

OHIO DEPARTMENT OF EDUCATION AND INFOHIO

Back to School Bags



FIREMEN & FIRE SAFETY

Kindergarten English Language Arts: Reading

ANCHOR STANDARD

Key Ideas and Details. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

STANDARDS: KEY IDEAS AND DETAILS

Reading Literature

CCSS.ELA.RL.K.1 With prompting and support, ask and answer questions about key details in text.

CCSS.ELA.RL.K.2 With prompting and support, retell familiar stories, including key details.

Reading Informational Text (Nonfiction)

CCSS.ELA.RI.K.1 With prompting and support, ask and answer questions about key details in a text

CCSS.ELA.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

SKILLS AND CONCEPTS

Identify the main topic in the text using supporting details found in the text.

UNIT THEME

Community and People at Work

THEME FOCUS

Firemen and Fire Safety

PRETEST

- Use a large group informal setting at circle time to discuss the topic of firemen and fire safety with students and to assess knowledge about the topic.
- Use a KWL chart to record answers about what they already know and what they want to learn about the topic.
- Use guiding questions to find out how much they know about firemen and how they promote fire safety. Leave the L (learn) column blank until the post-assessment. Make sure the chart is visible throughout the study.



RESOURCE #1

BookFlix

Paired Text: Family and Community Section, Pair 16

Fiction: *Dot the Fire Dog* by Lisa Desimini. Lexile: 400

Nonfiction: *A Very Busy Firehouse* Lexile: 540

ACTIVITY

View/Read: *Dot the Fire Dog*

Then complete the Which Came First? activity under Puzzlers. Drag and drop the segments into the correct order.

Read the nonfiction title: *A Very Busy Firehouse*

Then complete the Fact or Fiction activity under Puzzlers. If the students get all the answers correct, ask them to work in pairs to discuss other facts that were in the book. For other students who did not do well, go back to the story and listen/read it again before completing the Fact or Fiction activity again.

DIFFERENTIATION

Turn the read aloud feature on or off. Use the sound only if the student needs to have the text read aloud.

ASSESSMENT

Fiction Assessment

Dot lives in the firehouse and helps the firemen. She sees them get ready for a fire run and watches them at work. In an informal group setting like circle time, discuss the story using some guiding questions such as:

- What is something that the fireman wears at work? How do you know?
- Why is the item needed by the fireman?
- What kind of equipment do the firemen use? How do you know?

Use how and why questions that are text dependent.

Nonfiction Assessment

Use the Word Match activity under Puzzlers to review the vocabulary used in the firehouse book. If the student gets all the facts correct and uncovers the picture, then use the facts to write a brief story about firehouses. A picture story that uses illustrations combined with words is another way to demonstrate understanding of the main idea. For students who had difficulty with the Word Match, go back to the story and listen/read it again before attempting the Word Match again.





RESOURCE #2

Early World of Learning: Know It!

ACTIVITY

1. Go to [Early World of Learning](#) and click “Read” and “Know It!”
2. Then click the arrow on the spinner until you get to “People at Work” and select “Firefighter.”
3. Then click the larger firefighter image on the left to read about the work that they do.
4. Click on the questions marks to learn more.
5. Watch the video clip.
6. Look at each of the pictures and determine what is happening.
7. Make a list of five or more words that have something to do with firefighters. They can be words that you read in the text or observe in the pictures. You can have students brainstorm a list of words as a group or individually. If done individually, create a list of all the responses and post it.

DIFFERENTIATION

Different learning styles are addressed in this activity with reading, photos, and videos. All are very brief and easy to use.

ASSESSMENT

After exploring the section on firefighters, each child will create a word wall poster based on the composite list. Review the word list with the class and discuss which words are important for the work of a firefighter. Each student selects 5-7 words that they think best describe the firefighter’s job. Add illustrations of the words to the poster to demonstrate an understanding of the meaning of the word and the role they play for a firefighter.



RESOURCE #3

Searchasaurus

Article: “My Dad is a Firefighter.” *Scholastic News – Edition 1*. Oct 2009. Lexile: 370.

ACTIVITY

Read the article about how firefighters work. Complete the picture quiz that is included at the end of the article. Circle the things that are safe to touch, and put an X on things that are not safe to touch.

Alternative: Share the quiz by reading it aloud or projecting on a whiteboard. Use thumbs up/thumbs down to answer the questions.

DIFFERENTIATION

The article is in a visual format that could be projected on a whiteboard and shared and discussed with a group or by individual students.

ASSESSMENT

This assessment can be completed as a group or individually. Complete the brief quiz. Use a thumbs up/thumbs down to answer the questions.

- | | |
|--|-------|
| 1. Sometimes dogs live in the firehouse. | TRUE |
| 2. The firefighters have green stripes on their jackets. | FALSE |
| 3. Firefighters only fight house fires. | FALSE |
| 4. The fire chief is in charge of the fire department. | TRUE |
| 5. All families should have a fire escape plan. | TRUE |

POST-ASSESSMENT

Revisit the KWL chart. Have students tell what they have learned. Record their answers in the “what we have learned” column of the original chart. As the answers are recorded, ask guiding questions that include “How do you know?” and “Why is this important?”

TECHNOLOGY SKILLS ADDRESSED

Click/tap, Scroll, Drag and drop, Use video player.

EXTENSION ACTIVITIES

Use the “Explore the Web” Resources found in [BookFlix](#) for the book pair in this unit. Scroll to the StoryPlace library. Read and sing along as the firefighters go on a run. Watch a video with a Colorado volunteer firefighter, or make a fire truck box toy. Write a picture word story about something you learned on the site. (CCSS.ELA-LITERACY.W.K.5)

Sparky the Fire Dog ([Sparky.org](#)) teaches fire safety with games, cartoons, and activities. Click on the activities to learn how to draw a Dalmatian and fold an origami dog. Use a checklist to inspect your home, or print a bookmark. (CCSS.ELA-LITERACY.W.K.5)

Use a paint program to create a map of your home. Include arrows showing your route to escape a fire. Place a big X for your outside meeting place. (Ohio Learning Standards-Social Studies Kindergarten: Geography Strand 5)

Give students the Dalmatian Spot Activity to complete. sparkyschoolhouse.org/wp-content/themes/sparkyDog/download/eBook_parenting_071113_search.pdf (CCSS.MATH.CONTENT.K.CC.B.4.A; CCSS.MATH.CONTENT.K.CC.B.4.B)

READ MORE ABOUT IT

Cuyler, Margery. *Stop Drop and Roll*.

Demarest, Chris L. *Firefighters A to Z*.

Harper, Jamie. *Miss Mingo and the Fire Drill*.

McGuire, Leslie. *Big Frank's Fire Truck*.

Marzollo, Jean. *I Am Fire*.

Mitton, Tony and Ant Parker. *Flashing Fire Engines*.

Rockwell, Anne. *Fire Engines*.

Scarry, Richard. *Richard Scarry's A Day at the Fire Station*.

Teague, Mark. *Firehouse*.

Zimmerman, Andrea Griffin. *Fire Engine Man*.

OTHER STANDARDS

Literacy

CCSS.ELA-LITERACY.W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Math

CCSS.MATH.CONTENT.K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.MATH.CONTENT.K.CC.B.4.B Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Ohio Learning Standards: Social Studies

Kindergarten: Geography Strand 5: Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

For additional assessments, instructional strategies and resources, and cross curricular connections by standard, go to INFOhio's IMatrix at <http://imatrix.infohio.org>.