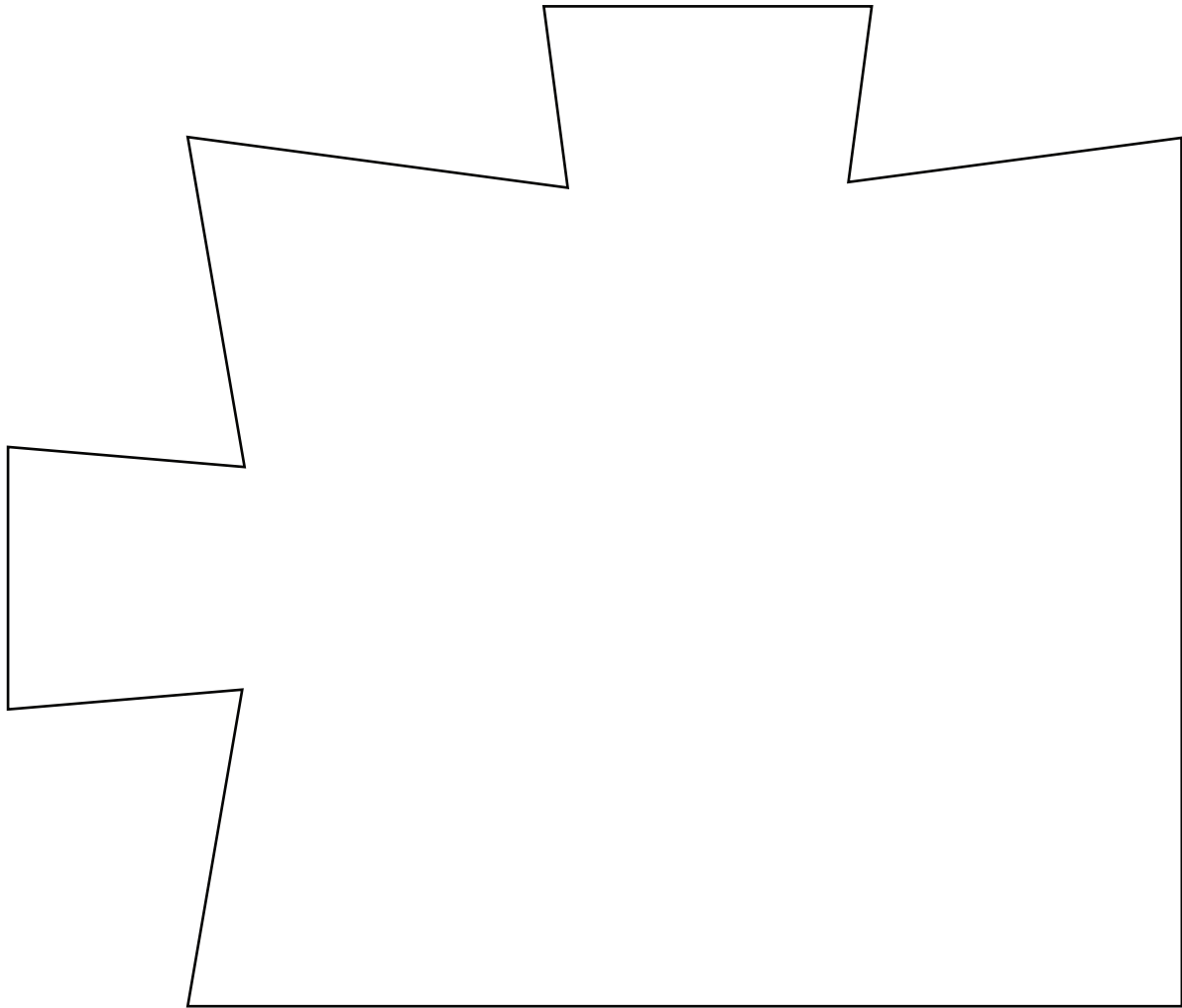
1: Smoke Alarms are Important



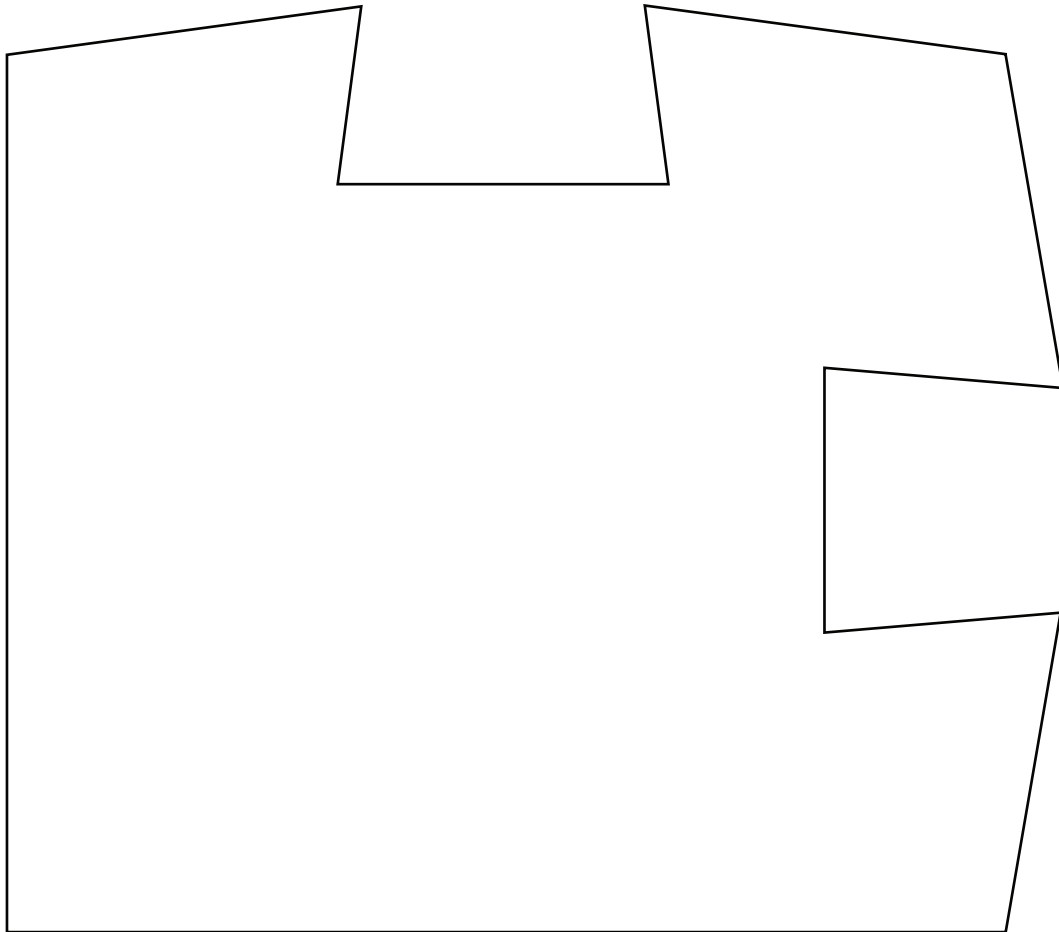
2: Get Outside, Stay Outside



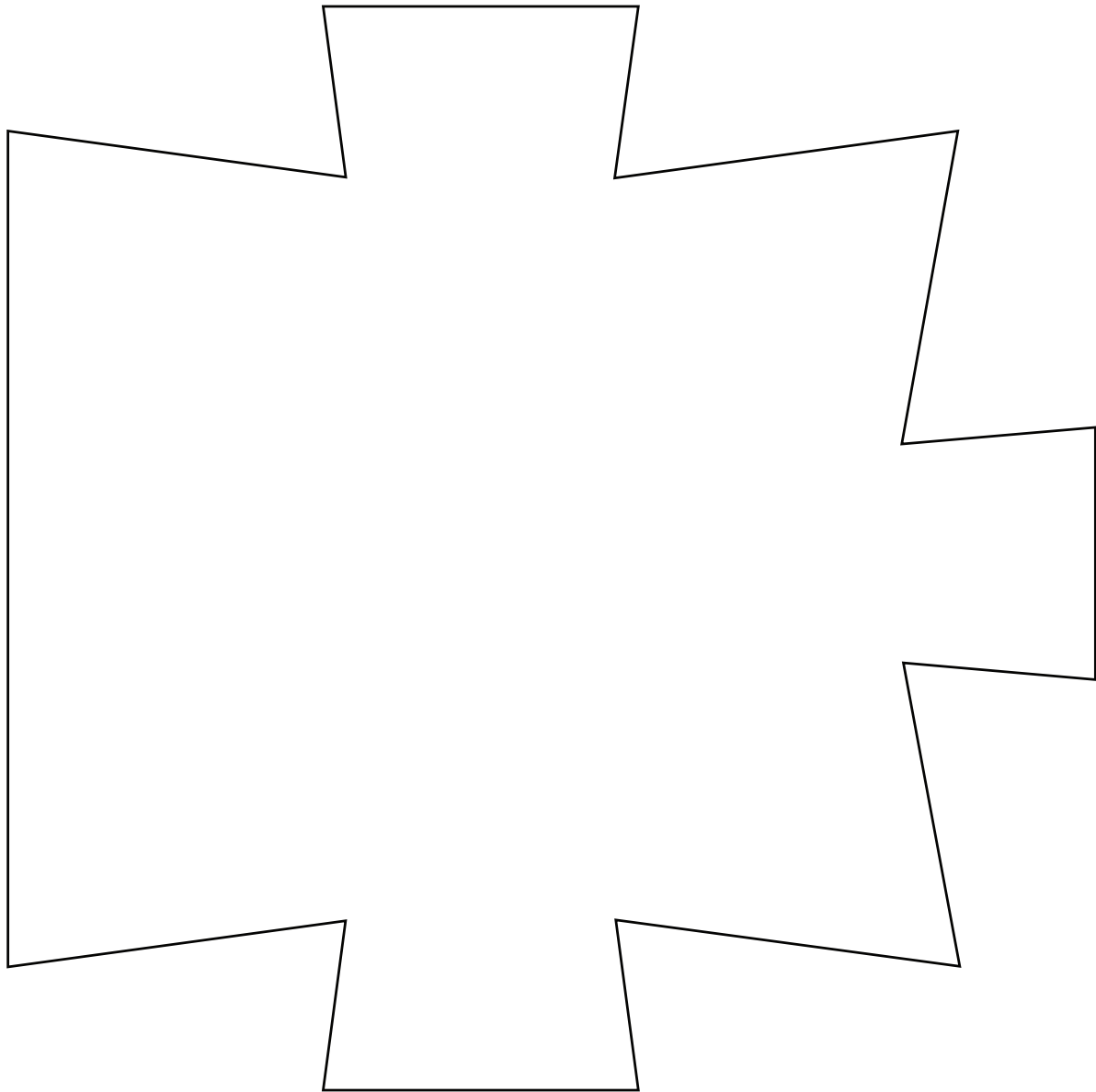
3: Fire Drills at School



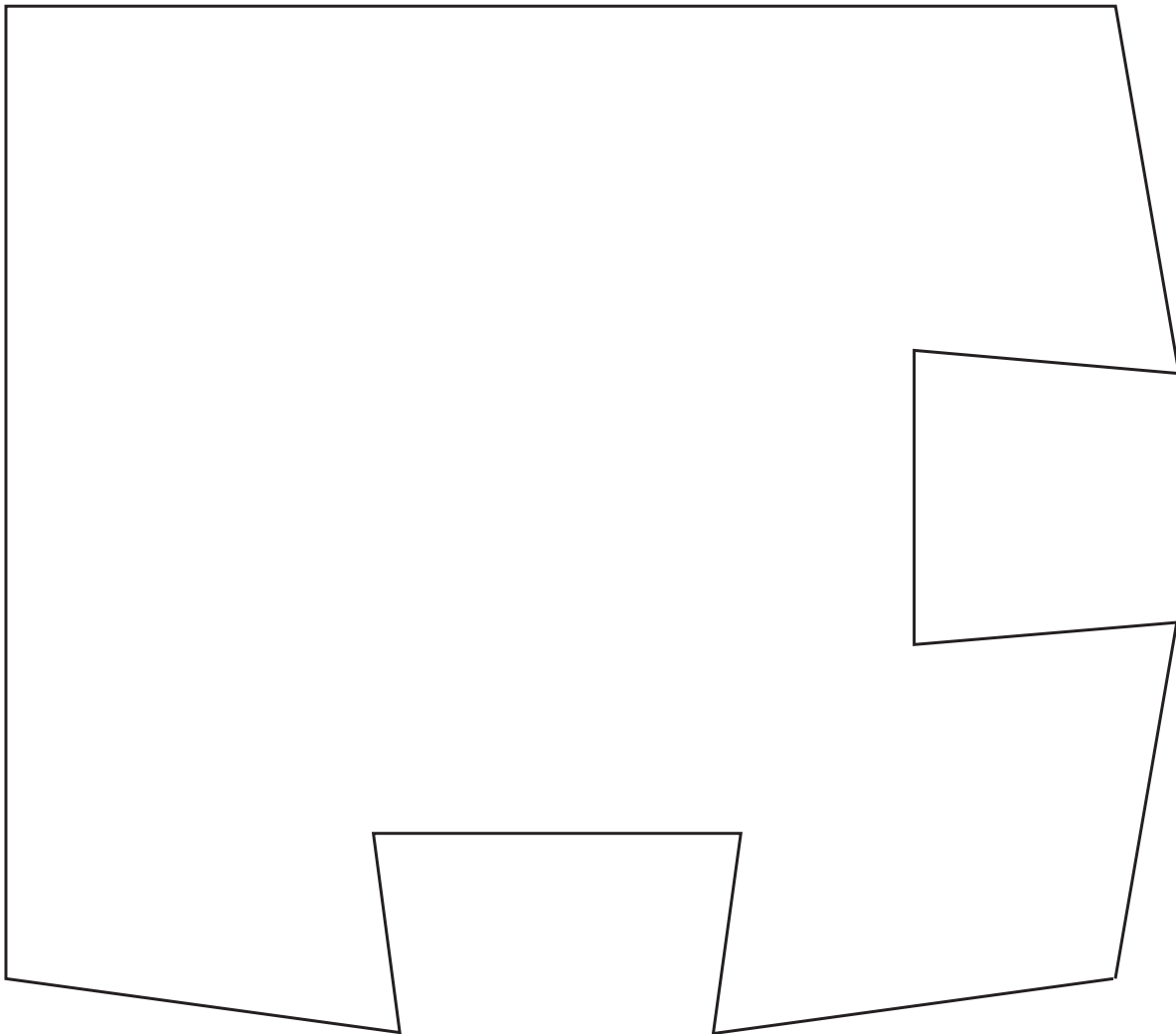
4: Stay Away from Hot Things



5: Matches and Lighters are for Grown-ups



6: Firefighters are Community Helpers



Smoke Alarm Checklist:

Your child has been learning about smoke alarms. Working smoke alarms save lives. That's right, having smoke alarms in your home is very important. Smoke alarms let you know there is a fire. Working smoke alarms also give you time to get outside and stay outside if there is a fire.

Follow the steps below to check the smoke alarms in your home.

Your child can help, too!

- 1 LOOK** around your home and make sure you have a smoke alarm on every level (including the basement) and inside every room where people sleep. Yes No
- 2 PRESS** the "Test" button on each smoke alarm. If the smoke alarm makes a "beep, beep, beep" sound, it is working. Make sure you test each smoke alarm every month.
- 3** If the smoke alarm does not make a sound, **REPLACE** the battery or batteries. If it still doesn't work, replace the alarm.
- 4** Ask your child to **FILL IN** the chart as you test the smoke alarms in your home.

	Alarm	Location	Date Checked	Made a Loud Noise	Battery Replaced	Alarm Replaced
1.						
2.						
3.						
4.						
5.						
6.						

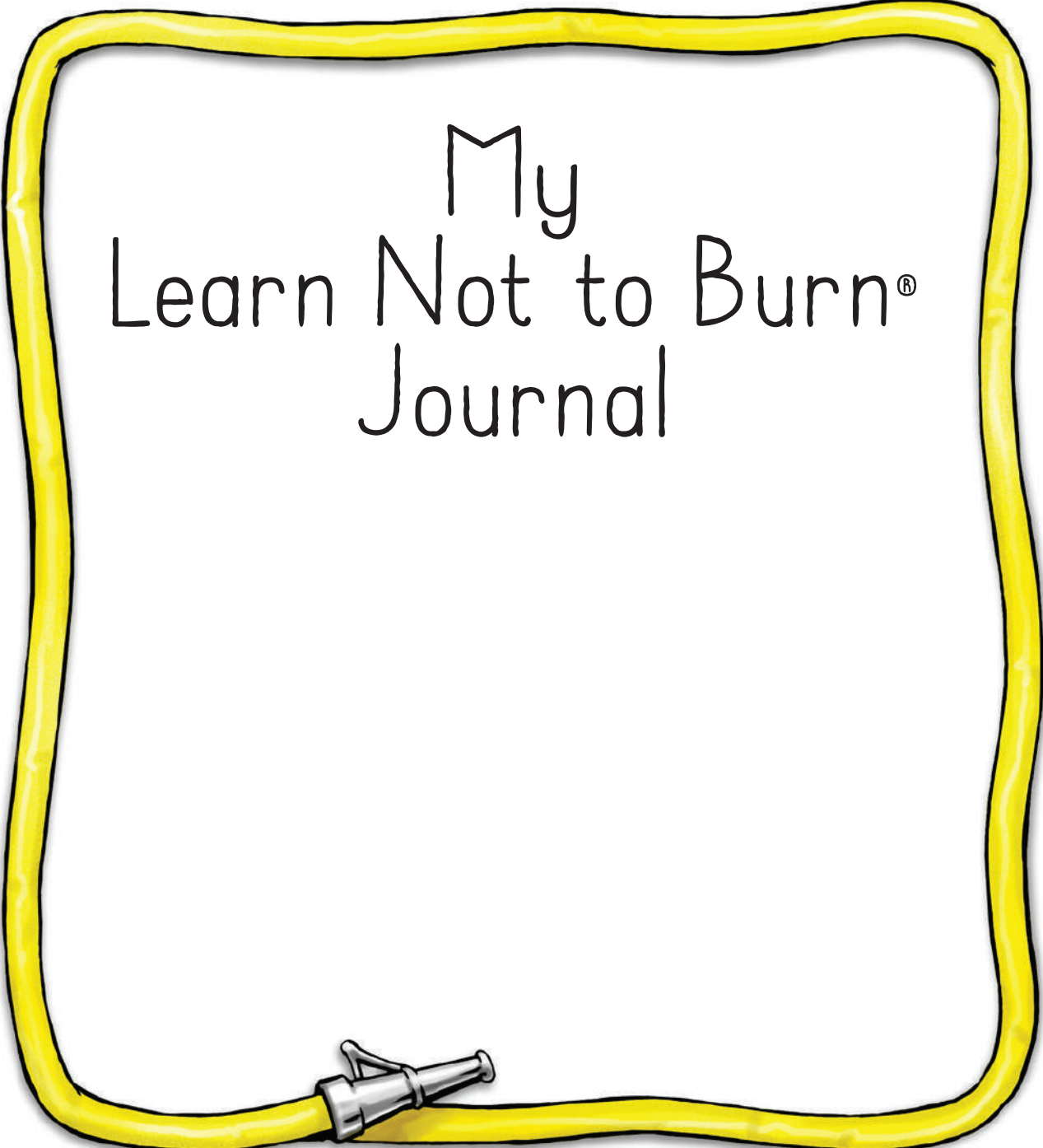
After completing your checklist, sign below and return this form to school.

Parent Signature

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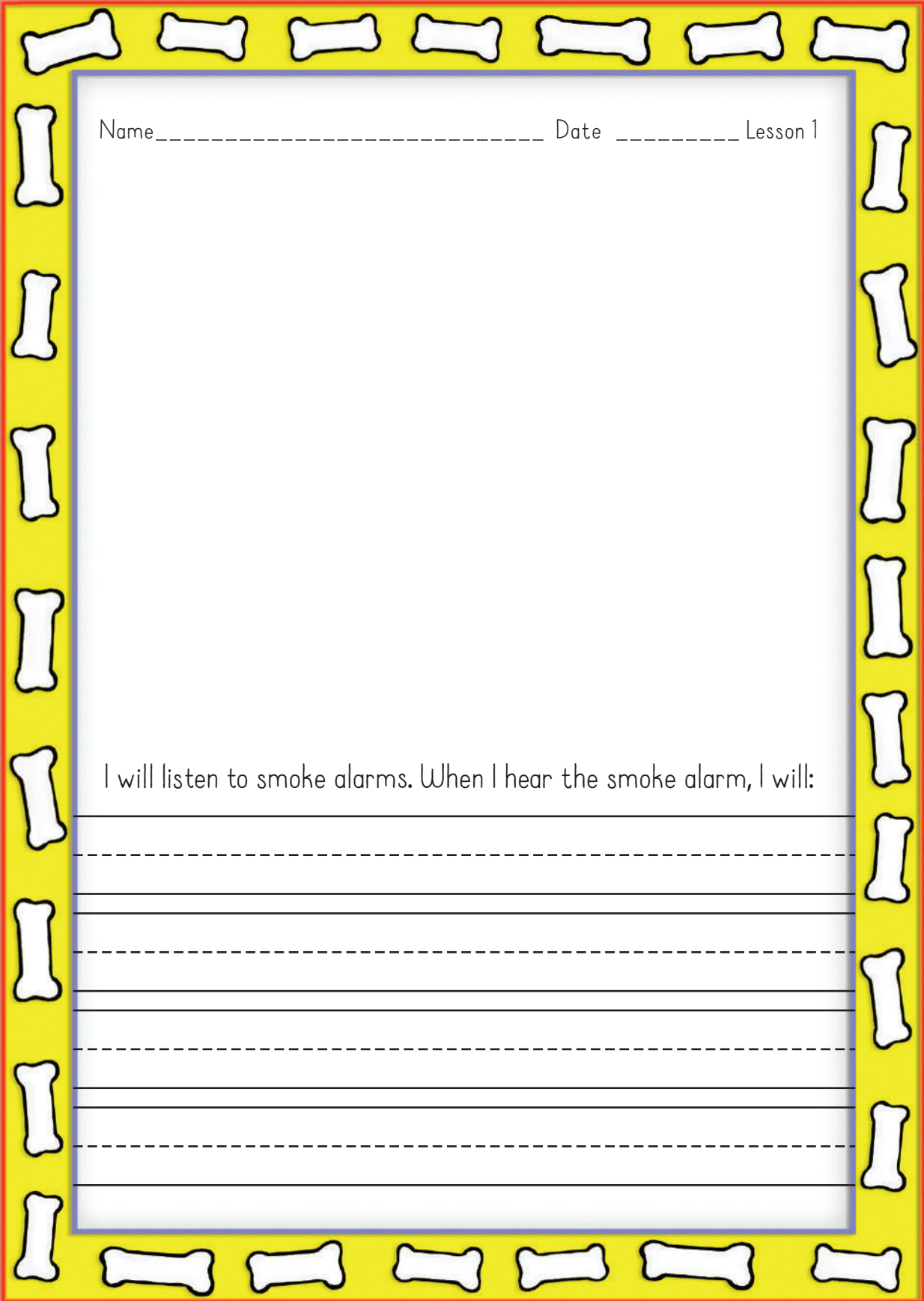


My
Learn Not to Burn®
Journal

Name

Date

CHECK OUT **SPARKY.ORG** FOR MORE FUN!



Name _____ Date _____ Lesson 1

I will listen to smoke alarms. When I hear the smoke alarm, I will:

Lesson 2

GET OUTSIDE, STAY OUTSIDE

Objectives

The student will be able to:

- state four things they need to do if the smoke alarm sounds.

Teacher Information

Smoke alarms save lives. Every home needs 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. A smoke alarm senses smoke. It will sound if there is smoke in the home —

possibly from a fire. When the smoke alarm sounds, everyone should leave the home. Everyone should know the sound of the smoke alarm and how to respond quickly.

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. Every room in the home needs two ways out. One way out would be the door and the second way out may 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.

Some behaviors are unsafe when the smoke alarm sounds. Children may ask about these behaviors. It is important to let them know they are unsafe and stress the importance of getting outside quickly.

- You cannot bring your toys with you when you hear a smoke alarm.
- You cannot bring your pets with you when you hear a smoke alarm. The firefighters will do their best to rescue your pets.
- Do not hide if the smoke alarm sounds. The smoke alarm is loud and can be scary but you must get outside.
- Take fire drills seriously. Do not dance or play when the smoke alarm sounds.



More information for parents and teachers can be found at www.nfpa.org/safetytips.

Teaching Points

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

1. Get up and walk. Don't run but walk briskly.
2. Remember to know two ways out of every room.
3. Get yourself outside quickly.
4. Go to your outside meeting place with your family.

Materials

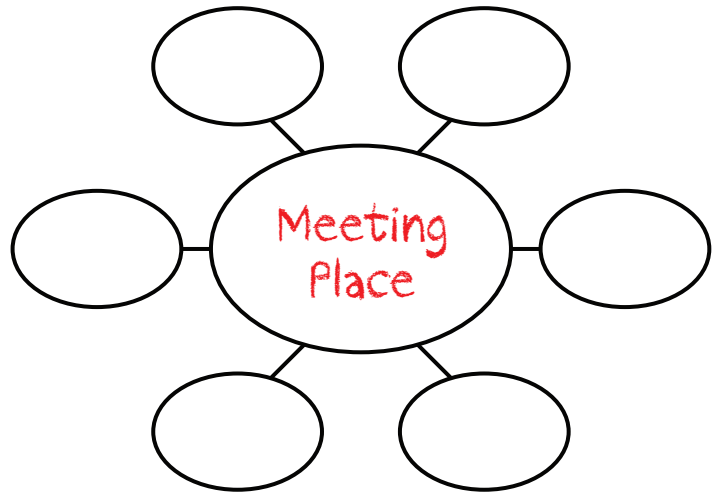
- Home Fire Drill cards (4 cards for each child)
- Concept Web with "Meeting Place" in the center
- Fire Safety Puzzle with puzzle piece #1 complete and puzzle piece #2 ready to add
- Student puzzle bags
- LNTB Journal page 2

Procedure

1. Review the Fire Safety Puzzle. Remind the children that they will be spending time learning about different ways to practice fire safety. Remind the students that a puzzle piece will be added with each fire safety lesson to make a complete puzzle. The puzzle pieces can be a part of a bulletin board, posted onto chart paper or poster board, or drawn on a whiteboard. Review the first puzzle piece and introduce the next piece of the puzzle which should state "Get Outside, Stay Outside."
2. Activate prior knowledge by asking students what they know about home fire drills.
3. Review smoke alarms. Explain that they will be learning more about how to practice fire safety by learning about home fire drills.
4. Explain to the children that a home fire drill is a way to practice getting out of your home safely. The teacher should tell the children that a drill is another word for a practice. It is important for the students to understand that they are safe during a drill but that taking it seriously is very important. The students should understand that when they hear a smoke alarm sound they must get outside and stay outside and that home fire drills are a way to practice this important step in fire safety.
5. Introduce the four things to do if the smoke alarm sounds:
 - **Get up and walk:** Stop whatever you are doing (playing, sleeping, or dancing) and walk towards the door. Do not run, but walk briskly.
 - **Know two ways out:** Be aware of two ways out of every room. It may be two doors or a door and a window.
 - **Get outside:** Go right outside. Do not stop to pick up toys or pets. Stay outside.
 - **Wait at your outside meeting place with your family:** Stay at the meeting place until help arrives or an adult says it is safe to go inside.
 - **Wait at your outside meeting place with your family:** Stay at the meeting place until help arrives or an adult says it is safe to go inside.



6. Give each student the Home Fire Drill cards. Have children cut out each picture or pre-cut for students. Children will place the pictures in 1, 2, 3, 4 order on their desks.
7. Review the importance of knowing two ways out. Discuss that everyone needs to know how to get out of the home in an emergency and where to go. Introduce the concept of an “outside meeting place.” Explain that a meeting place is a permanent location in front of the home, a safe distance away. The children should know that you walk briskly, but do not run to the meeting place.
8. Write the words “meeting place” in the middle of a concept web. The concept web can be written on a whiteboard, chart paper or on a transparency. The class should work together to complete the concept web by brainstorming different places that could be used as a good meeting place. Examples of a meeting place may include a neighbor’s home, a streetlight, a mailbox, or a tree.
9. Return the *Learn Not to Burn Journals* to the students. The students will complete one page after each lesson to summarize their learning and show their personal commitment to fire safety. The students will complete the writing prompt or create an illustration, or both, to demonstrate understanding. The page for this lesson will say “I will get outside when I hear a smoke alarm. My family meets at _____.” Circulate during student work to answer questions.
10. Review what has been learned and have each child record “Get Outside, Stay Outside” on the next puzzle piece. Have students place the puzzle piece in their paper bag or baggie. Explain that they will soon know all of the pieces to fire safety.



Optional Extension Activity

Visit www.sparkyschoolhouse.org for “Little Rosalie” a music/movement video. Rosalie and her little brother learn the four key steps to follow when you hear the sound of a smoke alarm. Additional lesson plans also available.

Watch Sparky’s “Get Out and Stay Out” video (www.sparky.org/tv).



Standards

CCSS.ELA-LITERACY.SL.K.1

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

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use.

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Visit sparkyschoolhouse.org, click on “music” and listen and dance to “Little Rosalie,” a video about the four steps to follow when you hear the sound of the smoke alarm.



Family Letter

GET OUTSIDE, STAY OUTSIDE

Dear Family,

Our class is learning about fire safety. Today we learned to get outside and to stay outside when you hear a smoke alarm. Your child learned about the importance of having a safe way out of a home in case of an emergency. Your family should know two ways out of each room in your home. The first way out is usually a door, the second way out may be a window. We also discussed the importance of having an outside meeting place.

Parent Message: *Work with your family to create a home fire escape plan. Plan two ways out of every room. Pick a place outside your home where everyone can meet if there is a fire. The meeting place should be a safe place away from the building such as a tree, a neighbor's porch or mailbox. Practice your escape drill at least twice a year. Remind everyone in your home, if the smoke alarm sounds, get outside and stay outside. Go to your outside meeting place.*

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Get Outside, Stay Outside

The Ancient Greeks used their feet as a measuring tool. Of course, a foot was much smaller than a 1-foot ruler. Use your feet to measure the distance from your front door to your outside meeting place. Help your child count the number of times they place their feet heel to toes to get to the family outside meeting place. As the grown-up, measure how many times you put your heel to toes.

Use a measuring tape to measure the exact distance. Which is more (a child's foot distance, grown-up's foot distance, measure tape)?

Reinforce the importance of the outside family meeting place. If the smoke alarm sounds, get outside and go to the outside meeting place quickly.



Fire safety fun for families at Sparky.org!







Name _____ Date _____ Lesson 2



I will get outside when I hear a smoke alarm. My family meets at:



Lesson 3

FIRE DRILLS AT SCHOOL

Objectives

The student will be able to:

- respond to the sound of the smoke alarm.
- find two ways out of the classroom.
- identify the outside classroom meeting place.

Teacher Information

School is a very fire-safe place to be. Schools conduct fire drills several times a year to be sure everyone in the building knows how to get outside quickly and quietly. A school fire drill may be scheduled and announced in advance so that children can dress appropriately. The element of surprise is not important to practicing the school fire drill. School fire drills must be taken seriously — everyone in the building must participate. Sometimes a school official or the fire department might place a sign in the corridor that reads “smoke”. When the class reaches the sign, they should turn around and use a second way out. Having two ways out of the school is important. Involve your local fire department with fire drill planning for your school.

Students should know the sound of the fire alarm and respond immediately. Stop everything. Listen for instructions. Go quickly and quietly out of the classroom to the assigned meeting place outside the school for roll call.

Children should respond to the fire alarm no matter where they are in the school. If a child is alone in the media center or bathroom when the alarm sounds, he or she should follow other students outside and report to a trusted teacher or principal to let them know he or she is safe. The teacher or principal will help the child find his or her teacher and classmates.

Teaching Points

- Discuss and walk through the fire drill plan for your classroom.
- When the alarm sounds, stop what you are doing and listen for instructions from your teacher or principal. Go quickly and quietly to your meeting place outside the school. Be sure to stay with your classmates. Your teacher will take roll call to make sure all students are safe.
- Visit other areas in the school and walk through what students should do if the fire alarm sounds — join a classroom and get outside. The student should find a trusted teacher or principal who will bring them to their teacher and classmates.
- When the fire alarm sounds, go quickly and quietly outside and stay outside.



Materials

- My Fire Drill Steps activity sheet
- School map
- Our Meeting Place sign or banner on a dowel stick
- Fire Safety Puzzle with puzzle pieces #1 and #2 complete and puzzle piece #3 ready to add
- Student puzzle bags
- LNTB Journal page 3

Procedure

1. Review the Fire Safety Puzzle. Remind the children that they will be spending time learning about different ways to practice fire safety. Remind the students that the six puzzle pieces will fit together to make a complete puzzle. The puzzle pieces can be a part of a bulletin board, posted onto chart paper or poster board, or drawn on a whiteboard. Review the previously introduced pieces and introduce the next piece of the puzzle which should state “Fire Drills at School.”
2. Activate prior knowledge by asking students what they know about fire drills at school. The students should have some prior knowledge based on Lesson 2: Get Outside, Stay Outside. Remind the students that the classroom has two ways out.
3. Depending on when in the school year this unit is being taught, children may have already been exposed to school fire drills. Remind the students that school is a very safe place to be and that fire drills are only practice. Review that much like the smoke alarms they learned about in Lesson 1, a school fire alarm is loud to keep you safe, but is nothing to be afraid of.
4. Explain that they have already learned so much about fire drills and how to stay safe at home but that today they are going to learn about the four steps to staying safe during a fire drill at school. Display the following four rules:
 - Stop what you are doing.
 - Quickly line up with your classmates.
 - Get outside quickly and quietly.
 - Go to your class outside meeting place.
 Describe what each of these steps will look like during a school fire drill. Explain that they will get to return to any task that they are working on when they return to the classroom and that for a fire drill they do not have to line up in any particular order.
5. Hand each child the “My Fire Drill Steps” paper and have them return to their seats. Explain that this paper has four spaces to show the four steps that they need to follow during every fire drill. Have the children create an illustration that matches each of the steps. The steps are already written on the paper for them.

Name _____ Date _____

My Fire Drill Steps

1 Stop what you are doing.

2 Quickly line up.

3 Get outside.

4 Go to your outside meeting place.

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6. Ask the children to tell you about the meeting places that they chose for their home fire drills in Lesson 2. Remind the students that a meeting place is a permanent location a safe distance away.
7. Display a map of your school and point out the location of your classroom. Maps should be available through your school's main office. Project the map onto a screen if possible, if not create a simple diagram on chart paper or a white board. Show the children the classroom and their meeting place, label both on the map. Using a marker, draw the route from your classroom to the meeting place. Invite children to come up and trace the route with their fingers.
8. Tell the students that they are going to take a walk to their meeting place. Inform the students that they will be following the school's fire drill rules. Most schools will include rules such as walking, no talking, and use one straight line but check your school's policies.
9. Following your school's protocol, walk to your class meeting place. Explain that this is where they will go during every fire drill. Attach the "Our Meeting Place" sign to a dowel stick and place it in the ground. Celebrate the importance of this location with your class.
10. When returning back into the school, take a tour and point out different exits that the students may need to take in the case of an emergency. Take special time to point out where they would go if they were in the cafeteria, gym, art room, music room, library, office or any other area that they may frequently visit.
11. Return the *Learn Not to Burn Journals* to the students. The students will complete one page after each lesson to summarize their learning and show their personal commitment to fire safety. The students will complete the writing prompt or create an illustration, or both, to demonstrate understanding. The page for this lesson will say "I will follow school rules during a fire drill. When I hear the alarm I will _____." Circulate during student work to answer questions.
12. Review what has been learned and have each child record "Fire Drills at School" on his or her next puzzle piece. Have students place the puzzle piece in their paper bag or baggie. Explain that they will soon know all of the pieces to fire safety.

Standards

CCSS.ELA-LITERACY.SL.K.1

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

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Family Letter

FIRE DRILLS AT SCHOOL

Dear Family,

Our class is learning about fire safety. Today we learned about “Fire Drills at School”. Your child learned about the sounds of the school fire alarm and what to do when it sounds. Your child should leave the school as quickly, quietly, and safely as possible and then wait at the outside meeting place. Please talk to your child about the importance of school fire drills.

Sincerely,

Family Fire Safety Activity

Fire Drills at School

Review the important steps for responding to a school fire drill.

1. Stop what you are doing.
2. Quickly line up with your classmates.
3. Walk out of the classroom and school quietly.
4. Go to your classroom outside meeting place.

Ask your child, if the school fire alarm sounds, what do you do first? What would you do second? What would you do next? What you do last? Have your child draw a picture of what they would do last. The picture should show the child with classmates and teacher at their meeting place outside the school.

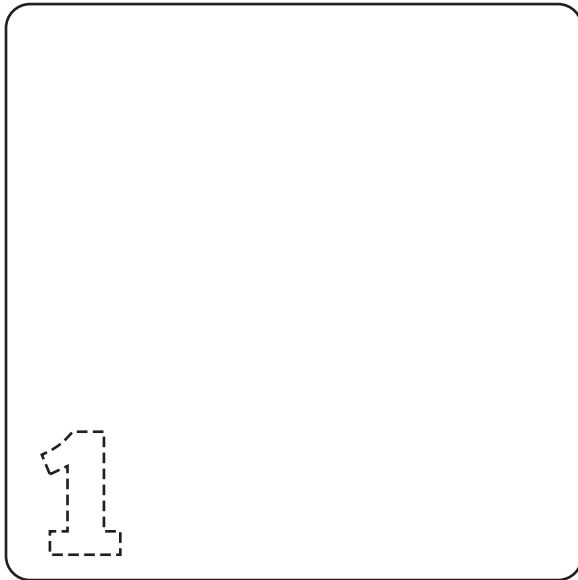
Visit sparkyschoolhouse.org, click on videos and listen and dance to “Little Rosalie.”



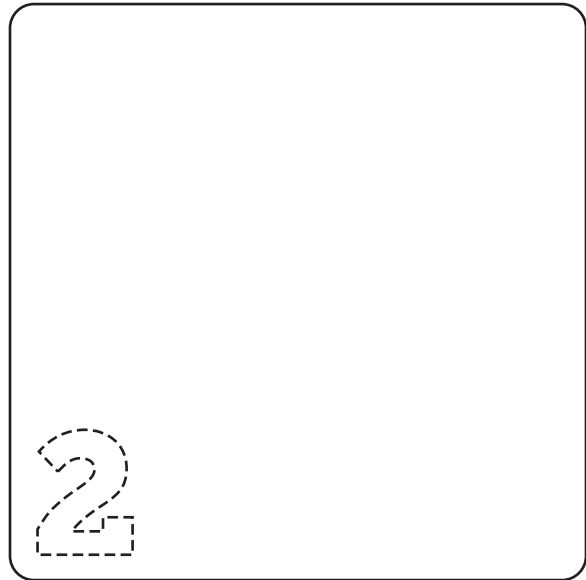
Fire safety fun for families at Sparky.org!

Name _____ Date _____

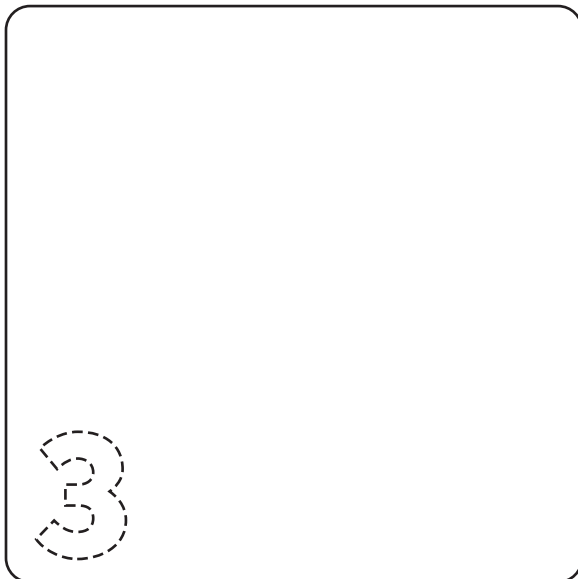
My Fire Drill Steps



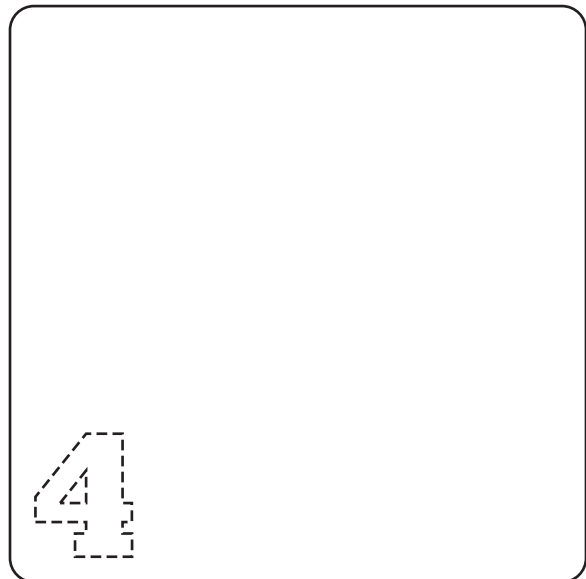
Stop what you are doing.



Quickly line up.



Get outside.



Go to your outside meeting place.

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Name _____ Date _____ Lesson 3

I will follow school rules during a fire drill. When I hear the alarm I will:

Lesson 4

STAY AWAY FROM HOT THINGS

Objectives

The student will be able to:

- identify things that can get hot.
- state what to do to be safe from hot things.

Teacher Information

Young children should be taught the difference between hot and cool, as well as the risks of touching hot items. Many things inside and outside are hot or could get hot. Things that get hot can cause serious burns. Burn injuries hurt and take a long time to heal. Kindergarteners need to be able to identify items that are hot and sometimes hot. Children should learn to stay away from anything that can get hot.

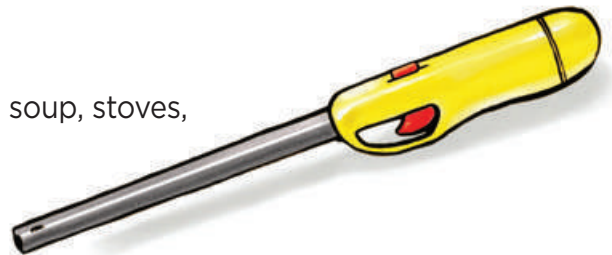


Children younger than five are at the highest risk for burn injuries. Burn injuries in young children occur most frequently from touching a hot object (contact burns) such as a stovetop or an iron. Young children also experience a high number of burns from hot liquids (scalds) such as hot coffee, soup, or tap water. Chemical and electrical burns also pose high risks of injuries among this age group.

Matches and lighters can get hot. Teach children safe actions if they find matches or a lighter: Tell a grown-up and never touch. Matches and lighters should be locked in a cabinet out of the reach of children. Bath water can be very hot. Teach children to never turn the water on without grown-up supervision. A grown-up should always supervise a child in the bathtub.

Teaching Points

- There are things inside and outside the home that are hot or can get hot.
- Things that are hot can burn and hurt you.
- Stay away from hot things. Don't touch them.
- If an item might be hot, stay away and ask a grown-up for help.
- Things that are hot or could be hot include bath water, soup, stoves, radiators, curling or flat irons, a fireplace, irons, coffee, matches, lighters, and many other items.
- Do not touch matches or lighters. Tell a grown-up if you find matches or lighters.



Materials

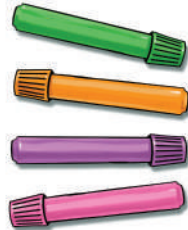
- Two column chart paper or white board. The first column labeled “Always Cool” in green. The second column labeled “Could be Hot” in red.
- One green and one red card or piece of paper for each student
- Picture cards for sorting
- Kitchen Coloring Sheet
- Fire Safety Puzzle with puzzle pieces #1, #2 and #3 complete and puzzle piece #4 ready to add
- Student puzzle bags
- LNTB Journal page 4

Procedure

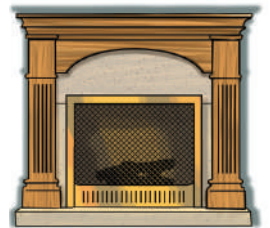
1. Review the Fire Safety Puzzle. Remind the children that they will be spending time learning about different ways to practice fire safety. Remind the students that the six puzzle pieces will fit together to make a complete puzzle. The puzzle pieces can be a part of a bulletin board, posted onto chart paper or poster board, or drawn on a whiteboard. Review the previously introduced pieces and introduce the next piece of the puzzle, which should state “Stay Away From Hot Things.”
2. Activate prior knowledge by asking students what they know about things that are hot or can get hot.
3. Explain to the children that there are things in their home that are hot or can get hot and that hot things are unsafe to touch because they can hurt or burn.
4. Create a two-column chart to complete as a class. The chart could be on a whiteboard, chart paper or transparency. The first column should say “Always Cool” in green. The second column should say “Could be Hot” in red. Explain that they will work together to complete the chart. Give examples of each to begin the exercise and then invite the students to add other things that they can think of to the chart. Record responses in the appropriate column after discussion. Upon completion, review the items on the chart and discuss the proper ways to handle each category. Explain that the items in the “Always Cool” column are safe to touch but that the students should always tell an adult when they come across an item in the “Could be Hot” column.
5. Give each child a green and a red card. The cards should be simple with no words and could be made of cut construction paper. Explain that the colors match the colors on the chart that they just created. The green card means always cool and the red card means could be hot. Hold up pictures of things that are commonly found in a home. The children should hold up the color card that they think matches the item. Check for understanding of the concept as the students hold up the cards. The final two pictures should be of matches and lighters. Take special time to discuss the importance of never touching these two items and always tell a grown-up if they find matches or a lighter.

Always Cool	Could be Hot

Always Cool (Green):



Could be Hot (Red):



6. Give each child the Kitchen Coloring Sheet. Have the children color the picture using the same colors that have been focused on during the lesson. The children should color an item that is always cool, green (the bowl of fruit), and an item that could be hot, red (cup of coffee and utility lighter). Have children color the rest of the picture.
7. Return the *Learn Not to Burn Journals* to the students. The students will complete one page after each lesson to summarize their learning and show their personal commitment to fire safety. The students will complete the writing prompt or create an illustration, or both, to demonstrate understanding. The page for this lesson will say “I will stay away from anything that can get hot. If I see something that can get hot I will _____.” Circulate during student work to answer questions.
8. Review what has been learned and have each child record “Stay Away From Hot Things” on the next puzzle piece. Explain that they will soon know all of the pieces to fire safety.

Optional Extension Activities

Watch Sparky’s *Hot, Not Hot, or Sometimes Hot* video (nfpa.org/intbvideos). This interactive 3 ½-minute video is a great way for children to practice identifying items that are hot, sometimes hot, and not hot. Use the video to supplement the body of the lesson or to assess student learning.

Standards

CCSS.ELA-LITERACY.SL.K.1

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

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, 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. Your child should ask a grown-up if they are not sure whether or not something is hot. For example when taking a bath they should have a grown-up check the water to make sure it is not too hot for them to touch. We also learned that there are some things that children should never touch, like matches and lighters. Always keep these items in a locked cabinet, out of the reach of children.

Parent Message: *Have a 3-foot “kid free” zone around things that can be hot like a stove, fireplace or grill. Remind children to stay away from things that can be hot. If someone is burned, the best action to take is to cool the burn right away under cool running water for 3 to 5 minutes. Get medical help if needed.*

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Stay Away From Hot Things — *Make a match game using index cards.*

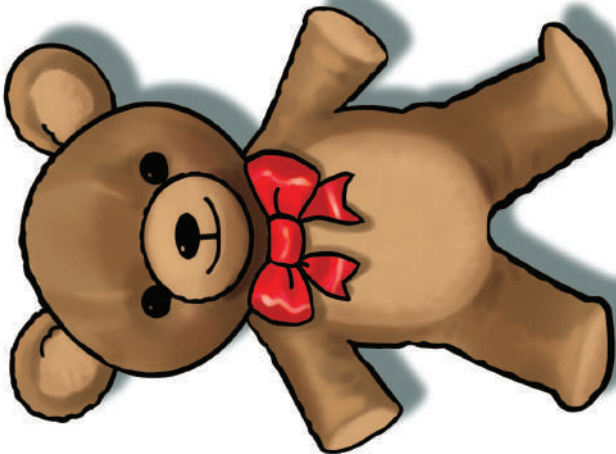
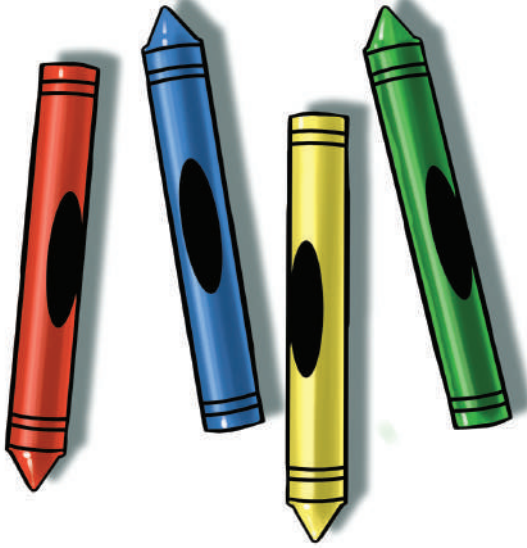
Color or paste pictures of things that are cool or can get hot on each card. Look at each card, and create a matching card with the correct answer — cool or could get hot. Here are some examples: bike (cool), pan (could be hot), grill (could be hot), bath water (could be hot), matches (could be hot), ice (cool), etc.

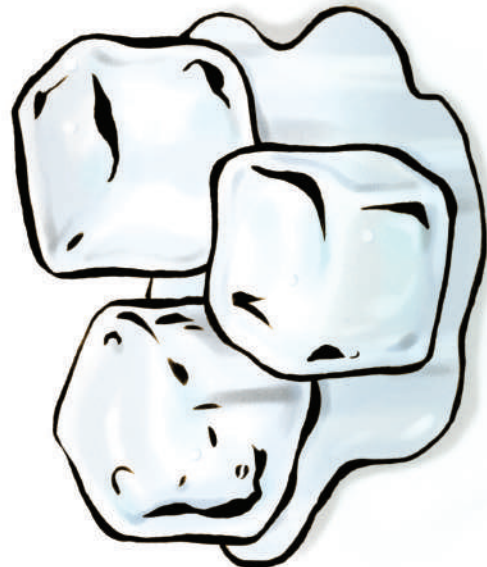
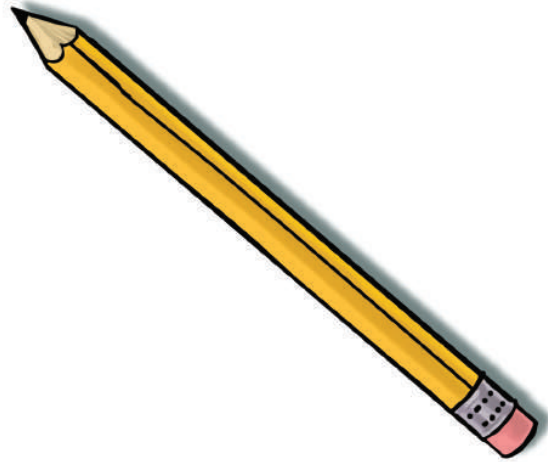
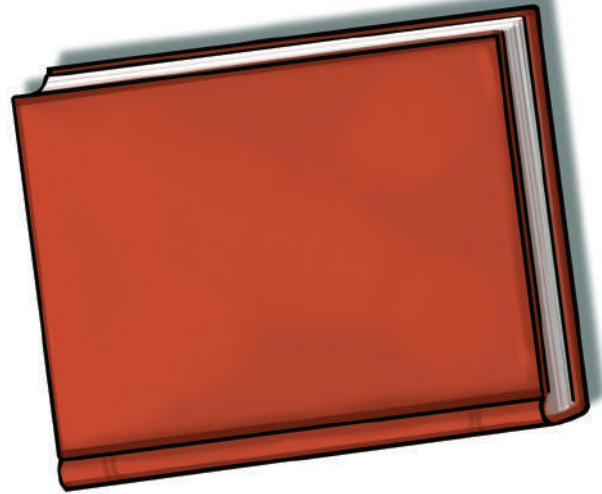
Shuffle the cards and place them face down on a flat surface. Pick two cards. If the picture matches the correct description — cool, or could be hot — remove the cards. Reinforce the importance of staying away from things that are hot or can get hot.

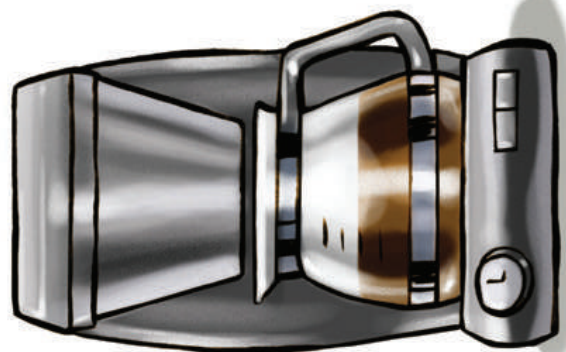
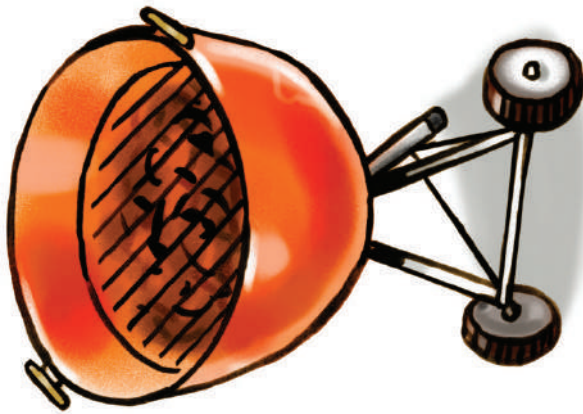
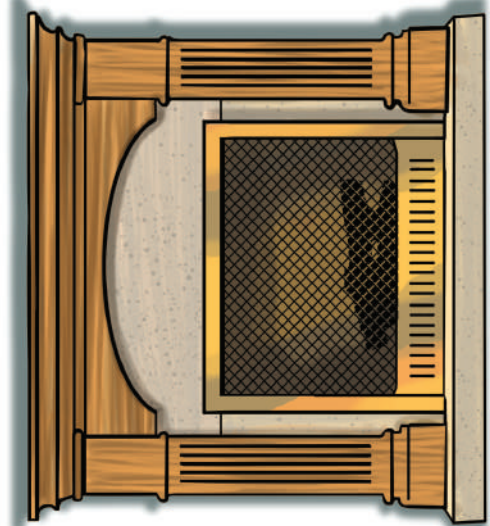
The winner is the person with the most matched cards.

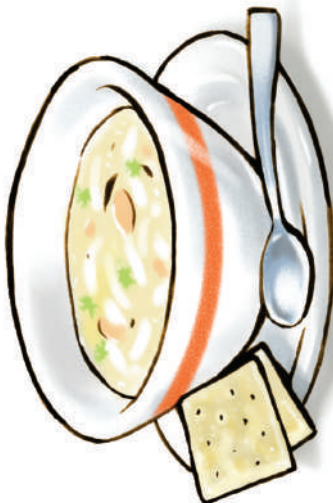
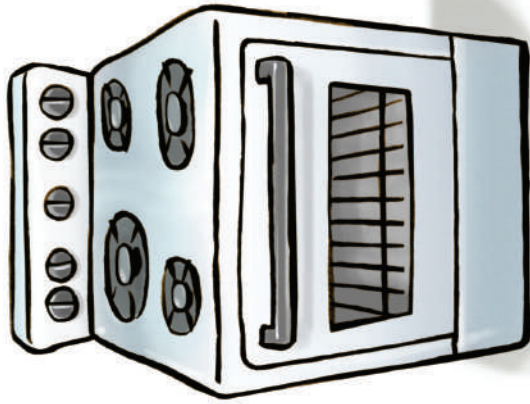


Fire safety fun for families at Sparky.org!













Name _____ Date _____ Lesson 4



I will stay away from anything that can get hot.
If I see something that can get hot I will:



Lesson 5

MATCHES AND LIGHTERS ARE FOR GROWN-UPS

Objectives

The student will be able to:

- state what to do if they find matches or lighters.

Teacher Information

Young children should be taught about the risks of touching hot items. Things that get hot can cause serious burns. Burn injuries hurt and take a long time to heal. Students should be able to identify items that are hot and sometimes hot. Children should learn to stay away from anything that can get hot.

Matches and lighters can get hot. Teach children safe actions if they find these items: Tell a grown-up and never touch. 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

- Stay away from hot things. Don't touch them.
- 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.

Materials

- Paper bags and label printables — print out labels and glue on paper bag
- Child and grown-up sorting cards
- What Should I Do worksheet
- Fire Safety Puzzle with puzzle pieces #1, #2, #3 and #4 complete and puzzle piece #5 ready to add
- Student puzzle bags
- LNTB Journal page 5

Procedure

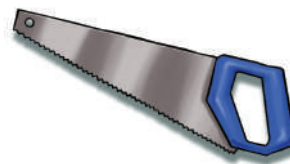
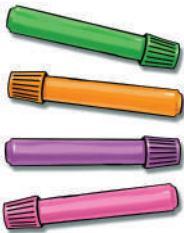
1. Review the Fire Safety Puzzle. Remind the children that they will be spending time learning about different ways to practice fire safety. Remind the students that the six puzzle pieces will fit together to make a complete puzzle. The puzzle pieces can be a part of a bulletin board, posted onto chart paper or poster board, or drawn on a whiteboard. Review the previously introduced pieces and introduce the next piece of the puzzle, which should state “Matches and Lighters are for Grown-Ups.”
2. Activate prior knowledge by asking students what they know about matches and lighters. The students should have some prior knowledge based on Lesson 4: Stay Away From Hot Things.

3. Explain to the children that lighters and matches are only used by grown-ups and that if they ever see them they should tell a grown-up right away. Discuss how they can be very hot and cause someone to get hurt or burned.
4. Display two paper bags that each have a different picture glued on the front (use the provided printables). Explain that you have two bags. One bag belongs to a kindergartener and one belongs to a grown-up and that it is their job to sort the different things that should go in each bag. Hold up an item and call on a student to tell you where the item goes. If it is a kid item, invite the student to come up and place the item in the child's bag. If it is a grown-up item, the teacher will place it in the bag. If it is a lighter or matches, remind the child that they never touch it and tell a grown-up right away. The teacher should place these items in the grown-up bag and further explain that it is a grown-up's responsibility to put these items away.

Child Bag Art:



Grown-up Bag Art:



5. Review the results of the sorting activity and reinforce that lighters and matches can only be touched by a grown-up.
6. Give the children the “What Should I Do” paper. Explain that the paper has four different scenarios that show an item that must be put away. The children should critically look at the pictures and draw a solution to the problem. The first shows a lighter on a table. The second shows a teddy bear on the floor in front of a toy box. The third shows matches on the kitchen counter. The fourth shows a utility lighter near an outside fire pit. When solving the problem of the matches and the lighters the students should draw themselves finding a grown-up. When solving the problem of the teddy bear on the floor the students should draw themselves picking it up and putting it away. Upon completion, review each of the situations and proper solutions as a class.
7. Return the *Learn Not to Burn Journals* to the students. The students will complete one page after each lesson to summarize their learning and show their personal commitment to fire safety. The students will complete the writing prompt or create an illustration, or both, to demonstrate understanding. The page for this lesson will say “I will never touch matches or lighters. If I see one I will _____.” Circulate during student work to answer questions.
8. Review what has been learned and have each child record “Matches and Lighters are for Grown-Ups” on the next puzzle piece. Explain that they will soon know all of the pieces to fire safety.

Standards

CCSS.ELA-LITERACY.SL.K.1

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

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.



Family Letter

MATCHES AND LIGHTERS ARE FOR GROWN-UPS

Dear Family,

Our class is learning about fire safety. Today we learned that “matches and lighters are for grown-ups.” Your child learned that matches and lighters can be hot. If a child sees matches or a lighter, he or she should tell a grown-up right away. It is an adult’s responsibility to put the matches or lighter away, up high in a locked cabinet, out of the reach of children.

Please talk to your child about the importance of staying away from matches. Encourage your child to tell you if they find matches or a lighter.

Parent Message: *Keep matches and lighters out of the reach of children, in a locked cabinet.*

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Visit sparky.org/activities for more fire safety activities to do with your family.

Tell a Grown-Up if You Find Matches or Lighters

Set up a scavenger hunt for matches and lighters. Cut out the pictures of matches and lighters below (do not use real items). Place the pictures around the home.

Go on a scavenger hunt with your family. Every time you find matches or a lighter, reinforce the message — children should not touch matches or lighters. Tell a grown-up if you find matches or lighters. As the grown-up, pick up the matches or lighter and place it in a locked cabinet.

Continue this activity on another day, placing pictures of matches and lighters around the home. Without a formal scavenger hunt, children should tell you when they see the pretend matches or lighters. You should respond immediately and place the matches or lighter in a locked cabinet.

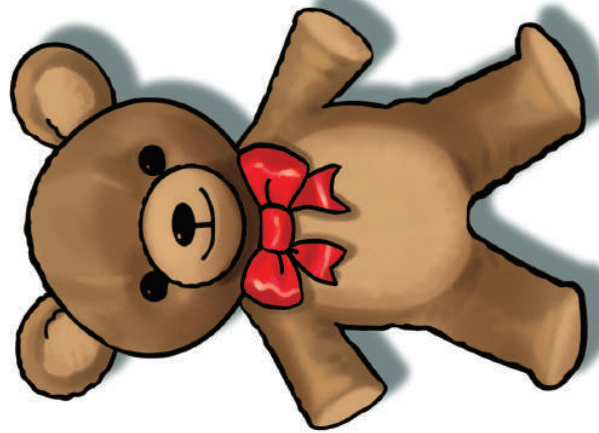
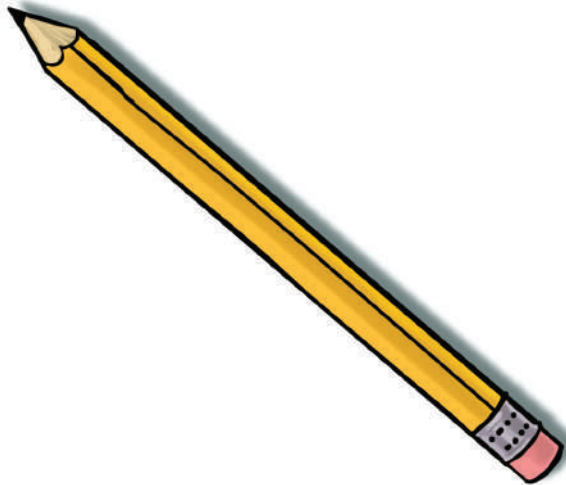


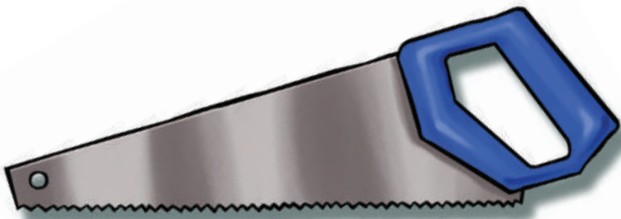
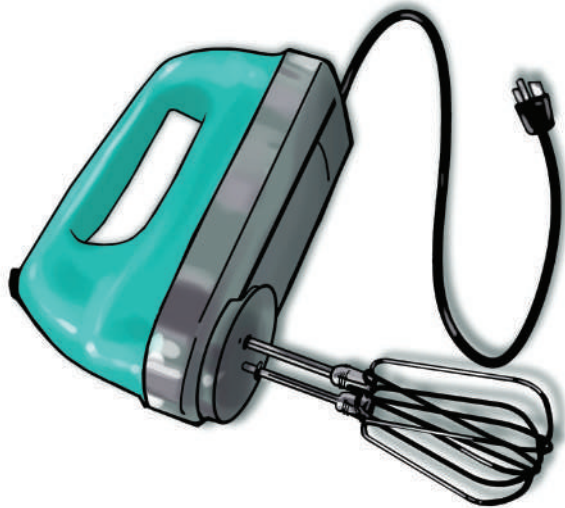
Child Bag Art:



Grown-up Bag Art:

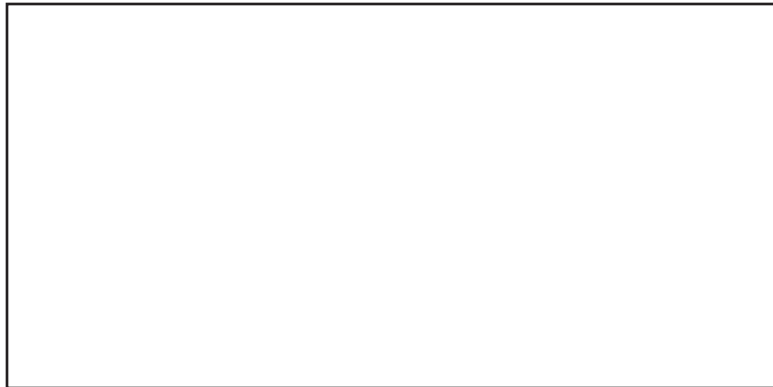
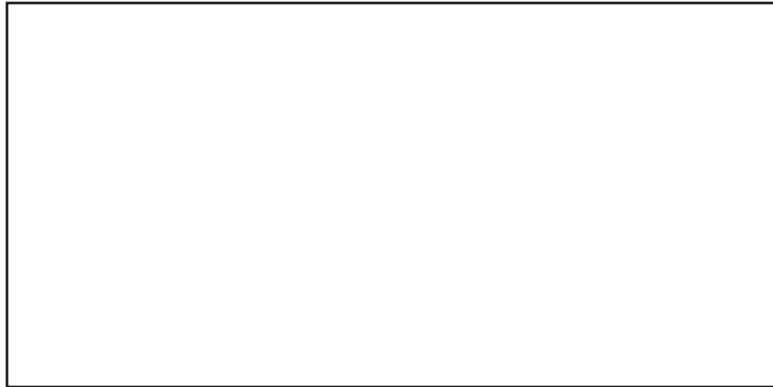
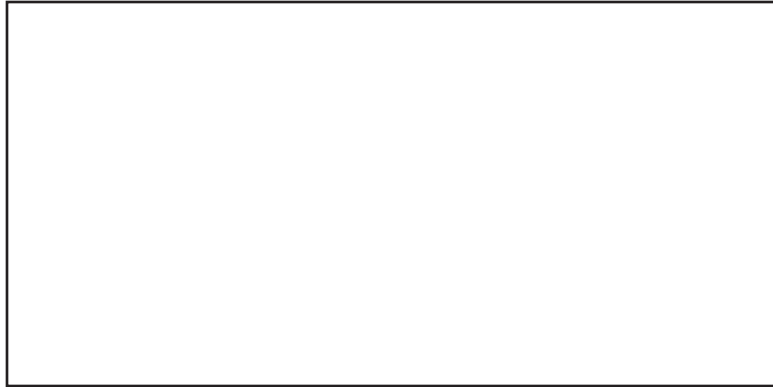






What Should I Do?

Look at each picture. Draw a picture of what you should do.





Name _____ Date _____ Lesson 5



I will never touch matches or lighters. If I see one I will:



Lesson 6

FIREFIGHTERS ARE COMMUNITY HELPERS

Objectives

The student will be able to:

- explain how a firefighter is a community helper.
- identify the gear a firefighter wears.

Teacher Information

A firefighter is a community helper who protects people from fire and keeps them safe. Firefighters work for the fire department and can help us in many ways by putting out fires, teaching people to prevent fires, rescuing people from fires, and responding to medical emergencies. Firefighters must wear special clothes and equipment to keep them safe from fire. They wear special protective coats, gloves, pants, hoods, and boots. They also wear protective helmets, use an alarm device to signal for help if they are in trouble, and use special breathing apparatus to allow them to breathe when they go into a fire or a place filled with smoke.

Some children are scared by the look and sounds of firefighter equipment. Explain how the equipment helps the firefighter stay safe while working. Becoming familiar with the role of the firefighter and the sight and sound of the equipment can lessen the fear a child may have in a fire. It can encourage cooperation during life-saving fire rescue incidents.

Teaching Points

- Firefighters help the community stay safe from fire.
- Firefighters wear special gear (clothes and equipment) to help them stay safe from fire.
- The equipment can look and sound scary, but it keeps the firefighter safe.
- We do not need to be afraid of firefighters even though their equipment can look and sound scary.

Materials

- Fire Safety Puzzle with puzzle pieces #1, #2, #3, #4 and #5 complete and puzzle piece #6 ready to add
- Student puzzle bags
- Firefighter poster
- Firefighter helper cards (cut and paste helper messages on an index cards)
- LNTB Journal page 6
- 12" x 18" construction paper



Procedure

1. Review the Fire Safety Puzzle. Remind the children that they will be spending time learning about different ways to practice fire safety. Remind the students that the six puzzle pieces will fit together to make a complete puzzle. The puzzle pieces can be a part of a bulletin board, posted onto chart paper or poster board, or drawn on a whiteboard. Review the previously introduced pieces and introduce the next piece of the puzzle which should state “Firefighters are Community Helpers.”
2. Activate prior knowledge by asking students what they know about firefighters. Ask the children if they have ever met or seen a firefighter.
3. Explain that today they will be learning about firefighters and their job. Discuss how firefighters are community helpers who help to protect people from fire and keep them safe.
4. Show the students a picture of a firefighter dressed in his full uniform. Ask the children to think of words that describe what they see and record them on chart paper. If words arise like scary, explain to the class that we do not need to be afraid of firefighters because they are there to help us in emergencies and keep us safe.
5. Tell the students that firefighters wear special uniforms and carry special equipment. Ask the class if they know any other kinds of jobs where people wear special uniforms. The children may give answers such as police officer, nurse, chef, astronaut, or doctor. Review the gear that a firefighter wears.
 - A helmet is worn to protect the firefighter from heat and falling objects.
 - Gloves are worn to protect their hands if they touch something hot.
 - Jacket and pants are worn to protect them from fire and the stripes help so they can be seen in smoke.
 - Boots are worn to keep their feet dry and protect their feet if they step on something sharp.
 - A mask and tank are worn to give them fresh air to breathe.
6. Place the firefighter helper cards in a bag. Using a large two-column chart, sort helper cards that may or may not be a job for the firefighter. Have students sort cards in the correct column. Each student will select a card from the bag. Read the card with the child. The child will decide if the card is a job for a firefighter as a community helper. Have the child tape the card in the correct column – yes, it is a job of a firefighter as a community helper, or no, it is not a job of a firefighter. Review and discuss the firefighter helper jobs.
7. Return the Learn Not to Burn Journals to the students. The students will complete one page after each lesson to summarize their learning and show their personal commitment to fire safety. The students will complete the writing prompt or create an illustration, or both, to demonstrate understanding. The page for this lesson will say “I know a firefighter is a helper. A firefighter can help me _____.” Circulate during student work to answer questions.
8. Review what has been learned and have each child record “Firefighters Are Community Helpers” on the last puzzle piece. Explain that they now know all of the pieces to fire safety. Hand out the 12” x 18” construction paper. Have each student write Fire Safety Puzzle on the top of the construction paper. (Students should hold the paper vertically). Have students glue the puzzle pieces on the construction paper. The students can take the puzzle home with them.



Optional Extension Activities

Learn about firefighter gear: Watch “The Gear Firefighters Wear” (nfpa.org/Intbvideos), a 3-minute video to help children understand that a firefighter’s gear might look and sound scary but there is a community helper underneath. The video is useful to supplement the discussion in the body of the lesson. It can also be used to close or extend the lesson.

Watch: “A Firefighter is a Community Helper” (nfpa.org/Intbvideos) music video by *PBS Kids* star SteveSongs. Learn about all the special gear a firefighter wears and the many jobs a firefighter does to keep us safe.

Visit from a firefighter: Having a firefighter visit the classroom with her or his gear would be very helpful. The firefighter can show each piece of gear to the children and explain its purpose. Note: The firefighter should be sure to bring only clean gear. Do not allow children to wear the firefighter’s helmet. It may be too heavy for the child.

Visit a local fire station: Learn about fire trucks and firefighting equipment, as well as talk to firefighters about their job.



Standards

CCSS.ELA-LITERACY.SL.K.1

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

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use.

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Family Letter

FIREFIGHTERS ARE COMMUNITY HELPERS

Dear Family,

Our class is learning about fire safety. Today we learned that “Firefighters are Community Helpers”. Your child learned about the special gear a firefighter wears to be safe from fire including protective coats, gloves, pants, hoods, helmets and boots. Firefighters help our community in many ways. They put out fires, help people in medical emergencies, and teach people to prevent fires.

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Firefighters are Community Helpers

Make a treat for your local firefighters. Your child can help decorate cookies or cupcakes for the firefighters. Have your child make a thank-you card for your local firefighters.

Visit your neighborhood fire station to bring the treat and card. If the firefighters are not out on a fire or emergency run, they may give you and your child a tour of the station.



Visit nfpa.org/intbvideos to watch a music video about firefighters as community helpers.



Fire safety fun for families at Sparky.org!



Put out fires	Teach children about fire safety
Install smoke alarms	Drive a fire engine
Wear special gear	Rescue people
Respond to a car crash	Help someone who is hurt
Fix the fire truck	Help people
Deliver mail	Build homes
Direct traffic	Clean teeth
Mow lawns	Teach children math
Dig holes	Clean schools
Pick up trash	Bake cookies
Drive a school bus	Design buildings
Wash dogs	Cut hair



Name _____ Date _____ Lesson 6



I know a firefighter is a helper. A firefighter can help me:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated seven times.

