

<b>FIRE SAFETY</b>				<b>Student/Class Goal</b> Students want to keep their families safe. Reading about how to prevent fires and what to do if there is a fire helps them meet that goal and practice the reading comprehension skills they will need to pass the GED test and use in their lives.	
<b>Outcome</b> <i>(lesson objective)</i> Students will use the jigsaw strategy to read fire safety information from a variety of sources and summarize the information they have read to share with the rest of the class. They will use reading strategies to find the meanings to unfamiliar words and monitor their comprehension.				<b>Time Frame</b> 1-2 hours	
<b>Standard</b> <i>Read with Understanding</i>				<b>NRS EFL 2-5</b>	
<b>Purpose</b>	<b>Benchmarks</b>	<b>Word Knowledge</b>	<b>Benchmarks</b>	<b>Comprehension</b>	<b>Benchmarks</b>
Purpose for reading	2.1, 3.1, 4.1, 5.1	Decoding skills	2.3, 3.3, 4.3, 5.3	Strategy use	2.11, 3.11, 4.11, 5.11
Select text		Word parts		Text structural elements	
		Context clues	2.5, 3.5, 4.5, 5.5	Genres	
		Reference materials		Literary analysis	
		Word relationships		Drawing conclusions	2.15, 3.15, 4.15, 5.15
		Content vocabulary	2.8, 3.8, 4.8, 5.8	Making connections	2.16, 3.16, 4.16, 5.16
		Figurative language			
		Fluency	2.10, 3.10, 4.10, 5.10		
<b>Materials</b> News article about local fire Home Safety Council Safety Guide Local Fire Department brochures Post-it-notes for New-Knew-Q Fire Safety for Children Book List					
<b>Learner Prior Knowledge</b> Some of the students may be familiar with summarizing. For those who are not, a mini-lesson would be appropriate either before or during this lesson. Students may also be familiar with some aspects of fire safety.					
<b>Instructional Activities</b> Step 1 - Begin a discussion about fire safety by reading an article about a local fire or telling the class some statistics about fires. Have students share what they and other members of their household already know and do about preventing fires. Tell students they are going to read and share information about fire safety to help keep them and the people they live with safe.  Step 2 - Students form their <a href="#">Jigsaw Groups</a> . Each jigsaw group is given material on a specific topic, for example: smoke alarms, fire drills, making an escape plan, preventing fires, and heat and smoke. Each student in the jigsaw group is given a section of that material to read. Instruct students to consider how this information can be used by everyone in their household. As students read, they can monitor their comprehension using the <a href="#">New-Knew-Q</a> strategy.  Using a short passage, model the New-Knew-Q strategy, have students practice the strategy with a new passage and then talk in pairs about their results. Read either a paragraph or section of the fire prevention materials, using sticky notes to write: -- One important thing I learned -- One important thing I already knew -- One important question I still have					

Students can also use the [Vocabulary Self Collection](#) strategy to take note of unfamiliar words.

Step 3 - Once students are finished reading, jigsaw group members can share what they learned about the topic with the other members of the group. Members can also share the results of the New-Knew-Q. Once all members of a jigsaw group have shared with the group, each member summarizes all the information in writing. Each summary is read by all members of the jigsaw group to make sure no important information has been left out.

Step 4 - The class now forms new groups. Each of the new groups contains one member from each of the original jigsaw groups so all topics are represented in the new groups. Using the written summary, each group member shares the information about his or her topic with the other members in the group. Group members should be encouraged to ask questions about the topics as they are presented.

Step 5 - The information the students have learned can be made into a fire safety handout or brochure or used as part of a child safety brochure.

**TEACHER NOTE** See the *Child Safety Brochure* lesson plan.

**FAMILY LITERACY ACTIVITIES** Encourage students to share what they learned about fire safety with the other members of their household, especially young children and older adults. Students could write what they shared as a journal entry. Students could also choose a fire safety book from the *Fire Safety for Children Book List* to read aloud and discuss with younger children. Reading aloud to their children gives students a chance to improve their reading fluency.

#### **Assessment/Evidence** *(based on outcome)*

Student Summaries

Teacher observation of the jigsaw groups, the use of the New-Knew-Q and the Vocabulary Self Collection strategies, and the student presentations.

Student evaluations of the student presentations.

Possible class project: fire safety handout or brochure

#### **Teacher Reflection/Lesson Evaluation**

*Since this lesson is designed for a wide range of NRS levels, multi-level groups are suggested for the jigsaw strategy. Students should be helped to select the reading materials they are comfortable with.*

#### **Next Steps**

#### **Technology Integration**

New-Knew-Q Strategy [http://literacy.kent.edu/eureka/strategies/new\\_knew\\_q.pdf](http://literacy.kent.edu/eureka/strategies/new_knew_q.pdf)

Vocabulary Self Collection Strategy [http://literacy.kent.edu/eureka/strategies/vocab\\_self-collection.pdf](http://literacy.kent.edu/eureka/strategies/vocab_self-collection.pdf)

Jigsaw Groups [http://literacy.kent.edu/eureka/strategies/jigsaw\\_groups.pdf](http://literacy.kent.edu/eureka/strategies/jigsaw_groups.pdf)

Home Safety Council: Family <http://www.homesafetycouncil.org/family/family.aspx> [Readability level grade 4]

Home Safety Council Safety Guide [http://www.homesafetycouncil.org/safety\\_guide/safetyguide.aspx](http://www.homesafetycouncil.org/safety_guide/safetyguide.aspx)

Home Safety Council Fire Safety [http://www.homesafetycouncil.org/expert\\_network/en\\_literacy\\_w001.aspx](http://www.homesafetycouncil.org/expert_network/en_literacy_w001.aspx)

The Bushnell Basin Fire Department <http://www.bushnellsbasinfld.org>

Homeland Security <http://www.ready.gov/america/beinformed/fires.html> [Readability level grades 6-12]

United States Fire Administration <http://www.usfa.dhs.gov/citizens/index.shtm> [Readability level grades 6-12]

This is Fire <http://www.usfa.dhs.gov/downloads/pdf/fswy6.pdf> [Fact Sheets readability level grades 7-8]

Working together for Home Fire Safety Fact Sheet <http://www.usfa.dhs.gov/downloads/pdf/fswy11.pdf> [Fact Sheets readability level grades 7-8]

#### **Purposeful/Transparent**

Students want to know how to keep their families safe. Knowing what to do in case of a fire is a very real and present circumstance for some.

#### **Contextual**

Students want to know how to keep their families safe. Knowing what to do in case of a fire is a very real and present circumstance for some.

**Building Expertise**

Summarizing is an important skill for students to use in their reading and writing activities.

## Fire Safety for Children Book List

*Fire! Fire!*, Gail Gibbons; Harper Collins

Easy reading, bright pictures depicting urban, rural, forest, waterfront firefighting, with safety rules

*Safety Around Fire*, Lucia Raatma; Bridgestone Books, Mankato, MN.

Basic fire safety focusing on a fire escape plan

*Fire Diary*, Lily Rosenblatt; Albert Whitman & Company, Morton Grove, IL

Diary format of girl who survived a fire; deals with all basics of fire safety but also with fears that follow

*A Kid's Guide to Staying Safe Around Fire*, Maribeth Boelts; PowerKids Press, New York

Clearly presented basic safety with large print, one topic per page with new vocabulary in bold face and in glossary

*Arthur's Fire Drill*, Marc Brown; Random House, New York

Covers bases plus fear of fire and safety rules using familiar characters

*The Little Fireman*, Margaret Wise Brown (text) and Esphyr Slobodkina (pictures); Harper Collins. (originally 1938, 1993)

Delightfully simple firefighting story with the added big and little comparisons

*Fire Engines*, Anne E. Hanson; Bridgestone Books, Mankato, MN

Large print, one topic per page about firefighting, including historical information with discussion and activity on water flow; no safety rules

*Stop, Drop, and Roll*, Lucia Raatma, Bridgestone Books, Mankato, MN

Large print, one topic per page with glossary, activity on oxygen, and information about flame retardant sleepwear

*Fire Engines*, Anne Rockwell; E. P. Dutton, New York

Wonderful illustrations of all types of vehicles in firefighting; easy reading; no safety rules

*Fire Safety*, Lucia Raatma; Child's World, Chanhassan, MN

Middle grades, thorough discussion of fire safety with some history with glossary, Q & A, book, web, and organization resources

*There'll Be a Hot Time in the Old Town Tonight*, Robert Quackenbush; J. B. Lippincott New York

Colorfully illustrated story in verse about the great Chicago fire of 1871 with fire safety information and the music

*No Dragons for Tea*, Jean Pendziwol; Kids Can Press, Toronto, ON, CA

Whimsically illustrated story in sing-songy verse about an imaginary dragon friend who starts a fire; safety rules in rhyme and a checklist

*Firefighting Behind the Scenes*, Maria Mudd Ruth; Houghton Mifflin, Boston

Photographs depict everything you wanted to know about firefighting, firefighters and their equipment for upper grade level

*"Fire! Fire!" Said Mrs. McGuire*, Bill Martins, Jr. and Vladimir Radunsky; Harcourt

Nursery rhyme with mice and kittens about reporting a fire