



Sharing the Power of Learning



BE HEALTHY. BE SAFE. BE READY.

The Minnesota Literacy Council created this curriculum with the Minnesota State Fire Marshal Division, with funding from ECHO (Emergency, Community, Health, and Outreach) and the MN Department of Public Safety. The goal of the curriculum is to educate our communities on how to prevent fires, especially those started by youth, and increasing fire safety. We invite you to adapt it for your own classrooms.



ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting echominnesota.org Intermediate Level (CASAS reading scores of 201-220)

Fire Prevention & Safety

Unit Overview

This is a 1-week unit where students will become familiar with fire prevention and fire safety; in particular, they will discuss how to prevent children from playing with fire, prevent kitchen fires and hot liquid burns. Students will discuss fire prevention compared to fire safety, the importance of carbon monoxide and smoke alarms, fire escape plans, and how to prevent and treat burns.

Focus of this program:

- Identifying the proper use of fire, carbon monoxide and smoke alarms, fire escape plans.
- Listening for the main idea / specific info while watching fire safety videos
- Identifying the main idea/supporting ideas in informational paragraphs and articles
- Using should/shouldn't to give advice on fire prevention and safety

Fire Prevention and Safety Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Identify resources for children about fire prevention and fire safety.</p> <p>Literacy: Read a newspaper article for comprehension and answer simple wh-questions.</p> <p>Listening: Listen for the general idea while watching a video on fire safety.</p> <p>Transitions: Identify the main idea and supporting ideas in a news article</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Pretest • Handout: Newspaper Article <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Pictures • DVD Script <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • TV/DVD player • ECHO DVD
Lesson Plan	
<p>Warm up/Pretest: Transitions (40mins) <u>Description:</u> <u>Materials/Prep:</u> make one copy of Pictures; make multiple copies Pretest; ELMO or overhead projector.</p> <p>Activity 1: Life Skill/Listening (30-40mins) <u>Description:</u> Ss will listen for the main ideas on fire prevention and fire safety. <u>Materials/Prep:</u> one copy of DVD Script; TV/DVD Player, ECHO DVD.</p> <p>Activity 2: Literacy (30mins) <u>Description:</u> Ss will read a newspaper article about a fire. <u>Materials/Prep:</u> copies of Newspaper Article; ELMO or overhead projector.</p> <p>Wrap -up Time permitting, pair Ss together and have them come up with a list of 5 things they learned today. Then have each pair share one thing on their list.</p>	

Teacher Directions: Warm Up/Pretest

- Materials: *Pictures, Graphic Organizer, Pretest; ELMO or overhead projector*

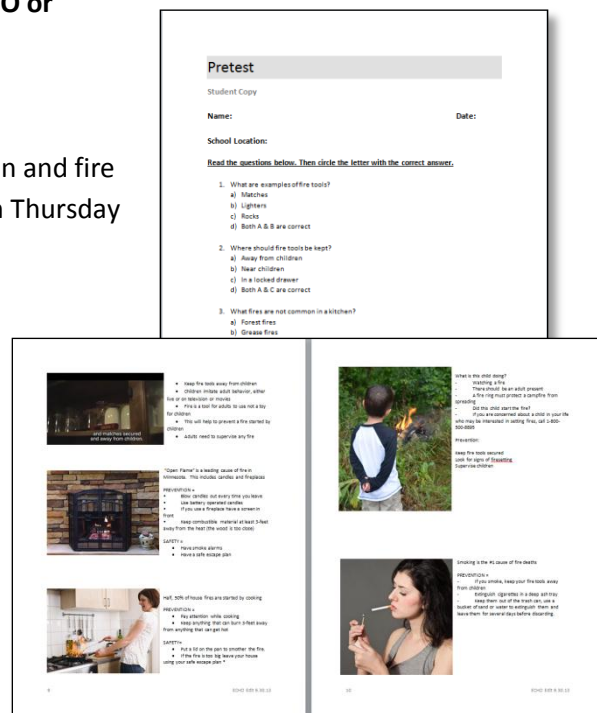
Step 1: Pretest

Tell your class that they will be learning about “fire prevention and fire safety” for this week. They will take a test today and again on Thursday to measure what they learned throughout the week.

Pass out the Pretest. Make sure each student writes his/her name on the test, as well as the site location. Give the tests to your Coordinator after class.

Step 2: Setting the Context

Show each picture one by one. Ask your class what they see and whether it is fire prevention or fire safety. Discuss the word definitions as compared to what they see in the photos.



Teacher Directions: Activity 1: Life Skill/Listening

- Materials: *DVD Script; TV/DVD Player, ECHO DVD Fire: Anything But Child's Play*

Step 1: Prep

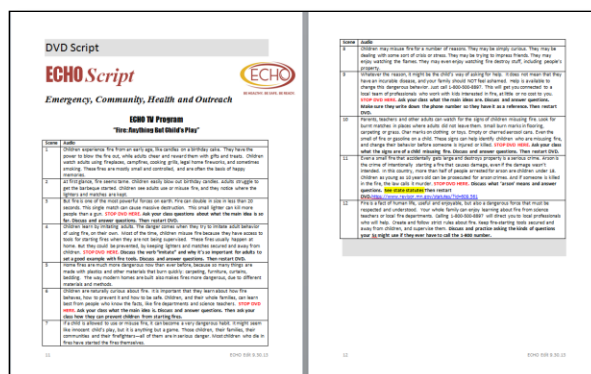
Turn on the **TV/DVD player** and cue up the **ECHO DVD** at the beginning.

Step 2: Setting the Context

Show the **picture** of the adult putting the lighter in a locked cabinet. Discuss why this might be important.

Step 3: Listening

Tell your class that they are going to watch a video about how to prevent youth set fires. Explain that you will stop the DVD along the way to discuss what is happening. Use the **DVD Script**, which includes comprehension questions for key messages, as your guide for this activity.



Teacher Directions: Activity 2: Literacy

- **Materials:** *Newspaper Article*; ELMO or overhead projector

Step 1: Setting the Context

The previous activity set the context for this one.

Step 2: Reading

Pass out the **Newspaper article** to your class.

Tell them to read the article twice before answering the questions. Walk around the room and assist where necessary. As Ss finish, pair them up and have them read the article together out loud and then compare answers.

[illegible]

Step 3: Checking Comprehension

Once everyone is finished, project the reading on the board. Read the article for your class first and then have them read it with you. Finally, answer the questions together and discuss.

Pretest

Answer Key

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

1. What are examples of fire tools?
 - a) Matches
 - b) Lighters
 - c) Rocks
 - d) **Both A & B are correct**

2. Where should fire tools be kept?
 - a) Away from children
 - b) Near children
 - c) In a locked drawer
 - d) **Both A & C are correct**

3. What fires are not common in a kitchen?
 - a) **Forest fires**
 - b) Grease fires
 - c) Oven fires
 - d) Garbage fires

4. What should you do to a grease fire?
 - a) Pour baking soda over it
 - b) Cover it with a wet towel
 - c) Pour water on it
 - d) **Put a lid on the fire**

5. What does a smoke alarm do?
 - a) **Sounds an alarm when it detects smoke or fire**
 - b) Sounds an alarm when there is a knock on the door
 - c) Sounds an alarm when it is time for bed
 - d) Sounds an alarm when it is going to rain
6. Where should smoke alarms be?
 - a) In every sleeping room in a house
 - b) On every floor
 - c) Only in the kitchen
 - d) **A & B are both correct**
7. How often should you change the batteries in your smoke alarms?
 - a) Every month
 - b) Every three months
 - c) Every six months
 - d) **Once a year**
8. How should you treat a burn?
 - a) **Run the burn under cool water**
 - b) Run the burn under very cold water or use ice
 - c) Put medicine on it
 - d) None of the above
9. How can you prevent a scald burn?
 - a. Keep the water heater at 120 degrees
 - b. Test bathwater before allowing a child in the tub
 - c. Keep pans and appliances on the back of the stove or counter
 - d. All of the above

Answer the questions below.

10. Who should fire tools be kept away from? **children**
11. What emergency number can you call if there is an emergency? **911**
12. Name at least *one danger* that can start a house fire? **Cooking, Children Misusing Fire, Candles, Matches, Lighters, Lightening, Heating Equipment**

Pretest

Student Copy

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

1. What are examples of fire tools?
 - a) Matches
 - b) Lighters
 - c) Rocks
 - d) Both A & B are correct

2. Where should fire tools be kept?
 - a) Away from children
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4. What should you do to a grease fire?
 - a) Pour baking soda over it
 - b) Cover it with a wet towel
 - c) Pour water on it
 - d) Put a lid on the fire

5. What does a smoke alarm do?
 - a) Sounds an alarm when it detects smoke
 - b) Sounds an alarm when there is someone at the door
 - c) Sounds an alarm when it is time for bed
 - d) Sounds an alarm when it is going to rain
6. Where should smoke alarms be located?
 - a) In every sleeping room in a house
 - b) On every floor
 - c) Only in the kitchen
 - d) A & B are both correct
7. How often should you change the batteries in your smoke alarms?
 - a) Every month
 - b) Every three months
 - c) Every six months
 - d) Once a year
8. What should you do to treat a burn?
 - a) Run the burn under cool water
 - b) Run the burn under very cold water or use ice
 - c) Wrap it in gauze to protect it from air and dirt
 - d) None of the above
9. How can you prevent a scald burn?
 - a. Keep the water heater at 120 degrees
 - b. Test bathwater before allowing a child in the tub
 - c. Keep pans and appliances on the back of the stove or counter
 - d. All of the above

Answer the questions below.

9. Who should fire tools be kept away from? _____
10. What emergency number can you call if there is an emergency? _____
11. Name at least *one danger* that can start a house fire? _____



Missing Header

- Keep fire tools away from children
- Children imitate adult behavior, either live or on television or movies
- Fire is a tool for adults to use not a toy for children
- This will help to prevent a fire started by children
- Adults need to supervise any fire



“Open Flame” is a leading cause of fire in Minnesota. This includes candles and fireplaces

PREVENTION =

- Blow candles out every time you leave
- Use battery operated candles
- If you use a fireplace have a screen in front
- Keep combustible material at least 3-feet away from the heat (the wood is too close)

SAFETY =

- Have smoke alarms
- Have a safe escape plan



Half, 50% of house fires are started by cooking

PREVENTION =

- Pay attention while cooking
- Keep anything that can burn 3-feet away from anything that can get hot

SAFETY=

- Put a lid on the pan to smother the fire.
- If the fire is too big leave your house using your safe escape plan *



What is this child doing?

- Watching a fire
- There should be an adult present
- A fire ring must protect a campfire from spreading
- Did this child start the fire?
- If you are concerned about a child in your life who may be interested in setting fires, call 1-800-500-8895

Prevention:

Keep fire tools secured
Look for signs of firesetting
Supervise children



Smoking is the #1 cause of fire deaths

PREVENTION =

- If you smoke, keep your fire tools away from children
- Extinguish cigarettes in a deep ash tray
- Keep them out of the trash can, use a bucket of sand or water to extinguish them and leave them for several days before discarding.



Fire Prevention:

- Make sure there is a responsible adult supervising a camp fire
- Burn only clean dry wood
- Have water or a fire extinguisher ready in case the fire gets too large
- Use a ring made of non-combustible material to contain the fire



How can we prevent Wildland Fires?

- Follow the rules above for camp fires
- Do not burn leaves or yard waste
- Follow the rules above for discarding smoking material
- Do not throw smoking material out of car windows

DVD Script

ECHO Script



Emergency, Community, Health and Outreach

ECHO TV Program “Fire: Anything But Child’s Play”

Scene	Audio
1	Children experience fire from an early age, like candles on a birthday cake. They have the power to blow the fire out, while adults cheer and reward them with gifts and treats. Children watch adults using fireplaces, campfires, cooking grills, legal home fireworks, and sometimes smoking. These fires are mostly small and controlled, and are often the basis of happy memories.
2	At first glance, fire seems tame. Children easily blow out birthday candles. Adults struggle to get the barbeque started. Children see adults use or misuse fire, and they notice where the lighters and matches are kept.
3	But fire is one of the most powerful forces on earth. Fire can double in size in less than 20 seconds. This single match can cause massive destruction. This small lighter can kill more people than a gun. STOP DVD HERE. Ask your class questions about what the main idea is so far. Discuss and answer questions. Then restart DVD.
4	Children learn by imitating adults. The danger comes when they try to imitate adult behavior of using fire, on their own. Most of the time, children misuse fire because they have access to tools for starting fires when they are not being supervised. These fires usually happen at home. But they could be prevented, by keeping lighters and matches secured and away from children. STOP DVD HERE. Discuss the verb “imitate” and why it’s so important for adults to set a good example with fire tools. Discuss and answer questions. Then restart DVD.
5	Home fires are much more dangerous now than ever before, because so many things are made with plastics and other materials that burn quickly: carpeting, furniture, curtains, bedding. The way modern homes are built also makes fires more dangerous, due to different materials and methods.
6	Children are naturally curious about fire. It is important that they learn about how fire behaves, how to prevent it and how to be safe. Children, and their whole families, can learn best from people who know the facts, like fire departments and science teachers. STOP DVD HERE. Ask your class what the main idea is. Discuss and answer questions. Then ask your class how they can prevent children from starting fires.
7	If a child is allowed to use or misuse fire, it can become a very dangerous habit. It might seem like innocent child’s play, but it is anything but a game. Those children, their families, their communities and their firefighters—all of them are in serious danger. Most children who die in fires have started the fires themselves.

Scene	Audio
8	Children may misuse fire for a number of reasons. They may be simply curious. They may be dealing with some sort of crisis or stress. They may be trying to impress friends. They may enjoy watching the flames. They may even enjoy watching fire destroy stuff, including people's property.
9	Whatever the reason, it might be the child's way of asking for help. It does not mean that they have an incurable disease, and your family should NOT feel ashamed. Help is available to change this dangerous behavior. Just call 1-800-500-8897. This will get you connected to a local team of professionals who work with kids interested in fire, at little or no cost to you. STOP DVD HERE. Ask your class what the main ideas are. Discuss and answer questions. Make sure they write down the phone number so they have it as a reference. Then restart DVD.
10	Parents, teachers and other adults can watch for the signs of children misusing fire. Look for burnt matches in places where adults did not leave them. Small burn marks in flooring, carpeting or grass. Char marks on clothing or toys. Empty or charred aerosol cans. Even the smell of fire or gasoline on a child. These signs can help identify children who are misusing fire, and change their behavior before someone is injured or killed. STOP DVD HERE. Ask your class what the signs are of a child misusing fire. Discuss and answer questions. Then restart DVD.
11	Even a small fire that accidentally gets large and destroys property is a serious crime. Arson is the crime of intentionally starting a fire that causes damage, even if the damage wasn't intended. In this country, more than half of people arrested for arson are children under 18. Children as young as 10 years old can be prosecuted for arson crimes. And if someone is killed in the fire, the law calls it murder. STOP DVD HERE. Discuss what 'arson' means and answer questions. See state statutes Then restart DVD. https://www.revisor.mn.gov/statutes/?id=609.561
12	Fire is a fact of human life, useful and enjoyable, but also a dangerous force that must be respected and understood. Your whole family can enjoy learning about fire from science teachers or local fire departments. Calling 1-800-500-8897 will direct you to local professionals who will help. Create and follow strict rules about fire. Keep fire-starting tools secured and away from children, and supervise them. Discuss and practice asking the kinds of questions your Ss might use if they ever have to call the 1-800 number.

Newspaper article

Children misusing fire cause a child to be burned

Millville child in critical condition after being burned

Kay Fate | Posted: Monday, June 3, 2013 5:45 pm

MILLVILLE — A 3-year-old boy from Millville is in critical condition after suffering burns to more than 50 percent of his body.

Joe Modjeski, chief deputy, said the injuries occurred about 1:15 p.m. Monday while the child and three siblings, ages 3 to 9, were playing with matches and lighter fluid near the front steps of their residence on Railroad Street.

The other children said charcoal lighter fluid was sprayed into a tin lunch box and ignited. In an attempt to put out the flames, one of the children stomped on the box, splashing burning fluid onto the 3-year-old.

When authorities arrived, Modjeski said, the mother and grandmother were treating the boy by soaking him in water in a bathtub. The mother sustained burns to her hands while attempting to extinguish the flames on the child.

The child was taken to Saint Marys Hospital by a Mayo Clinic helicopter; the mother was taken by ground ambulance.

Wabasha deputies, Zumbro Falls First Responders, Elgin Ambulance, Gold Cross Ambulance and Mayo One all responded to the scene.

http://www.postbulletin.com/news/local/millville-child-in-critical-condition-after-being-burned/article_2937812d-2b94-511d-be34-5353bf6ca888.html?mode=story

Answer the questions below

1. How did this fire start?

2. How were they treating the burned boy?

3. What parts of the mother were burned?

4. How many agencies responded to the incident?

Fire Prevention and Safety Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill: Identify hazards in the home in order to prevent fires; Report that their house is on fire.</p> <p>Literacy: Read an informational paragraph about fire safety and answer comprehension questions.</p> <p>Listening/Speaking: Listen for specific information about fire prevention in the kitchen; State their addresses clearly when reporting that their house is on fire.</p> <p>Transitions: Identify the main/supporting ideas in an informational paragraph.</p> <p>Grammar: Use should/shouldn't to describe facts they've learned about fire safety.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Fire is only for Adults • Handout: Should and Shouldn't, Student Copy • Handout: Fire Prevention, Student Copy • Handout: Calling 911, Student Copy <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Should and Shouldn't, Teacher Copy • Pictures • Fire Prevention, Teacher Copy • Calling 911, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Laptop, LCD projector, speakers

Lesson Plan

Review: Literacy/Transitions (30mins)

Directions: Ss will read an informational paragraph about fire safety with children and identify the main/supporting ideas.

Materials/Prep: make copies of **Fire is only for Adults; Volunteer Manual, 2012: Letter/Sound Drill, p. 113; ELMO or overhead projector.**

Activity 1: Grammar (35-45mins)

Directions: Ss will use "should" and "shouldn't" to describe facts they've learned about fire safety.

Materials: multiple copies of **Should and Shouldn't, Student Copy** and one copy of **Should and Shouldn't, Teacher Copy; Volunteer Manual, 2012: Ball Toss, p. 46; ELMO or overhead projector**

Activity 2: Life Skill/Listening (30mins)

Description: Ss will listen for specific information concerning fire prevention in the home.

Materials/Prep: make one copy of **Pictures** and **Fire Prevention, Teacher copy;** multiple copies of **Fire Prevention, Student copy; Laptop, LCD projector, speakers; ELMO or overhead projector.**

Activity 3: Life Skill/Speaking (30mins)

Description: Ss will practice calling 911, reporting that there is an emergency and stating their addresses clearly.

Materials/Prep: multiple copies of **Calling 911, Student Copy** and one copy of **Calling 911, Teacher Copy; ELMO or overhead projector.**

Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review: Literacy/Transitions

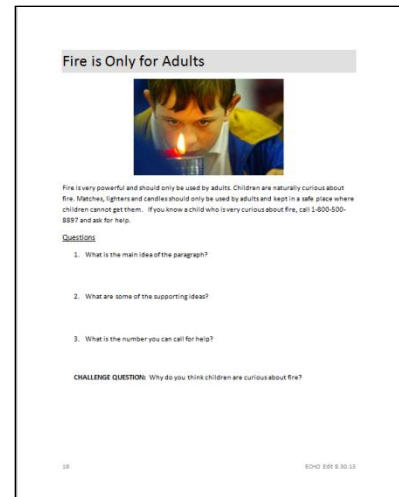
- **Materials:** *Fire is only for Adults*; ELMO or overhead projector

Step 1: Introduce the Activity

Pass out the **Fire is Only for Adults** handout to your Ss as they come in. Explain what they need to do and walk around the room and assist where necessary. Allow your Ss 15 minutes to work on this handout. This will give you a buffer for the late Ss.

Step 2: Checking Comprehension

Project the handout on the board. Read the paragraph for your class first while they read along silently. Then have them read along with you out loud. Finally, have each student in class practice reading a sentence. Then go over the comprehension questions together.



Teacher Directions: Activity 1: Grammar

- **Materials:** *Should and Shouldn't*, *Teacher & Student copies*; *Volunteer Manual, 2012: Ball Toss, p. 46*; ELMO or overhead projector

Step 1: Setting the Context

Write this sentence on the board: *I should have a smoke alarm in my house.* Ask your Ss to read it out loud and then ask them what it means. Discuss; honor and valid answers. THEN underline should and ask if anyone knows what this word means or how it changes the meaning of a statement. If they struggle, then erase 'should' and ask them to tell you how "I have a smoke alarm in my house" is different without 'should' (i.e., *I have a smoke alarm in my house* is a statement/fact. *I should have a smoke alarm* is something GOOD to do.) If they still can't see the difference, supply this explanation for them.

Then write this sentence on the board: *You shouldn't let children play with matches.* Discuss what "shouldn't" means (*something that is BAD to do*) and what the contraction is short for (should not).

Next, project the reading from the previous activity, **Fire is Only for Adults**, on the board and call up Ss to come up and find the sentences with "should" in them. Have them read the sentences out loud for the class; then discuss the sentence's meaning.

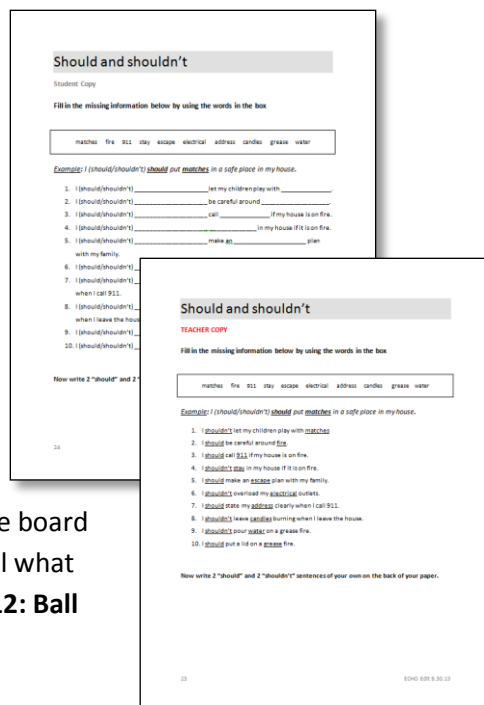


Step 2: Grammar Accuracy

Pass out the **Should and Shouldn't, Student Copy** handout and have your Ss work on it independently. As they finish, pair them up together and have them compare answers. Once everyone is done, project the handout on the board and go over it together. Use the **Teacher Copy** to help you with the answers.

Step 3: Grammar Fluency

Generate a list of “fire words” on the board (i.e., matches, lighter, fire, smoke alarm, etc.) Then do the **ball toss** game so Ss can practice coming up with their own “should” and “shouldn’t” statements about fire using the “fire words” on the board (i.e., I should keep my matches away from my kids, etc). Model what you expect them to do first. Reference **Volunteer Manual, 2012: Ball Toss, p. 46** if necessary.



Teacher Directions: Activity 2: Life Skill/Listening

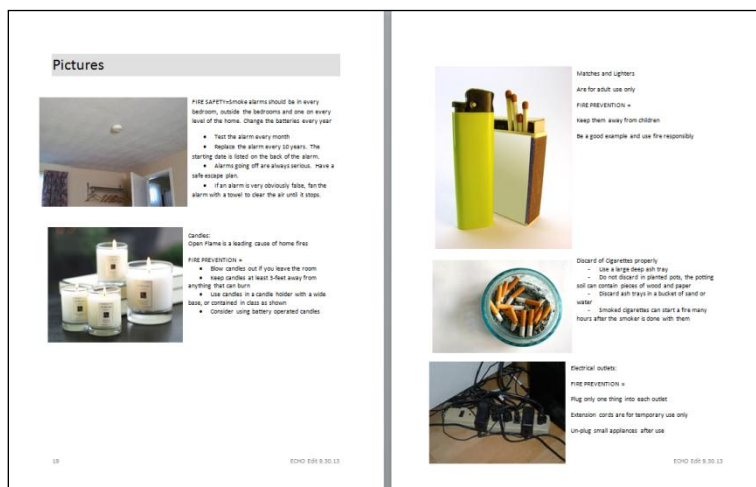
- **Materials: Pictures, Fire Prevention, Teacher & Student copy; Laptop, LCD projector, speakers; ELMO or overhead projector**

Step 1: Prep

Turn on the **laptop** and open the internet browser. Then type in the following address: <http://www.youtube.com/watch?v=iGgfkbvDPFw> for the ECHO Prevention of Kitchen Fires program. Connect the laptop to the **LCD projector** and turn on the **speakers** and check the volume on the speakers *and* the laptop.

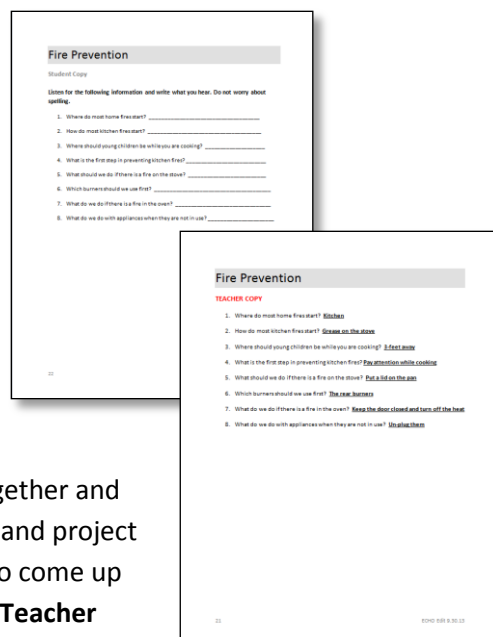
Step 2: Setting the Context

Show the picture of the *smoke alarm* on the **Pictures** document and ask your class what it is and why it's important. Then show them the picture of the *candles* and ask what they are and how to use them properly. Do this for the rest of the pictures on the document.



Step 3: Listening

Tell your Ss that they are going to watch a short video on preventing kitchen fires. Pass out the **Fire Prevention, Student Copy** handout and go over each question. Explain that the video is short (2 minutes, just show the B-roll portion) and that you will play it for them as many times as they want you to. Make sure they understand that they have to write down the answers as they hear them throughout the video.



Step 4: Checking Comprehension

After you've watched the video several times, pair Ss up together and have them compare answers. Afterward, regroup as a class and project a copy of the handout on the board. Call on Ss one by one to come up and write in their answers. Discuss them as a class. Use the **Teacher Copy** to help you if necessary.

Teacher Directions: Activity 3: Speaking

- **Materials:** *Calling 911, Teacher and Student copies; ELMO or overhead projector*

Step 1: Setting the Context

Write these situations on the board: **garage on fire, house on fire, campfires, candle fire, a smoke alarm sounding, couch on fire.** Ask your Ss to tell you how each one can be extremely serious. Then ask them what they should do if any of those serious situations happen → *call 911*. If they don't know the answer, supply it for them.

Step 2: Calling 911

Ask your class if anyone has ever called 911. If someone has, ask them to explain his experience. If no one has but *you* have, talk about your experience. Otherwise follow the script as provided.

Tell your class that 911 is only reserved for very serious situations. **A smoke alarm going off is always serious.** (However, you wouldn't call 911 if someone was burning chicken in the oven if there were no fire, and it went off, for example. In that case, make sure the chicken is no longer on fire and fan the alarm with a towel until it stops sounding. Never remove the smoke alarm battery for a false alarm.) Tell your class that the information should be given to the dispatch operator as clearly as possible. In the event of a house being on fire, ask your class what the most important aspect of the phone call is → *call from outside of the burning house, after checking in at the family meeting place*. Explain that it is important that they state their address clearly, as calling from a cell phone doesn't always give the fire department the exact location. Tell your class that they are going to practice calling 911 and reporting that their house is on fire.

Calling 911

TEACHER COPY

Operator: 911, what is your emergency?

Student: My house is on fire.

Operator: Are you in the house now?

Student: No.

Operator: What's your address?

Student: 123 Central Street.

Operator: Repeat address.

Student: 123 Central Street, unit 3 east.

Operator: OK, I'll have somebody in the house?

Student: No, but my dog is in the house.

Operator: All right, stay out of the house and we will help locate your dog. Do not go back into your house.

Calling 911

Student Copy

Practice saying the conversation below with a partner. One person should be the officer first and the other the student. Then switch parts.

Operator: 911, what is your emergency?

Student: _____

Operator: Are you in the house now?

Student: No.

Operator: What's your address?

Student: _____

Operator: Repeat address.

Student: If address is correct, read it out!

Operator: OK, I'll have somebody in the house?

Student: No, but my dog is in the house.

Operator: All right, stay out of the house and we will send the fire department out right away. They will help locate your dog. Do not go back into your house.

Now turn your papers over and practice the conversation again without reading it. Try to use your memory.

Calling 911

Student Copy

Practice saying the conversation below with a partner. One person should be the officer first and the other the student. Then switch parts.

Officer: 911 what is your emergency?
Student: _____
Officer: Are you in the house now?
Student: No
Officer: What's your address?
Student: _____
Officer: (repeat address)
Student: (Address is incorrect, say it out)
Officer: Ok, is there anybody in the house?
Student: No, just my dog in the house.
Officer: All right, stay out of the house and we will send the fire department out right away. They will help locate your dog. Do not go back into your house.

Now turn your papers over and practice the conversation again without reading it. Try to use your memory.

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Fire is Only for Adults



Fire is very powerful and should only be used by adults. Children are naturally curious about fire. Matches, lighters and candles should only be used by adults and kept in a safe place where children cannot get them. Open flames such as candles continue to cause home fires every year. Consider preventing these fires by using battery operated candles. If you know a child who is very curious about fire, call 1-800-500-8897 and ask for help.

Questions

1. What is the main idea of the paragraph?
2. What are some of the supporting ideas?
3. What is the number you can call for help?

CHALLENGE QUESTION: Why do you think children are curious about fire?

Pictures



FIRE SAFETY=Smoke alarms should be in every bedroom, outside the bedrooms and one on every level of the home. Change the batteries every year

- Test the alarm every month
- Replace the alarm every 10 years. The starting date is listed on the back of the alarm.
- Alarms going off are always serious. Have a safe escape plan.
- If an alarm is very obviously false, fan the alarm with a towel to clear the air until it stops.



Candles:

Open Flame is a leading cause of home fires

FIRE PREVENTION =

- Blow candles out if you leave the room
- Keep candles at least 3-feet away from anything that can burn
- Use candles in a candle holder with a wide base, or contained in glass as shown
- Consider using battery operated candles



Matches and Lighters

Are for adult use only

FIRE PREVENTION =

Keep them away from children

Be a good example and use fire responsibly



Discard of Cigarettes properly

- Use a large deep ash tray
- Do not discard in planted pots, the potting soil can contain pieces of wood and paper
- Discard ash trays in a bucket of sand or water
- Smoked cigarettes can start a fire many hours after the smoker is done with them



Electrical outlets:

FIRE PREVENTION =

Plug only one thing into each outlet

Extension cords are for temporary use only

Un-plug small appliances after use

Fire Prevention

TEACHER COPY

1. Where do most home fires start? **Kitchen**
2. How do most kitchen fires start? **Grease on the stove**
3. Where should young children be while you are cooking? **3-feet away**
4. What is the first step in preventing kitchen fires? **Pay attention while cooking**
5. What should we do if there is a fire on the stove? **Put a lid on the pan**
6. Which burners should we use first? **The rear burners**
7. What do we do if there is a fire in the oven? **Keep the door closed and turn off the heat**
8. What do we do with appliances when they are not in use? **Un-plug them**

Fire Prevention

Student Copy

Listen for the following information and write what you hear. Do not worry about spelling.

1. Where do most home fires start? _____
2. How do most kitchen fires start? _____
3. Where should young children be while you are cooking? _____
4. What is the first step in preventing kitchen fires? _____
5. What should we do if there is a fire on the stove? _____
6. Which burners should we use first? _____
7. What do we do if there is a fire in the oven? _____
8. What do we do with appliances when they are not in use? _____

Should and shouldn't

TEACHER COPY

Fill in the missing information below by using the words in the box

matches fire 911 stay escape electrical address candles grease water

*Example: I (should/shouldn't) **should** put **matches** in a safe place in my house.*

1. I shouldn't let my children play with matches
2. I should be careful around fire.
3. I should call 911 if my house is on fire.
4. I shouldn't stay in my house if it is on fire.
5. I should make an escape plan with my family.
6. I shouldn't overload my electrical outlets.
7. I should state my address clearly when I call 911.
8. I shouldn't leave candles burning when I leave the house.
9. I shouldn't pour water on a grease fire.
10. I should put a lid on a grease fire.

Now write 2 "should" and 2 "shouldn't" sentences of your own on the back of your paper.

Should and shouldn't

Student Copy

Fill in the missing information below by using the words in the box

matches fire 911 stay escape electrical address candles grease water

*Example: I (should/shouldn't) **should** put **matches** in a safe place in my house.*

1. I (should/shouldn't) _____ let my children play with _____.
2. I (should/shouldn't) _____ be careful around _____.
3. I (should/shouldn't) _____ call _____ if my house is on fire.
4. I (should/shouldn't) _____ _____ in my house if it is on fire.
5. I (should/shouldn't) _____ make an _____ plan with my family.
6. I (should/shouldn't) _____ overload my _____ outlets.
7. I (should/shouldn't) _____ state my _____ clearly when I call 911.
8. I (should/shouldn't) _____ leave _____ burning when I leave the house.
9. I (should/shouldn't) _____ pour _____ on a grease fire.
10. I (should/shouldn't) _____ put a lid on a _____ fire.

Now write 2 "should" and 2 "shouldn't" sentences of your own on the back of your paper.

Calling 911

TEACHER COPY

The more you know about what to expect when you call 9-1-1, the faster the dispatch center can get you the help you need.

9-1-1 Education Information ----- (courtesy of the State Fire Marshal Division)

-- Know Where You Are: Where are you right now? Could you tell 9-1-1 exactly where to find you? (see section below on teaching kids about 9-1-1) Don't Text to 9-1-1: Your local 9-1-1 may be unable to accept text messages, photos and video. A voice call is the best way to reach 9-1-1.

Use a Landline: Whenever possible, use a landline to call 9-1-1. Cell phone calls aren't always routed to the closest call center and it takes time to transfer your call.

Stay Calm and Listen: 9-1-1 is there to talk you through the situation until help arrives. Be ready to listen and follow directions.

Teaching kids about 9-1-1 Talk about what an emergency is, have them identify when they might need to get help. How they would contact the fire department, police department, and EMS. What information they would need to give the dispatcher. (name, address/location) Teach them their address – and how to identify the address of an unfamiliar place.

Use this trick: We all have names using letters, houses have names using numbers and letters. Your house's first name is numbers and it wears a name tag all the time. Tell them to look at their house when they go home to find out their house's first name. For example, my house's first name is 7586. And just like your last name is the same as the people in your family, your house's last name is the same as all the other houses on the street. If I lived on Elm Street, my house's whole name would be 7586 Elm Street.

Calling 911

TEACHER COPY

Operator: 911 what is your emergency?

Student: **My house is on fire**

Operator: Are you in the house now?

Student: No

Operator: What's your address?

Student: **123 Crombell Street**

Operator: (repeat address)

Student: **(if address is incorrect, spell it out)**

Operator: Ok, is there anybody in the house?

Student: No, but my dog is in the house.

Operator: All right, stay out of the house and we will send the fire department out right away. They will help locate your dog. Do not go back into your house.

Calling 911

Student Copy

Practice saying the conversation below with a partner. One person should be the officer first and the other the student. Then switch parts.

Operator: 911 what is your emergency?

Student: _My house is on fire_____

Operator: Are you in the house now?

Student: No

Operator: What's your address?

Student: _____

Operator: *(repeat address)*

Student: *(if address is incorrect, spell it out)*

Operator: Ok, is there anybody in the house?

Student: No, but my dog is in the house.

Operator: All right, stay out of the house and we will send the fire department out right away. They will help locate your dog. Do not go back into your house.

Now turn your papers over and practice the conversation again without reading it. Try to use your memory.

Fire Prevention and Safety Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Determine how to keep their family safe with carbon monoxide alarms, smoke alarms and fire escape plans.</p> <p>Literacy: Read and answer questions about smoke alarms.</p> <p>Listening: Listen for important information about carbon monoxide and smoke alarms and fire escape plans.</p> <p>Speaking: Pronounce the /f/ sound in isolation and context.</p> <p>Transitions: Take notes while listening to a video about smoke and carbon monoxide alarms.</p> <p>Grammar: Use should/shouldn't to give advice for fire safety.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Should and Shouldn't, Student Copy • Handout: Fire Escape Plan <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Should and Shouldn't, Teacher Copy • Smoke Alarms save Lives – • Smoke Alarms and Fire Escape Plans • <u>Volunteer Manual, 2012: Letter/Sound Drill</u>, p. 113 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Laptop, LCD projector, & speakers
Lesson Plan	
<p>Review: Grammar (20mins) <u>Description:</u> Ss will use “should” and “shouldn’t” to describe facts they’ve learned about fire safety. <u>Materials/Prep:</u> multiple copies of Should and Shouldn't, Student Copy and one copy of Should and Shouldn't, Teacher Copy; ELMO or overhead projector.</p> <p>Activity 1: Literacy (30mins) <u>Description:</u> Ss will read an informational paragraph about smoke alarms and answer questions about it. <u>Materials/Prep:</u> one copy of Smoke Alarms Save Lives; ELMO or overhead projector.</p> <p>Activity 2: Life Skill/Listening/Transitions (40mins) <u>Description:</u> Ss will take notes about carbon monoxide and smoke alarms and fire escape plans while watching a short video and then design their own fire escape plan. <u>Materials/Prep:</u> one copy of Smoke Alarms and Fire Escape Plans and multiple copies of Fire Escape Plan; laptop, LCD projector, & speakers; ELMO or overhead projector.</p> <p>Activity 3: Speaking (15-20mins) * Time permitting * <u>Description:</u> Ss will practice the /f/ sound in isolation and context. <u>Materials/Prep:</u> reference Volunteer Manual, 2012: Letter/Sound Drill, p. 113; one copy of Smoke Alarms Save Lives (use the one from Activity 1).</p> <p>Wrap-up Time permitting, ask Ss to tell you what they learned today.</p>	

Teacher Directions: Review: Grammar

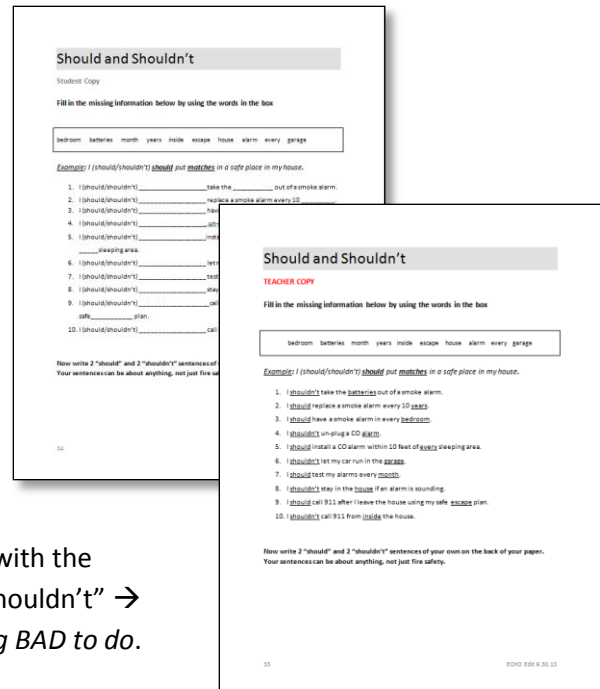
- Materials: *Should and Shouldn't, Teacher and Student copies*; ELMO or overhead projector

Step 1: Introduce the Activity

Pass out the **Should and Shouldn't, Student Copy** handout as Ss come in to class. Allow Ss to work on the handout for about 10 minutes before regrouping. This will give you a buffer for those late Ss.

Step 2: Checking Comprehension

Project the handout on the board and go over it together as a class. Use the **Teacher Copy** to help you with the answers. Also, review the meaning of “should” and “shouldn’t” → *should = something GOOD to do; shouldn’t = something BAD to do.*



Teacher Directions: Activity 1: Literacy

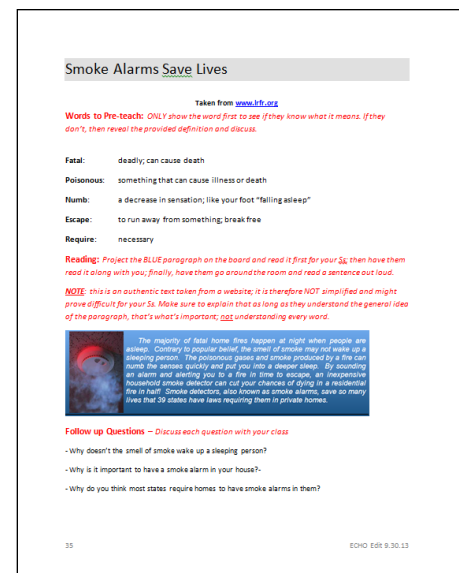
- Materials: *Smoke Alarms Save Lives*; ELMO or overhead projector

Step 1: Setting the Context

Show your Ss the picture of the smoke alarm on the handout, **Smoke Alarms Save Lives**, and ask them if they know what it is and what its purpose is. Discuss.

Step 2: Reading

Project the reading on the board and follow the instructions given on the handout.



Teacher Directions: Activity 2: Life Skill/Listening/Transitions

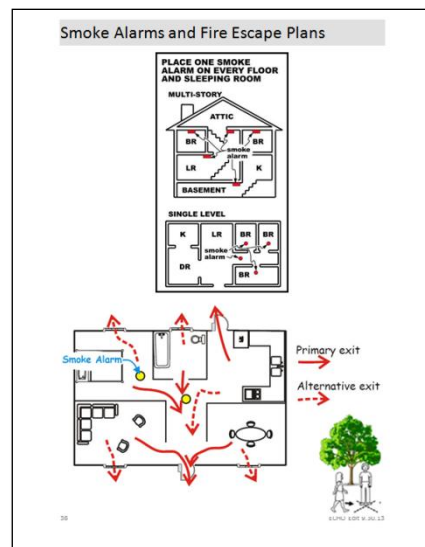
- **Materials:** CO and *Smoke Alarms, Fire Escape Plan*; laptop, LCD projector, & speakers; ELMO or overhead projector

Step 1: Prep

Turn on the **laptop** and hook up the **LCD projector** and **speakers**. Then open your internet browser and type in the following address: http://www.youtube.com/watch?v=4SfCd2XI_F4 for the ECHO Carbon Monoxide and Smoke Alarms program and adjust the volume.

Step 2: Setting the Context

Project the first image on the **Smoke Alarms and Fire Escape Plans** document and discuss. Ask them what the diagram represents and see if they can identify the abbreviations (BR = bedroom, K = kitchen, etc.) Also discuss the difference between a “multi-story” home, manufactured home or other “single level” home and an apartment. Then show them the second image on the document (the fire escape plan) and see if they can tell you what it is. Talk about the diagram and answer any questions they might have about it (see teach your children about fire safety activity); also ask your Ss if they have ever practiced a fire escape plan with their family.



Step 3: Listening

Tell your class that they are going to watch a short video about smoke alarms and fire escape plans. Tell them that the first time they watch it they should take notes about any important information they hear about carbon monoxide and smoke alarms. Briefly talk about note taking and how to do it (i.e., use shorthand to write down facts) and what the purpose is (so you can remember information later).

Then turn on the **LCD projector** and play the video. Afterward, ask them these kinds of questions:

1. *How often should you change the batteries in your smoke alarms?* Every year
2. *How often should you test your smoke alarms?* Once a month
3. *How often should you replace your smoke alarms?* Every 10 years
4. *Where should smoke alarms be installed?* Every bedroom and one on every level
5. *How often should you replace your carbon monoxide alarm?* Every 5 years

If your Ss can't answer the questions then play the video again and have them listen for the answers to these specific questions.

Next, tell them that you are going to play it again and that they should take notes about carbon monoxide alarms. After they watch the video again, ask them these kinds of questions:

1. What is carbon monoxide? A poisonous, invisible, odorless gas
2. Where does CO come from? Improperly working furnaces and water heaters or car exhaust
3. What are the symptoms of CO poisoning? Flu like symptoms, blurred vision even death
4. Where can you get carbon monoxide alarms? Hardware or convenience stores
5. Where must CO alarms be located? Within 10-feet of sleeping areas.

If your Ss can't answer these questions then play the video again for them.

Step 4: Making a Fire Escape plan

Tell your class that they are now going to make their own fire escape plan. Project the **Fire Escape Plan** handout on the board and go over it. Then pass out the handout and let them work on it independently. Walk around the room and assist where necessary.

As Ss finish, pair them up together and have them explain their escape routes to each other. Once everyone has finished, project a few of them on the board and discuss.



Teacher Directions: Activity 3: Speaking

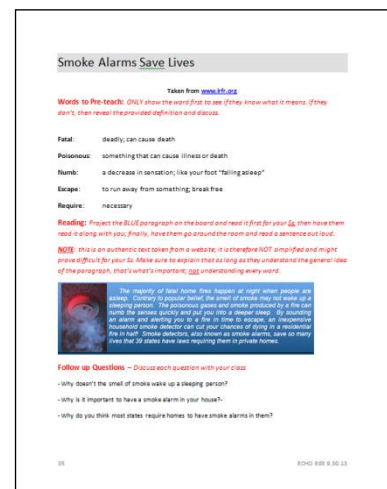
- **Materials:** *Volunteer Manual, 2012: Letter/Sound Drill, p. 113; Smoke Alarms Save Lives*

Step 1: Setting the context

You will be working on the /f/ sound for this activity, so write down the words “fire”, “four” and “leaf” on the board. Say each word and ask your Ss to repeat after you. Then ask them what sound is the same in each word → *look for them to say ‘f’*. If they don’t, then supply the answer for them.

Step 2: Letter/Sound Drill

Follow the instructions on p. 113 of the **Volunteer Manual**, and use **Smoke Alarms Save Lives** for the story (step 7 in the Volunteer Manual directions. Project the reading on the board and have Ss come up and identify where the /f/ sound is).



Should and Shouldn't

TEACHER COPY

Fill in the missing information below by using the words in the box

bedroom batteries month years inside escape house alarm every garage

*Example: I (should/shouldn't) **should** put **matches** in a safe place in my house.*

1. I shouldn't take the batteries out of a smoke alarm.
2. I should replace a smoke alarm every 10 years.
3. I should have a smoke alarm in every bedroom.
4. I shouldn't un-plug a CO alarm.
5. I should install a CO alarm within 10 feet of every sleeping area.
6. I shouldn't let my car run in the garage.
7. I should test my alarms every month.
8. I shouldn't stay in the house if an alarm is sounding.
9. I should call 911 after I leave the house using my safe escape plan.
10. I shouldn't call 911 from inside the house.

Now write 2 "should" and 2 "shouldn't" sentences of your own on the back of your paper.
Your sentences can be about anything, not just fire safety.

Should and Shouldn't

Student Copy

Fill in the missing information below by using the words in the box

bedroom batteries month years inside escape house alarm every garage

*Example: I (should/shouldn't) **should** put **matches** in a safe place in my house.*

1. I (should/shouldn't) _____ take the _____ out of a smoke alarm.
2. I (should/shouldn't) _____ replace a smoke alarm every 10 _____.
3. I (should/shouldn't) _____ have a smoke alarm in every _____.
4. I (should/shouldn't) _____ un-plug a CO _____.
5. I (should/shouldn't) _____ install a CO alarm within 10 feet of _____ sleeping area.
6. I (should/shouldn't) _____ let my car run in the _____.
7. I (should/shouldn't) _____ test my alarms every _____.
8. I (should/shouldn't) _____ stay in the _____ if an alarm is sounding.
9. I (should/shouldn't) _____ call 911 after I leave the house using my safe _____ plan.
10. I (should/shouldn't) _____ call 911 from inside the house.

Now write 2 “should” and 2 “shouldn’t” sentences of your own on the back of your paper. Your sentences can be about anything, not just fire safety.

Smoke Alarms Save Lives


Taken from www.lfrf.org

Words to Pre-teach: *ONLY show the word first to see if they know what it means. If they don't, then reveal the provided definition and discuss.*

Fatal:	deadly; can cause death
Poisonous:	something that can cause illness or death
Numb:	a decrease in sensation; like your foot "falling asleep"
Escape:	to run away from something; break free
Require:	necessary

Reading: *Project the BLUE paragraph on the board and read it first for your Ss; then have them read it along with you; finally, have them go around the room and read a sentence out loud.*

NOTE: *this is an authentic text taken from a website; it is therefore NOT simplified and might prove difficult for your Ss. Make sure to explain that as long as they understand the general idea of the paragraph, that's what's important; not understanding every word.*

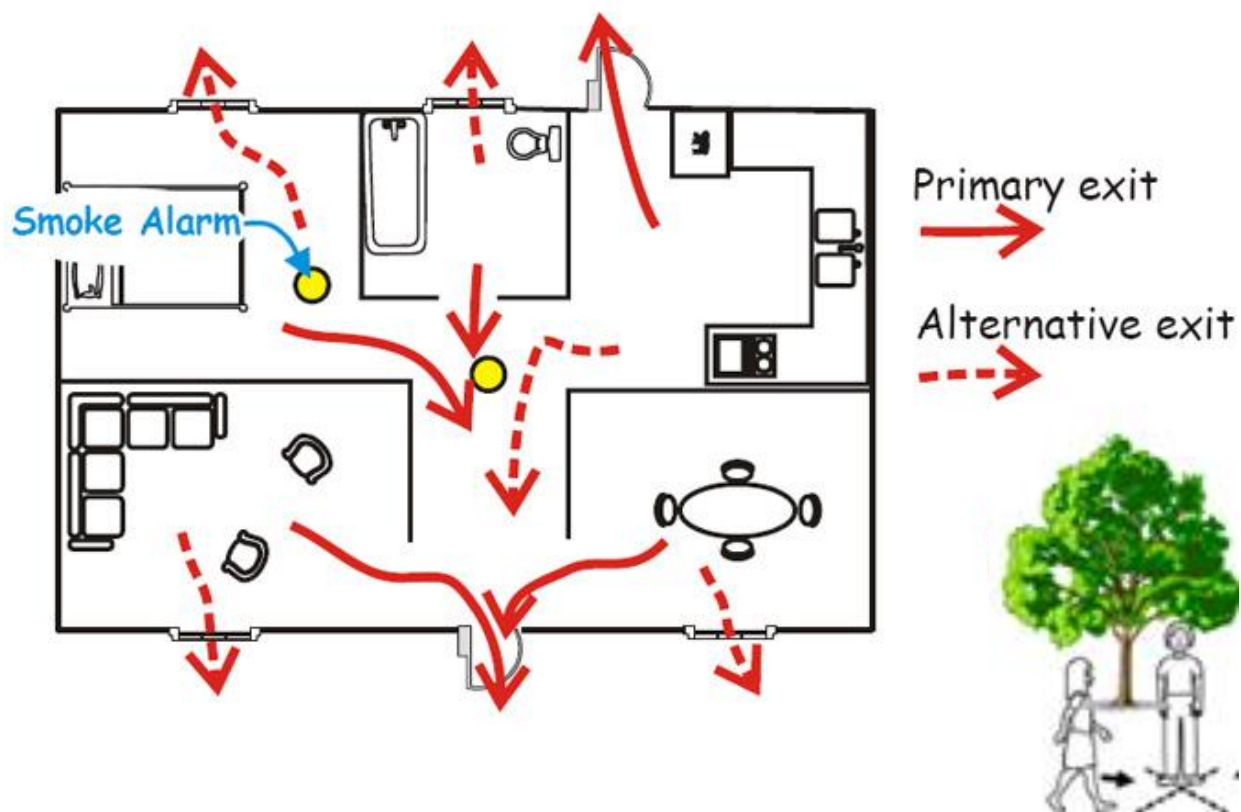
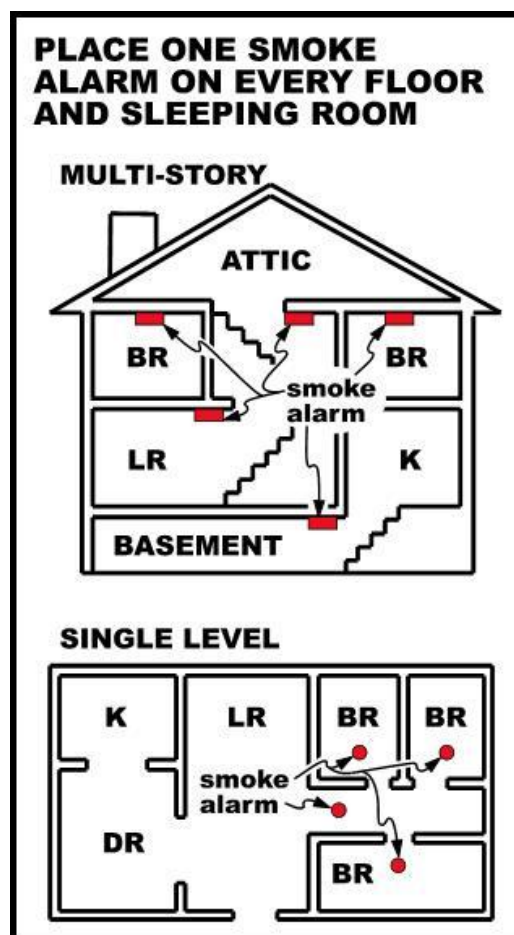


The majority of fatal home fires happen at night when people are asleep. Contrary to popular belief, the smell of smoke may not wake up a sleeping person. The poisonous gases and smoke produced by a fire can numb the senses quickly and put you into a deeper sleep. By sounding an alarm and alerting you to a fire in time to escape, an inexpensive household smoke detector can cut your chances of dying in a residential fire in half! Smoke detectors, also known as smoke alarms, save so many lives that 39 states have laws requiring them in private homes.

Follow up Questions – Discuss each question with your class

- Why doesn't the smell of smoke wake up a sleeping person?
- Why is it important to have a smoke alarm in your house?-
- Why do you think most states require homes to have smoke alarms in them?

Smoke Alarms and Fire Escape Plans



Fire Escape Plan

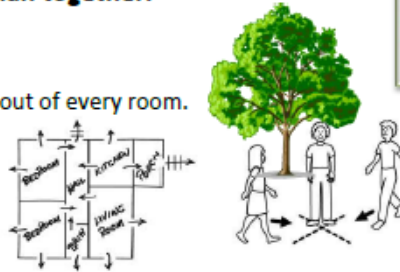
If a fire occurred in your home, would your family get out safely?

Everyone must know what to do, and where to go when the smoke alarm sounds.

Take a few minutes to make a home fire escape plan together.

Follow these easy steps:

- Draw a floor plan of your home, showing two ways out of every room.
 - Designate a meeting place outside your home.
 - Call 9-1-1 from outside your home.
 - Review and practice your plan often.
-



Visit the State Fire Marshal
website for
fire safety games
and information –
www.fire.state.mn.us

[illegible]

Fire Prevention and Safety Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Identify how to prevent and treat different types of burns.</p> <p>Literacy: Read and answer comprehension questions about children and fire safety and hot liquid burns</p> <p>Transitions: Distinguish fire safety / fire prevention using a graphic organizer.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Teach your Children about Fire Safety • Handout: Jigsaw Reading • Handout: Post Test • Handout – Graphic Organizer <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector

Lesson Plan

Review: Literacy/Transitions (45mins)

Description: Ss will read an informational paragraph about children and fire safety; they will then have to identify the main idea and supporting ideas.

Materials/Prep: copies of **Teach your Children about Fire Safety**; ELMO or overhead projector.

Activity 1 Life Skill/Grammar/Transitions (45mins)

Description: Ss will recall and distinguish fire safety and prevention measures; then they will create *should/shouldn't* and *because* statements to demonstrate understanding of them.

Materials/Prep:

Activity 2: Life Skill/Literacy/Transitions (45mins)

Description: Ss will complete a jigsaw reading about hot liquid burns and their causes; then they will identify how to prevent hot liquid burns at home.

Materials/Prep: make class copies of **Jigsaw Reading: Hot Liquid Burns** and cut in half so that half get Paragraph A and half get Paragraph B.

Post Test (15mins)

Make copies of the **Post Test** and give them to Ss. **Make sure they write their names on their tests.** Collect the tests afterwards and give them to your Coordinator.

Wrap-up

Time permitting, have Ss write down five things they learned throughout this week on a piece of paper. Once they've finished, pair them up with another student and have them determine which answers are similar, if any. Afterwards, have your class share some of the things they learned.

Teacher Directions: Review: Literacy/Transitions

- **Materials:** *Teach your Children about Fire Safety*; ELMO or overhead projector

Step 1: Introduce the Activity

Pass out the **Teach your Children about Fire Safety** handout to your Ss as they come in. Explain what they need to do and then let them work on it independently. Allow 15 minutes for them to work on it. This will provide a buffer for the late Ss.

Step 2: Checking Comprehension (Position this activity before the main idea activity)

Project the handout on the board. Read the paragraph for your class first; then have them read it along with you out loud. Finally, instruct each student to read a sentence.

Discuss what “main idea” and “supporting ideas” are in a paragraph. Explain that the main idea is the overall message of a paragraph and that the supporting ideas are the facts that help explain the message. Tell them that the main idea is usually the first sentence of a paragraph and that the supporting sentences come after. Finally, talk about “transition words” and how they help connect the supporting ideas together.

Next, answer the questions on the handout. Have a student read a question and then come up to the board and circle where they found their answer in the paragraph. Discuss as a class. Do this for all of the questions.

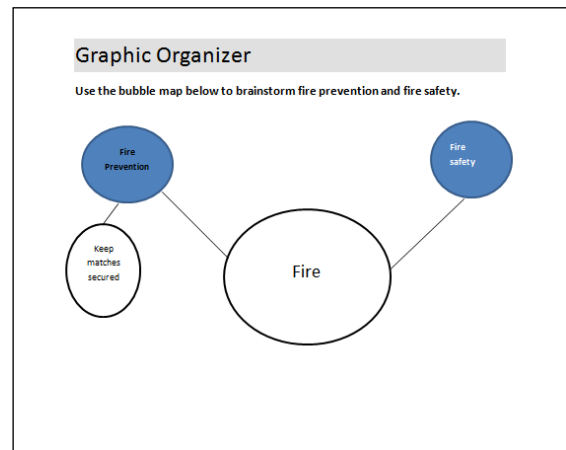
Finally, work on the second page together: have Ss come up individually and write in their answers next to the pictures. Discuss. Afterward, have your class put the pictures back in order from first to fifth.

Step 3: Brainstorming

Project the Graphic Organizer handout on the board and explain what it is and how your Ss should use it. **Do an example together.**

Next, pair Ss up and give them the handout. Walk around the room and assist where necessary.

Once almost everyone has finished filling out their graphic organizers, regroup and project the handout on the board again. Instruct one student to come up to the board and fill in a bubble. Discuss as a class; then have another student come up, etc. Do this until your class has exhausted their answers. NOTE: If there are answers you think they’re missing, make sure to add those and discuss. LIST for reference on page following the graphic organizer.



Teacher Directions: Review: Life Skill/Grammar/Transitions

- **Materials: T-Chart – Safety and Prevention**

Step 1: Whole Group brainstorming and recalling

Remind learners that we've learned a lot about fire safety and prevention this week. As a class, ask them what they learned and remember about each. Write correct answers on a simple T-Chart that you'll draw on the white board (Use the T-Chart, teacher copy as a guide to which answers are correct.)

T-Chart – Safety and Prevention	
Fire Safety	Fire Prevention
Make and practice your safe escape plan. Install smoke alarms properly. Test your smoke alarms. Know how to use a fire extinguisher. Put a lid on a grease fire. Keep the door closed and turn off the heat for an oven fire.	Keep fire tools away from kids. Keep combustibles 3 feet away from heat. Pay attention while cooking. Keep children 3 feet away from the stove. Blow candles out when you leave the room. Use a fire ring if you have a camp fire. Dispose of cigarettes properly.

Step 2: Pair work

Have learners work in pairs or groups of three to continue the list. Group learners who have attended most of the unit with those who have missed days. Circulate and give feedback as needed.

Step 3: Check understanding as a class

Ask learners what they learned about fire safety and prevention, filling in the T-Chart on the white board with correct answers. If learners' phrasing is accurate and correct, use their language instead of the exact language on your teacher copy. Use the teacher copy to correct content mistakes, and to add safety and prevention measures that learners have not thought of or remembered.

Step 4: Grammar extension

Remind learners that they have written sentences with "should" and "shouldn't" this week. Tell them that for each thing they learned about fire prevention and safety, they will say two sentences. One with "should" and one with "shouldn't."

I do it: Model a *should* and *shouldn't* statement for the first item on the "fire safety" and "prevention" sections of the T-Chart. E.g.,

- We **should** make a fire escape plan. We **shouldn't** forget the plan.
- We **should** keep fire tools away from kids. We **shouldn't** give fire tools to kids.

We do it: Call on two learners to give examples for the next two examples on the "fire safety" and "prevention" sections of the T-Chart. Call on learners who are quiet or lower in order to make sure they also understand.

You do it: Have learners continue the activity in pairs. Circulate to check understanding and provide correction if learners mistake something they should or shouldn't do.

Check understanding

As a whole group, call on learners for a few more example sentences of what they “should” and “shouldn’t” do to practice fire safety and prevention.

Teacher Directions: Life Skill/Literacy/Transitions

- **Materials: T-Chart – Safety and Prevention**

In a jigsaw reading, learners are paired. One learner reads half of a text, and the other learner reads the second half. In this activity, the reading is divided into two sections called Paragraph A and Paragraph B. Note that students who are given Paragraph A are also given questions about Paragraph B, and vice versa.

Step 1: Pre-Reading

Tell learners that they are going to read about hot liquid burns. Ask them another word for hot liquid burns, and introduce the word *scald*. Ask them, What kind of people do you think get the most scalds or hot liquid burns, and why? Ask them what they think causes most hot liquid burns. They are about to find out!

Step 2: Giving Jigsaw Instructions

Tell learners, “You will read with a partner. One person is A. One person is B.” Call on a higher level learner to the front to demonstrate with you. Say, “I’m A; [Paw Htoo] is B.” Hold up Paragraph A so learners can see it. Ask, “What paragraph do I read?” They should answer, “Paragraph A.” Say, “[Paw Htoo] is B. Ask the learner to hold up the other paragraph. Ask the class, “What paragraph does s/he have?” They should answer, “Paragraph B.”

Step 3: The Jigsaw Reading

Put learners into pairs. Tell them, “Read your paragraph. Ask your partner the questions.”

Circulate to tell pairs that when they finish reading their own paragraph, they should ask their partner the questions about their partners’ paragraph. Encourage them to write the answers. Also, as you circulate, re-direct any learners who are looking at each other’s paragraphs to answers the questions rather than asking the questions and listening to the answers.

Step 4: Checking Understanding

As a whole group, review all the questions and answers. Where there are mistakes, ask learners, “Where in the paragraph does it say that?” Encourage them to cite evidence from the text to support their answers or clarify mistakes.

Jigsaw Reading: Hot Liquid Burns
Paragraph A
Several hundred thousand Americans get hot liquid burns, or scalds, each year. Most of them are children under five years old. Seventy-five percent of children's burn injuries are caused by hot liquids. One reason young children get a lot of hot liquid burns is because they are curious. If they see a pot handle on the stove, they will reach for it. Another reason is that young children like to do what adults do. If they see dad or mom cooking, they pretend to cook too.
Questions about B
1. Where do most scalds happen?
2. What can happen in the kitchen to cause hot liquid burns?
3. What can happen in the bathroom to cause hot liquid burns?
Paragraph B
Most hot liquid burns, or scalds, happen at home in the kitchen, dining room or bathroom. In the kitchen, steam from cooking rice, vegetables and other foods can cause a scald burn. Children get burned when a parent is holding them and drinking hot tea or coffee. In the bathroom, many children get burned from hot water in the sink or tub if they are alone.
Questions about A
1. What type of person gets the most hot liquid burns?
2. What is the most common burn for a child to get?
3. What are two reasons that children get hot liquid burns?

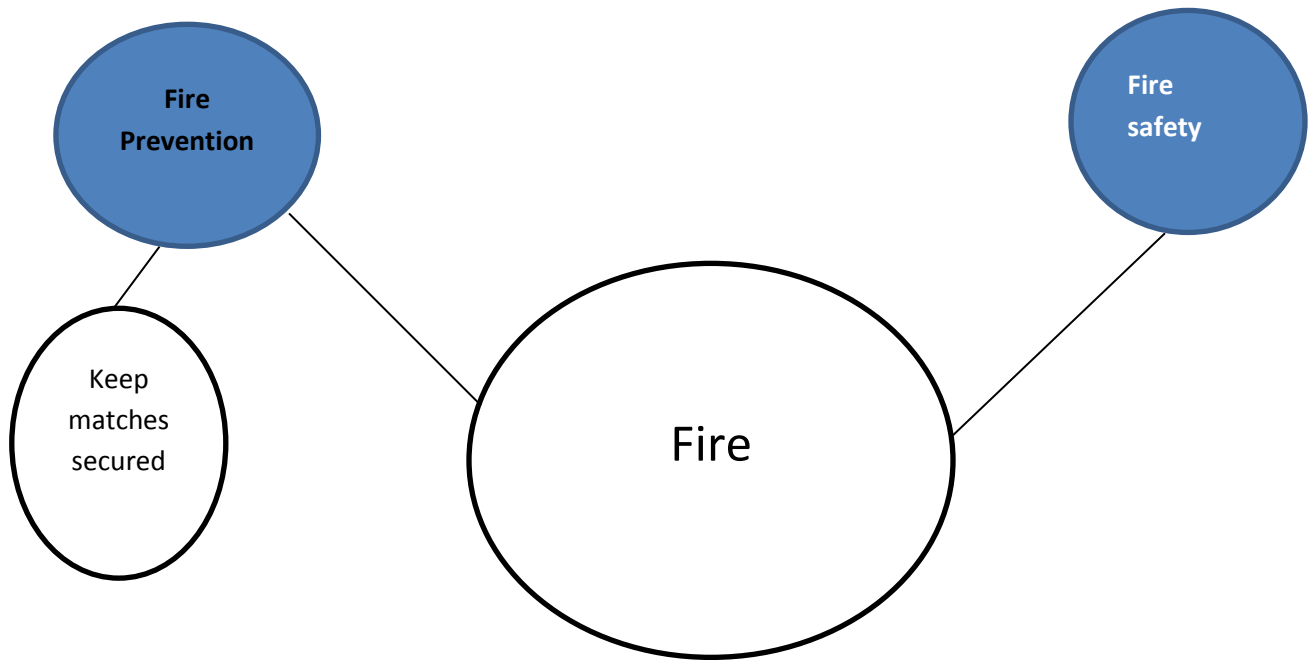
Optional extension

Have learners distinguish the causes and preventions of hot liquid burns that they learned in their paragraphs to fill out the T-Chart Causes and Preventions. Make sure to model an example for the whole class, e.g., “Carrying children and drinking hot tea at the same time” under causes, and “Keep children away from hot tea” as a solution.

T-Chart – Causes and Preventions	
Hot liquid burn CAUSES	Hot liquid burn PREVENTIONS

Graphic Organizer

Use the bubble map below to brainstorm fire prevention and fire safety.



T-Chart – Safety and Prevention

TEACHER COPY

Fire Safety	Fire Prevention
<ul style="list-style-type: none">Make and practice your safe escape planInstall smoke alarms properlyTest your smoke alarmsKnow how to use a fire extinguisherPut a lid on a grease fireKeep the door closed and turn off the heat for an oven fire	<ul style="list-style-type: none">Keep fire tools away from kidsKeep combustibles 3-feet away from heatPay attention while cookingKeep children 3-feet away from the stoveBlow candles out when you leave the roomUse a fire ring if you have a camp fireDispose of cigarettes properly

T-Chart – Safety and Prevention

Fire Safety

Make and practice your safe escape plan

Install smoke alarms properly

Test your smoke alarms

Know how to use a fire extinguisher

Put a lid on a grease fire

Keep the door closed and turn off the heat for an oven fire

Fire Prevention

Keep fire tools away from kids

Keep combustibles 3-feet away from heat

Pay attention while cooking

Keep children 3-feet away from the stove

Blow candles out when you leave the room

Use a fire ring if you have a camp fire

Dispose of cigarettes properly

Jigsaw Reading: Hot Liquid Burns

Paragraph A

Several hundred thousand Americans get hot liquid burns, or scalds, each year. Most of them are children under five years old. Seventy-five percent of children's burn injuries are caused by hot liquids. One reason young children get a lot of hot liquid burns because they are curious. If they see a pot handle on the stove, they will reach for it. Another reason is that young children like to do what adults do. If they see dad or mom cooking, they pretend to cook too.

Questions about B

1. Where do most scalds happen?
2. What can happen in the kitchen to cause hot liquid burns?
3. What can happen in the bathroom to cause hot liquid burns?

Paragraph B

Most hot liquid burns, or scalds, happen at home in the kitchen, dining room or bathroom. In the kitchen, steam from cooking rice, vegetables and other foods can cause a scald burn. Children get burned when a parent is holding them and drinking hot tea or coffee. In the bathroom, many children get burned from hot water in the sink or tub if they are alone.

Questions about A

1. What type of person gets the most hot liquid burns?
2. What is the most common burn for a child to get?
3. What are two reasons that children get hot liquid burns?

Adapted from ECHO Questions & Sample Answers, "Preventing Hot Liquid Burns at Home"

T-Chart – Causes and Preventions

Hot liquid burn
CAUSES

Hot liquid burn
PREVENTIONS

Post test

Answer Key

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

13. What are examples of fire tools?

- e) Matches
- f) Lighters
- g) Rocks
- h) **Both A & B are correct**

14. Where should fire tools be kept?

- e) Away from children
- f) Near children
- g) In a locked drawer
- h) **Both A & C are correct**

15. What fires are not common in a kitchen?

- e) **Forest fires**
- f) Grease fires
- g) Oven fires
- h) Garbage fires

16. What should you do to a grease fire?

- e) Pour baking soda over it
- f) Cover it with a wet towel
- g) Pour water on it
- h) **Put a lid on the fire**

17. What does a smoke alarm do?
- e) **Sounds an alarm when it detects smoke or fire**
 - f) Sounds an alarm when there is a knock on the door
 - g) Sounds an alarm when it is time for bed
 - h) Sounds an alarm when it is going to rain
18. Where should smoke alarms be?
- e) In every sleeping room in a house
 - f) On every floor
 - g) Only in the kitchen
 - h) **A & B are both correct**
19. How often should you change the batteries in your smoke alarms?
- e) Every month
 - f) Every three months
 - g) Every six months
 - h) **Once a year**
20. How should you treat a burn?
- e) **Run the burn under cool water**
 - f) Run the burn under very cold water or use ice
 - g) Put medicine on it
 - h) None of the above
21. How can you prevent a scald burn?
- a. Keep the water heater at 120 degrees
 - b. Test bathwater before allowing a child in the tub
 - c. Keep pans and appliances on the back of the stove or counter
 - d. All of the above

Answer the questions below.

22. Who should fire tools be kept away from? **children**
23. What emergency number can you call if there is an emergency? **911**
24. Name at least *one danger* that can start a house fire? **Cooking, Children Misusing Fire, Candles, Matches, Lighters, Lightening, Heating Equipment**

Post test

Student Copy

Name:

Date:

School Location:

Read the questions below. Then circle the letter with the correct answer.

12. What are examples of fire tools?

- e) Matches
- f) Lighters
- g) Rocks
- h) Both A & B are correct

13. Where should fire tools be kept?

- e) Away from children
- f) Near children
- g) In a locked drawer
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14. What fires are not common in a kitchen?

- e) Forest fires
- f) Grease fires
- g) Oven fires
- h) Garbage fires

15. What should you do to a grease fire?

- e) Pour baking soda over it
- f) Cover it with a wet towel
- g) Pour water on it
- h) Put a lid on the fire

16. What does a smoke alarm do?
- e) Sounds an alarm when it detects smoke
 - f) Sounds an alarm when there is someone at the door
 - g) Sounds an alarm when it is time for bed
 - h) Sounds an alarm when it is going to rain
17. Where should smoke alarms be located?
- e) In every sleeping room in a house
 - f) On every floor
 - g) Only in the kitchen
 - h) A & B are both correct
18. How often should you change the batteries in your smoke alarms?
- e) Every month
 - f) Every three months
 - g) Every six months
 - h) Once a year
19. What should you do to treat a burn?
- e) Run the burn under cool water
 - f) Run the burn under very cold water or use ice
 - g) Wrap it in gauze to protect it from air and dirt
 - h) None of the above
9. How can you prevent a scald burn?
- a. Keep the water heater at 120 degrees
 - b. Test bathwater before allowing a child in the tub
 - c. Keep pans and appliances on the back of the stove or counter
 - d. All of the above

Answer the questions below.

20. Who should fire tools be kept away from? _____

21. What emergency number can you call if there is an emergency? _____

22. Name at least *one danger* that can start a house fire? _____