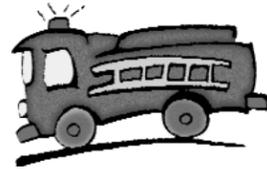


Quick Write Journal



Quick Write 1:

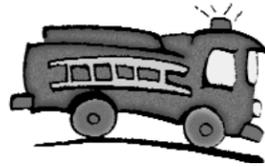
NAME: _____

Quick Write Prompt: What would you do if you heard the sound of a smoke detector while you were in your home?

Quick Write 2:

NAME: _____

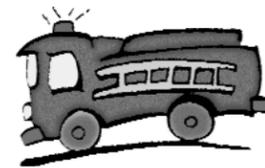
Quick Write Prompt: When you imagined yourself escaping from your home, was it difficult or easy? Why?



Quick Write 3:

NAME: _____

Quick Write Prompt: How can you prepare yourself for an emergency and why is it important to be prepared?





<http://www.usfa.dhs.gov/> - U.S. Fire Administration
<http://www.nfpa.org/> - National Fire Prevention Association
<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm> - Greece Central School District - Tools for Reading, Writing and Thinking
<http://www.nlm.nih.gov/medlineplus/ency/article/000030.htm> - Medline - ADAM inc. AKA American Accreditation Healthcare Commission

FIRE SCENE INVESTIGATION

FSI



Teacher's Guide

FIRE SCENE INVESTIGATION

TABLE OF CONTENTS

Letter of Introduction	1	Lesson 3 Vocabulary Four Square	14
Standards Crosswalk	2	Get Out and Stay Out	15
Lesson 1-The Facts About Fire	3	Practicing an E.D.I.T.H Drill	15
What I Know About Fire- KWL Chart	4	Lesson 4- Burns and Scalds - A Hot Topic	16
A Sound In The Dark	5	Burns and Scalds - A Hot Topic	17
Lesson 1 Vocabulary Four Square	6	Summary Paragraph Graphic Organizer	17
The Facts About Fire	7	Lesson 4 Vocabulary Four Square	18
Lesson 2 - The Importance of Smoke Detectors	7	Lesson 5- Safety Training Saves Lives	19
What You Need To Know About Smoke Detectors	9	Lesson 5 Vocabulary Four Square	21
Lesson 2 Vocabulary Four Square	10	Safety Training Saves Lives	20
Fact and Opinion Graphic Organizer	11	Cause and Effect Web Graphic Organizer	22
Lesson 3 - Get Out and Stay Out	12	Quick Write Journal.....	Back Cover

Dear Colleagues,

Each year fires kill more than 600 children under the age of 14 and an additional 47,000 are injured. More than 88,000 children are treated in hospital emergency rooms for burn and scald injuries. These statistics can be greatly reduced if we teach children how to protect themselves in the event of a fire. The Adopt-A-School Fire and Burn Curriculum is designed to teach children the basics of fire safety. The goal of the program is to ensure that children and their families understand the importance of installing and maintaining smoke detectors in their homes and that they have an escape plan that is practiced regularly. Having a plan and being prepared for an emergency is often times the difference between life and death.

As a community it is easy to identify the importance of safety training, and we all want our children to have the skills necessary to stay safe; yet schools often times cannot afford to trade core instructional time for safety instruction. To help schools integrate their core requirements with fire safety instruction, the lessons included in the Adopt-A-School curriculum have been aligned to the 3rd grade language arts standards. Each lesson incorporates vocabulary instruction, repeated readings of expository text, comprehension activities, writing exercises and uses graphic organizers to make the learning more accessible for all children.

We encourage teachers to use the curriculum during the month of October so that it will coincide with Fire and Burn Prevention Month. We are confident that by preparing our children with safety training we will save lives and create a safer community.

Respectfully,

Tucson Fire Department
Community Safety Office

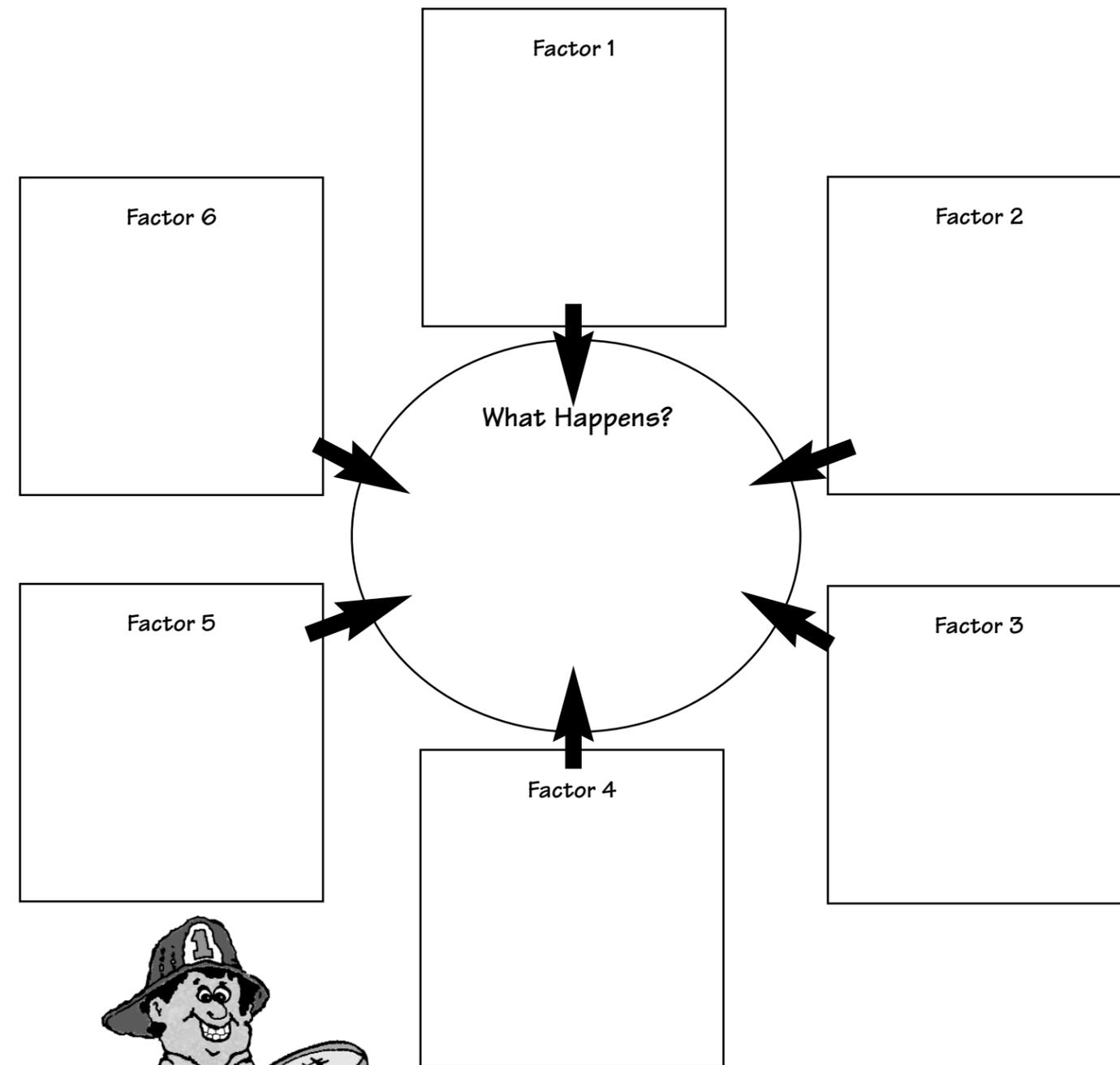


FIRE SCENE INVESTIGATION

Safety Training Saves Lives

Cause and Effect Web

In the center of the web below briefly explain how the story ended. In each box list one factor that caused the story to end with this result.



FIRE SCENE INVESTIGATION

Vocabulary Worksheet

Term: Awakened

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

Term: Route

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

Term: Intense

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

Term: Severe

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

FIRE SCENE INVESTIGATION

AZ State Standards/ Adopt-A-School Lesson Crosswalk

Adopt-A-School	AZ State Standards	
Lesson	Reading	Writing
The Facts About Fire	S1-C4- P0 1,2,4,5,6	
	S1-C6-P04	
	S1-C6-P05	
	S3-C1-P0 1,2,3	
The Importance of A Smoke Detector	S1-C4- P0 1,2,4,5,6	S3-C4-P01
	S1-C6-P04	
	S1-C6-P05	
	S3-C3-P01	
Get Out and Stay Out	S1-C4- P0 1,2,4,5,6	S3-C3-P01
	S1-C6-P04	S3-C2-P02
	S1-C6-P05	
	S3-C2-P03	
Burns and Scalds- A Hot Topic	S1-C4- P0 1,2,4,5,6	S3-C2-P02
	S1-C6-P04	S3-C3-P01
	S1-C6-P05	
	S3-C1-P01	
Safety Training Saves Lives	S1-C4- P0 1,2,4,5,6	
	S1-C6-P04	
	S1-C6-P05	
	S3-C1-P04	
	S2-C1-P04	



FIRE SCENE INVESTIGATION

Lesson Plan: Day 1

Curricular Component	Title: The Facts About Fire Core Focus: Reading and Writing
Learning Objectives	Students will describe the physical properties of fire.
AZ State Standards	S1-C4: Acquire and use new vocabulary in relevant contexts. S1-C6-P04: Answer clarifying questions in order to comprehend text. S1-C6-P05: Extract information from graphic organizers to comprehend text. S3-C1: Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.
Materials	Student Workbook Writing Journal or Lined Notebook Paper Pre-Test 1/student
Anticipatory Set	Administer the unit pre-test. When the students finish the pre-test allow them to read the story "A Sound In The Dark" and the welcome letter from Firefighter Stu. Using a K.W.L chart the teacher will lead a classroom discussion. The K.W.L chart can be used as a pre-assessment of the children's knowledge of the topic. 1. Title the chart "What I Know About Fire" 2. Have the students fill in the KWL chart in their student workbook. 3. After filling in the chart as a class, review student responses. 4. Encourage the students to add to their chart as they learn new information, develop new questions or make new connections. 5. The teacher should revisit the class KWL throughout the unit to add these new ideas or questions. 6. Tell the students that they will learn about the nature of fire in the article for today's lesson.
Vocabulary	Direct students to the vocabulary column on the page in their book. 1. Write the word bank on the board and practice reading the words with the students. 2. Find the highlighted vocabulary words in the text. 3. Read the sentence aloud and discuss the possible meaning of the word using context clues. 4. Have the students fill in the blank with the correct term for each definition. 5. Allow students to work together to complete the boxes by providing an antonym, synonym, and sentence for each vocabulary word.
Repeated Reading	Ask students to turn to turn to the article "The Facts About Fire" in their reader.
Strategies: Teacher led read aloud Buddy Reading	Discuss the format of the article; point out the use of sub-headings in expository text. Remind students that expository text is used to communicate factual information. 1. During the first reading of the text, the teacher will read the article aloud while students follow along in their books. The teacher should monitor student engagement by walking the classroom. 2. During the second reading of the text, allow students to pair up with a reading

FIRE SCENE INVESTIGATION

Lesson Plan: Day 5 continued

Graphic Organizer/Comprehension Check	<i>Cause and Effect Web:</i> The students will review the article and fill in the web. 1. In the center of the web they will write the final result of the story. 2. In each box they will write all of the factors that lead to the end result.
Closure	Explain to the students that they will be working on a quick write. They will be given a writing prompt and will be expected to write for two minutes when the teacher instructs them to begin. 1. Quick Write Prompt: How can you prepare yourself for an emergency and why is it important to be prepared? 2. Circulate the room and check for understanding.
Assessment	Check the quick write for understanding. Administer Post-Test

Safety Training Saves Family From Fire

In the early morning hours of January 6, 2002, the Strait family was **awakened** by the sound of smoke alarms and banging pipes. An electrical fire in the basement had shorted the hard-wired smoke alarms in the home, filling the basement and main floor with smoke. The **intense** smoke triggered the battery-operated smoke alarms outside the family members' bedrooms. The Straits immediately put their escape plan into action. Eight-year-old Greg and his mom



crawled low under the smoke and out the front door. His two teenage sisters, Julie and Laura, went with their dad out a second **route** through the kitchen. Once they were outside at their meeting place, the family took a head count and called the fire department. The fire was put out quickly, although the house suffered **severe** damage from the smoke. When asked how her family knew what to do Mrs. Strait said, "Greg made us do it.

Every year the kids bring home the assignment to draw the escape map and check smoke alarms and every year my husband and I would roll our eyes...last September Greg insisted that we needed to do his map and escape plan as part of the school's Risk Watch@ program. So we did it and it really helped us the morning of the fire." The family cat was even saved, because the Strait's knew the importance of closing doors behind them.



FIRE SCENE INVESTIGATION

Lesson Plan: Day 5

Curricular Component	Title: Safety Training Saves Lives Core Focus: Reading and Writing
Learning Objectives	Students will describe the importance of being prepared for a fire and learning about fire prevention.
AZ State Standards	S1-C4: Acquire and use new vocabulary in relevant contexts. S1-C6-P04: Answer clarifying questions in order to comprehend text. S1-C6-P05: Extract information from graphic organizers to comprehend text. S3-C1-P04: Use a variety of resources to answer questions and gather information. S2-C1-P04: Make relevant connections between earlier events and later events in text.
Materials	Student Workbook Writing Journal or Lined Notebook Paper Posttest 1/student
Anticipatory Set	<p>Explain to the students that they will be working on a quick write. They will be given a writing prompt and will be expected to write for two minutes when the teacher instructs them to begin.</p> <ol style="list-style-type: none"> Quick Write Prompt: How can you prepare yourself for an emergency and why is it important to be prepared? <p>The teacher should circulate as the students write. The teacher can read the students writing and check for prior knowledge. This can be used as both a pre and post assessment.</p>
Vocabulary	<p>Direct students to the vocabulary column on the page in their workbook.</p> <ol style="list-style-type: none"> Write the word bank on the board and practice reading the words with the students. Find the highlighted vocabulary words in the text. Read the sentence aloud and discuss the possible meaning of the word using context clues. Have the students fill in the blank with the correct term for each definition. Allow students to work together to complete the boxes by providing an antonym, synonym, and sentence for each vocabulary word.
Repeated Reading Strategies: Teacher led read aloud Buddy Reading or Whisper Reading	<p>Ask the students to turn to the article "Safety Training Saves Lives" in their reader.</p> <ol style="list-style-type: none"> During the first reading of the text, the teacher will read the article aloud while students follow along in their books. The teacher should monitor student engagement by walking the classroom. During the second reading, have the students read the passage quietly to themselves or with a buddy. Have the students work with a partner to identify the Who, What, When Why, and Where of the story.
Direct Instruction/ Discussion	<ol style="list-style-type: none"> Review the concept of cause and effect. Explain to students that when they read a story or an article, every event that occurs over the course of the story can be traced back to an action from a character or something connected to the character. This is known as a cause and effect. Give students simple examples that they will easily understand. For example: <ul style="list-style-type: none"> John forgot to do his homework; therefore he had to stay in at recess. Cindy studied all night for the big test and she scored an A+. The dog was frightened because of the loud thunder. The street was flooding from the heavy rain. Write the examples on the board and practice outlining the cause and effect with the students. Require the students to write the sentences and outline them in their notebook or on a piece of paper.

FIRE SCENE INVESTIGATION

Lesson Plan: Day 1 continued

	<p>buddy. Have the students take turns reading aloud to each other. The students should alternate each paragraph. While one student is reading, the other should be monitoring for deletions or errors. Encourage the students to assist one another with the text.</p> <ol style="list-style-type: none"> The teacher should constantly circulate the room to monitor for participation.
Direct Instruction/ Discussion	<ol style="list-style-type: none"> Explain to students that they will be reading articles that represent various forms of expository writing. Remind students that expository writing is used to communicate factual information. Help students to identify the differences between narrative writing and expository writing. Point out that narrative writing includes story elements such as character, setting, plot etc. Share examples of expository text such as news and magazine articles, sets of directions and encyclopedia entries, invite students to think of other examples. Discuss the text structure of the first article "The Facts About Fire" point out the use of sub-headings and explain how they assist you in finding specific information about the topic. As you progress through the unit, assist students in identifying the characteristics of expository writing.
Closure	Quickly review the physical characteristics of fire and why it can be dangerous. Have students repeat back the key characteristics such as "fire is fast", "fire is hot", "fire is dark", "fire is deadly".
Assessment	Collect Pre-Test

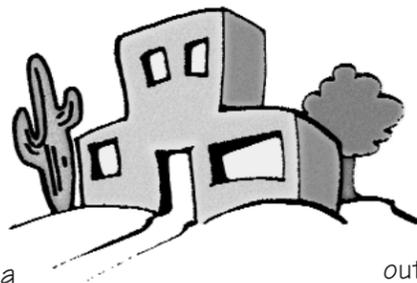
KWL Chart

What Do I Know For Sure About This Topic?	What Do I Think I Know, But Am Not Sure About This Topic?	What Would I Like To Learn About This Topic?	What can I do to prepare my family for an emergency?

FIRE SCENE INVESTIGATION

A Sound In The Dark

The night was still and dark. Marco was sleeping soundly as the wind rustled the leaves outside his window. His bedroom seemed warm and safe, but a danger was growing just beyond his door. It began with a crackle, and a spark, and a faint puff of smoke, soon it would grow into a raging monster hungry for fuel and gasping for oxygen.



him.

Beep! Beep! Beep! Beep! Beep!, Marco turned over and buried his face in the pillow. Beep! Beep! Beep! He tossed once more and then his eyes sprang open, suddenly awake and aware of the danger. He recognized the sound of the smoke detector immediately. In an instant he rolled out of bed and was lying face down on the floor beside it. The room had grown dark and a dense cloud of smoke had settled along the ceiling. Fear gripped him as he became more alert. He tried to calm himself as he focused on the danger growing around him.

He was trying to decide what he should do. Luckily, the fire department had visited his school and taught his class how to escape from a fire. The fear made it hard for him to remember everything they had taught him. So he closed his eyes and focused hard on how to escape. Sweat was beading on his forehead as he struggled to remain calm. Finally, it came to him, he remembered his family escape plan.

First, stay lower than the smoke. Stay low and go he thought, as he started for the door.

Next, crawl to the door and feel it with the back of your hand. When he felt the door with the back of his hand, he let out a painful shout. The door was hot, so he knew that the fire was growing just beyond it.

He remembered not to open the hot door. The only other way out of the room was through his second exit, the window. He crawled quickly to the window. After he opened it, he checked the ground outside for anything that could injure

The coast is clear, he thought. He carefully crawled out of the window to the ground below. Once he was safely outside, he ran for his families meeting place. Fortunately, his family practiced their E.D.I.T.H drills (or Exit Drills In The Home) regularly, so he knew that everyone should meet at the mailbox. Once outside Marco raced for the mailbox. When he arrived he found his little brother Oscar sitting on the ground waiting for him. Together they anxiously waited for the rest of his family to meet at the mailbox. At last he saw his mother and then his father carrying his little sister. Everyone had made it safely out of the house. As Marco's dad took attendance at the meeting place, Marco called 9-1-1 from his neighbors phone.

The minutes felt like an eternity as Marco and his family stood watching their home burn before them. At last the firefighters arrived ready to battle the fierce blaze. Marco was thankful that his family had planned for an emergency. Moments later, fire investigators arrived on the scene. They were determined to find the cause of the fire. The clues collected from the fire scene are included on each page of this workbook. As you read and learn, try to piece together the clues to solve the mystery of how the fire was started.



FIRE SCENE INVESTIGATION

Vocabulary Worksheet

Term: Organ

Definition: _____

Antonym: _____ Synonym: _____

Picture:



Sentence: _____

Term: Scar

Definition: _____

Antonym: _____ Synonym: _____

Picture:



Sentence: _____

Term: Scald

Definition: _____

Antonym: _____ Synonym: _____

Picture:



Sentence: _____

Term: Ointments

Definition: _____

Antonym: _____ Synonym: _____

Picture:



Sentence: _____

FIRE SCENE INVESTIGATION

The Facts About Fire

Have you ever wondered what it would be like to experience a real fire? Every day Americans **experience** this horrible event, but most don't understand it's true nature.

Fire is FAST!

There's no time to waste! In less than 30 seconds a small flame can get completely out of control. It only takes a few minutes for a house to become **engulfed** in flames. Most house fires occur when people are asleep. If you wake up to a fire, get out quickly. You won't have time to grab your valuables, because fire spreads too fast and the smoke is too thick.



your lungs. The heat can be so great that it melts your clothes to your skin. In five minutes a room can get so hot that everything in it ignites at once: this is called a flashover.

Fire is DARK!

Fire isn't bright, it's pitch black. The flames of a fire are bright in the beginning, but are quickly darkened by thick, black smoke. If you wake up in the middle of a fire you may not be able to see where you are going.

Fire is DEADLY!

Smoke and **toxic** gases kill people more often than flames do. The gases in smoke can make you drowsy and confused. If you breathe the smoke into your lungs, you may fall into a deep sleep before reaching the door and you may not be able to wake up.

Fire is HOT!

A fire's heat can kill. Room temperatures in a fire can be 100 degrees at floor level and rise to 600 degrees at eye level. **Inhaling** super hot air can burn

Lesson Plan: Day 2

Curricular Component	Title: The Importance of A Smoke Detector Core Focus: Reading and Writing
Learning Objectives	Students will explain the importance of having a smoke detector. Students will explain how to maintain and test their smoke detector.
AZ State Standards	S1-C4: Acquire and use new vocabulary in relevant contexts. S1-C6-PO4: Answer clarifying questions in order to comprehend text. S1-C6-PO5: Extract information from graphic organizers to comprehend text. S3-C3-PO1: Distinguish between fact and opinion in persuasive text. S3-C4-PO 1: Write persuasive text that attempts to influence the reader.
Materials	Smoke Detector Student Workbook Writing Journal or Lined Notebook Paper
Anticipatory Set	Explain to the students that they will be working on a quick write. They will be given a writing prompt and will be expected to write for two minutes when the teacher instructs them to begin. Quick Write Prompt: The teacher will hold a smoke detector and press the button that sounds the alarm. The students are to write about what they would do if they heard that sound at home. The teacher should circulate as the students write. The teacher can read the students writing and check for prior knowledge. This can be used as both a pre and post assessment.

FIRE SCENE INVESTIGATION

Lesson Plan: Day 4

Curricular Component	Title: Burns and Scalds- A Hot Topic Core Focus: Reading and Writing
Learning Objectives	Students will summarize what causes a burn and how to treat a burn.
AZ State Standards	S1-C4: Acquire and use new vocabulary in relevant contexts. S1-C6-PO4: Answer clarifying questions in order to comprehend text. S1-C6-PO5: Extract information from graphic organizers to comprehend text. S3-C1-PO1: Identify the main idea and supporting details in expository text. S3-C2-PO2: Write an expository paragraph that contains: a) a topic sentence b) supporting details c) relevant information S3-C3-PO1: Write a variety of functional text. (Write a summary paragraph.)
Materials	Student Reader Writing Journal or Lined Notebook Paper
Anticipatory Set	<ol style="list-style-type: none"> 1. Discuss with students the difference between safe and unsafe behavior. 2. Explain that behaving unsafely can cause injury. 3. One type of injury that can result from not being safe are burns and scalds. 4. Ask students where they think burns or scalds are most likely to happen in their home. 5. Acknowledge student responses. 6. On a piece of chart paper create a table with four squares. 7. In the columns write safe and unsafe. In the rows write kitchen and bathroom. Fill in the chart to include safe and unsafe behaviors and practices in the kitchen and bathroom related to burn and scald injuries.
Vocabulary	<p>Direct students to the vocabulary column on the page in their book.</p> <ol style="list-style-type: none"> 1 Write the word bank on the board and practice reading the words with the students. 2. Find the highlighted vocabulary words in the text. 3. Read the sentence aloud and discuss the possible meaning of the word using context clues. 4. Have the students fill in the blank with the correct term for each definition. 5. Allow students to work together to complete the boxes by providing an antonym, synonym, and sentence for each vocabulary word.
Repeated Reading Strategies:	<p>Ask the students to turn to the article "Burns and Scalds- A Hot Topic" in their reader.</p> <ol style="list-style-type: none"> 1. During the first reading of the text, the teacher will read the article aloud, while students follow along in their books. The teacher should monitor student engagement by walking the classroom. 2. During the second reading, have the students read the passage quietly to themselves or with a buddy.
Direct Instruction/ Discussion	<ol style="list-style-type: none"> 1. Review the purpose of summarization with the students. 2. Explain that a good summary should restate the main idea of the article in a topic sentence. 3. A good summary should then include the important details from the article in the body of the paragraph. 4. Finally, a good summary paragraph should end with a strong concluding sentence. 5. Create an overhead copy of the reading selection. 6. Read through the article with the class. 7. Assist the students in identifying the main idea and the important details from the article. 8. Have the students underline the topic sentence and the important details on their copy of the article.

FIRE SCENE INVESTIGATION

Get Out and Stay Out

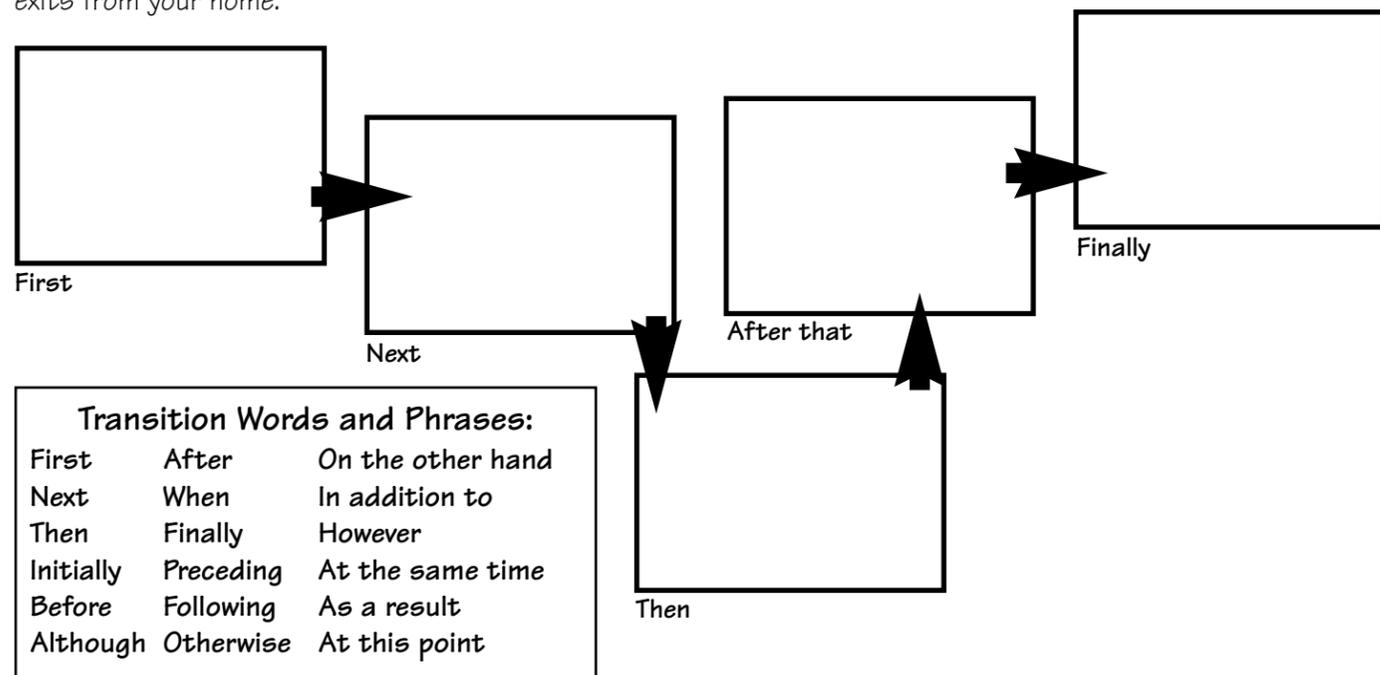
Each year more than 4,000 Americans die in fires. Fire death and injury can be avoided if you create a well thought out escape plan. Making a plan is easy to do, just follow these simple steps.

First, identify all the **exits** in your home. Decide which exits will allow you to escape the quickest. **Next**, check the exits, including windows, to make sure nothing will prevent you from escaping. **Then**, look outside of the windows and make sure you will not be injured if you have to exit the building. **After that**,

find a **meeting place**, somewhere outside of your house and away from danger. Make sure the meeting place is something that will not be moved. A common meeting place for many families is the mailbox.

Finally, once you have an escape plan and a meeting place, practice **E.D.I.T.H drills** or Exit Drills In The Home with your family. Fires often occur while people are asleep, so practice **evacuating** your home from your bedroom. Remember that smoke can be very deadly, as you escape stay low and go.

In the diagram below create an escape plan for your home. Use the underlined words in the article to help you. For example, the paragraph says that first you should identify the exits in your home. In the first box list the exits from your home.



Once you have a plan for getting out of your home you should practice E.D.I.T.H drills regularly. The procedure for an E.D.I.T.H drill is listed in the directions below. Each time you practice your E.D.I.T.H drill follow these directions.

How To Escape Your Home

1. As soon as you hear the smoke detector, roll out of bed and stay low.
2. Crawl to the door and feel it with the back of your hand.
3. If the door is hot, don't open it. Exit the building through the window.

4. If your window is on a second story, put a blanket or pillow under the door and wait for firefighters to help you.
5. If the door is cool, open it slowly.
6. Stay below the smoke and crawl to the nearest exit.
7. Exit the building and go to your meeting place.
8. Take attendance and make sure everyone is safe.
9. Go to a neighbor's house and call 9-1-1.
10. Wait for firefighters to arrive.

FIRE SCENE INVESTIGATION

Lesson Plan: Day 2 continued

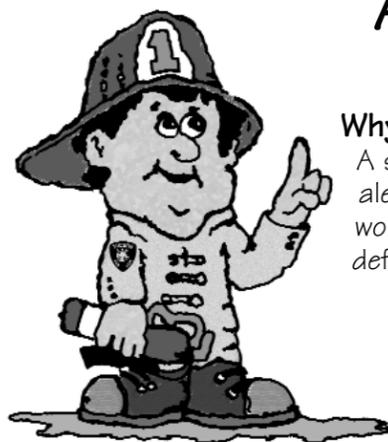
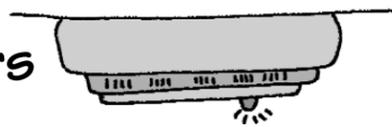
<p>Vocabulary</p> <ol style="list-style-type: none"> 1. Detector 2. Install 3. Prevention 4. Alarm 	<p>Direct students to the vocabulary column on the page in their book.</p> <ol style="list-style-type: none"> 1. Write the word bank on the board and practice reading the words with the students. 2. Find the highlighted vocabulary words in the text. 3. Read the sentence aloud and discuss the possible meaning of the words using context clues. 4. Have the students fill in the blank with the correct term for each definition. 5. Allow students to work together to complete the boxes by providing an antonym, synonym, and sentence for each vocabulary word.
<p>Repeated Reading</p> <p>Strategies: Teacher led read aloud Buddy Reading or Whisper Reading</p>	<p>Ask students to turn to the article "What You Need To Know About Smoke Detectors" in their reader.</p> <ol style="list-style-type: none"> 1. During the first reading of the text, the teacher will read the article aloud while students follow along in their books. The teacher should monitor student engagement by walking the classroom. 2. During the second reading have students read the passage quietly to themselves or with a buddy. As they read, have them outline the passage. The students can underline or highlight facts in green and opinions in red. 3. Read through the passage a third time while students follow along. Invite the class to identify factual statements and opinions in the article. Discuss why some statements are fact and some are opinion.
<p>Direct Instruction/ Discussion</p>	<ol style="list-style-type: none"> 1. After students have read the article, discuss the author's voice and the author's purpose for writing the article. 2. Point out the author's use of persuasive language in the article. 3. Explain to the students that expository text is used to communicate factual information, but persuasive text is written to influence the reader. 4. In this article the author uses fact and opinion to express his point of view. 5. Remind the students that facts can be proven while opinions are based on what someone believes. Opinions are neither right nor wrong and arguments can be made for and against them. 6. Provide the students with simple examples of facts and opinions. 7. Tell the students to put their thumb up if they think the statement is a fact. If they think it is an opinion tell them to put their thumb down. 8. Check for understanding
<p>Graphic Organizer/ Comprehension Check</p>	<p>Distribute a Facts and Opinion T-Chart.</p> <ol style="list-style-type: none"> 1. Have the students use the outlined statements from the article to complete the chart. 2. Instruct the students to fill in the facts box with the statements highlighted or underlined in green and the opinions box with those highlighted or underlined in red. 3. Tell the students to explain why they believe the statement is a fact or opinion.
<p>Writing Activity</p>	<p>Have the students create an advertisement for smoke detectors</p> <p>Explain that they must convince their audience of the importance of smoke detectors and they must make people want to install smoke detectors in their home.</p> <p>Point out that they will need to use persuasive language that reflects an opinion, but they will also need to back up their opinions with factual information.</p> <p>The advertisement should include pictures or graphics as well as text.</p>

FIRE SCENE INVESTIGATION

Lesson Plan: Day 2 *continued*

<p>Closure</p>	<p>Allowing the students to repeat the learned material in their own words will help them to process and solidify the learning.</p> <p>1. Allow students to present their advertisements to the class individually or in small groups.</p> <p>Quick Write: The teacher will hold a smoke detector and press the button that sounds the alarm. The students are to write about what they would do if they heard that sound at home.</p> <p>Circulate the room and check for understanding.</p>
<p>Assessment</p>	<p>Check the quick write for understanding. Collect the advertisement and check for understanding.</p>

What You Need To Know About Smoke Detectors



Why Are Smoke Detectors Important?

A smoke detector is the most important item you can have in your home. It will alert you if a fire starts in your home when you are sleeping. If you don't have a working smoke **detector**, you may not be able to escape your home. It's the only defense you have against a fire at night.

Where Do I Put Them?

Smoke detectors should be **installed** on every level of your home. Many fatal fires begin late at night or in the early morning. For this reason, smoke detectors should also be installed inside and outside sleeping areas.

Where Can I Get A Smoke Detector?

Smoke detectors can be purchased at any home supply or hardware store. Smoke detectors are an inexpensive way to keep your family safe and are a great investment for your home. If you are unable to purchase a smoke detector, you can contact the Tucson Fire Department's Fire **Prevention** Office to obtain one.

How Do I Know If My Smoke Detector Works?

To check your smoke detector, press the little button on the cover. If the **alarm** sounds, then your smoke detector is working. If the alarm does not sound, replace the battery. If that doesn't work, it may be time for a new smoke detector. It is important for you to know what your smoke detector sounds like, that way you will recognize it in case of a fire.

How Do I Know If the Battery Needs To Be Replaced?

It is important to check the battery in your smoke detector each month. In addition you should change the battery once a year whether it needs to be changed or not.

What Else Should I Know About Smoke Detectors?

A smoke detector is one of the most important items you can buy for your home. Even if your home already has smoke detectors, it is extremely important to check it each month and to change the battery once a year. A smoke detector acts as your nose at night, and is the only protection that you and your family have against a fire that occurs while you're sleeping.

FIRE SCENE INVESTIGATION

Vocabulary Worksheet

Term: Meeting Place

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

Term: E. D. I. T. H. Drill

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

Term: Exit

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

Term: Evacuation

Definition: _____

Antonym: _____ Synonym: _____

Picture:

Sentence: _____

FIRE SCENE INVESTIGATION

Lesson Plan: Day 3 *continued*

Direct Instruction/ Discussion	<ol style="list-style-type: none"> After students have read the article, discuss the author's purpose for writing the article. Point out that the author's use of a step-by-step list of instructions is an example of functional text. Functional text is written to assist readers with completing a task. Examples of functional text include: recipes, directions, maps, schedules, and informational pamphlets. After students finish reading, discuss the various ways the author communicates order in the passage. Students will notice the use of transition words and the use of numbering to show the order of the steps. Explain that transitional words and numbering are important in many types of functional text, because they show the order in which something should be done. Invite the students to share other ways they have seen a series of instructions presented.
Graphic Organizer/Comprehension Check	<p>Step-by-Step Evacuation Plan</p> <ol style="list-style-type: none"> Instruct students to review the paragraph that outlines how to make an evacuation plan. Explain that in each step of the diagram they should think of their own evacuation plan. For example, in the first box they should list two exits from their home. In the second step, they should list obstacles that may prevent them from exiting their home. After they have the graphic organizer filled in they will create a floor plan of their own home. In the plan they will identify their two escape routes. This portion of the activity can be done at home with the help of their parents. This can easily be turned into a math lesson that focuses on area and perimeter using the grid squares as a scale for the model.
Writing Activity	<ol style="list-style-type: none"> After the students have a diagram of the escape plan, have them write a list of step-by-step instructions that communicate how to escape from their home. Post a list of transition words that will assist the students in writing their instructions. Instruct the students to exchange both their escape plan diagrams and their list of instructions. Allow the students to check each other's escape plans for completeness.
Closure	<p>Explain to the students that they will be working on a quick write. They will be given a writing prompt and will be expected to write for two minutes when the teacher instructs them to begin.</p> <ol style="list-style-type: none"> Quick Write Prompt: Prior to writing, have the students close their eyes and picture themselves lying in bed asleep. Tell them to imagine that the room is pitch black. Then press the button on the smoke detector. Ask the students to picture themselves escaping from their house. Give the students a minute to imagine their escape. After they are finished ask them to open their eyes and discuss the following questions: <ul style="list-style-type: none"> When you heard the alarm, what did you do? What could have gotten in your way? How long did it take you to escape? Where did you go once you were outside of the house? Tell them that for two minutes they will write about whether they found it easy or difficult to picture their escape and they will explain why. Have them rate from 1-10 their level of preparedness for a fire in their home.
Assessment	<p>Check the quick write for understanding. Collect the students evacuation plan and check for understanding.</p>

FIRE SCENE INVESTIGATION

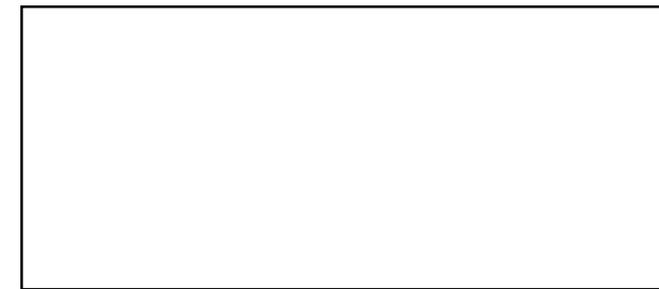
Vocabulary Worksheet

Term: Detector

Definition: _____

Antonym: _____ Synonym: _____

Picture:



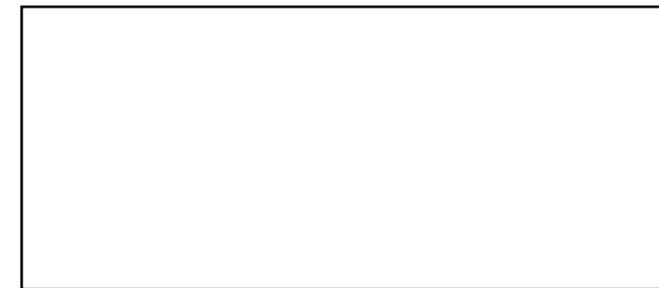
Sentence: _____

Term: Prevention

Definition: _____

Antonym: _____ Synonym: _____

Picture:



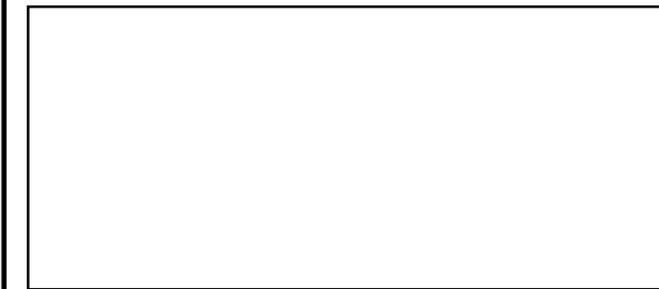
Sentence: _____

Term: Install

Definition: _____

Antonym: _____ Synonym: _____

Picture:



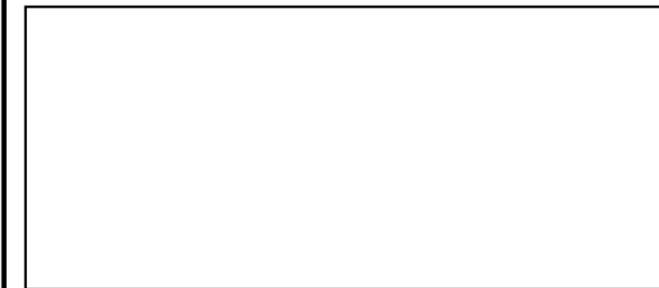
Sentence: _____

Term: Alarm

Definition: _____

Antonym: _____ Synonym: _____

Picture:



Sentence: _____

FIRE SCENE INVESTIGATION

FIRE SCENE INVESTIGATION

Lesson Plan: Day 3

Date: _____

Name _____

Explain how you know the statement is a fact or opinion.		
Quotes and Statements from the text.		
	Opinions	Facts

Curricular Component	Title: <i>Get Out and Stay Out</i> Core Focus: Reading and Writing
Learning Objectives	Students will create a home escape plan from their home.
AZ State Standards	S1-C4: Acquire and use new vocabulary in relevant contexts. S1-C6-P04: Answer clarifying questions in order to comprehend text. S1-C6-P05: Extract information from graphic organizers to comprehend text. S3-C2-P02: Provide multi-step directions. S3-C2-P03: Evaluate written directions for sequence and completeness. S3-C3-P01: Write a variety of functional text. (Write a set of directions or procedures that includes a detailed diagram.)
Materials	Smoke Detector Student Workbook Writing Journal or Lined Notebook Paper
Anticipatory Set	<p>Explain to the students that they will be working on a quick write. They will be given a writing prompt and will be expected to write for two minutes when the teacher instructs them to begin.</p> <ol style="list-style-type: none"> Quick Write Prompt: Prior to writing, have the students close their eyes and picture themselves lying in bed asleep. Tell them to imagine that the room is pitch black. Then press the button on the smoke detector. Ask the students to picture themselves escaping from their house. Give the students a minute to imagine their escape. After they are finished ask them to open their eyes and discuss the following questions: <ul style="list-style-type: none"> When you heard the alarm, where did you go? What could have gotten in your way? How long did it take you to escape? Where did you go once you were outside of the house? Tell them that for two minutes they will write about whether they found it easy or difficult to picture their escape and they will explain why. Have them rate on a scale of 1-10 their level of preparedness for a fire in their home.
Vocabulary	<p>Direct students to the vocabulary column on the page in their book.</p> <ol style="list-style-type: none"> Write the word bank on the board and practice reading the words with the students. Find the highlighted vocabulary words in the text. Read the sentence aloud and discuss the possible meaning of the word using context clues. Have the students fill in the blank with the correct term for each definition. Allow students to work together to complete the boxes by providing an antonym, synonym, visual representation and sentence for each vocabulary word.
Repeated Reading Strategies: Teacher led read aloud Buddy Reading	<p>Ask the students to turn to the article "Get Out and Stay Out" in their reader.</p> <ol style="list-style-type: none"> During the first reading of the text, the teacher will read the article aloud, while students follow along in their books. The teacher should monitor student engagement by walking the classroom. During the second reading have the students read the passage quietly to themselves or with a buddy.