

Fire & Life Safety Education



Title: *Fireman Small*

Subject: Firefighters are Community Helpers

Section: PreK-1/ K-5

Reference: *North Carolina Foundations for Early Learning and Development, North Carolina Common Core State Standard for English Language Arts for grade Kindergarten*

Learning Environment: Cognitive & Psychomotor

Time: 30 minutes

Materials: *Fireman Small* by Wong Herbert Yee, lesson plan, firefighter gear,

NC Foundations for Early Learning and Development—Physical Health and Development

HPD-8p: Identify people who can help them in the community (police, firefighter, nurse)

North Carolina Common Core State Standards

NCSS. ELA-R.K.1: With prompting and support will ask and answer questions about key details in a text.

NCSS. ELA-L.k.5.A: Sort common objects (e.g. shapes, foods) to gain a sense of the concepts the categories represent.

NCSS. ELA-L.K.5.C: Identify real life connections between words and their use.

NCSS. ELA-SL.K.2: Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key points and requesting clarification of something that is not understood.

Terminal Objective:

Following a 30 minute facilitator led lesson, each student shall identify the roles and responsibilities of firefighters as community helpers by oral response with 100 percent accuracy.

Enabling Objectives:

1. Following a facilitator led lesson each student shall recognize that firefighters spend 24 hours at their station with 100 percent accuracy.

2. Following a facilitator led lesson each student shall identify the roles and responsibilities of firefighters as community helpers by oral response with 100 percent accuracy.

Preparation:

Read and become familiar with this story before your scheduled event.

Introduce yourself to the class before beginning lesson and tell the children what they will be learning and doing.

Enabling Objective 1

Following a facilitator led lesson each student shall recognize that firefighters spend 24 hours at their station with 100 percent accuracy.

Content

- Introduce the book's title and author
- Page 1 - read and discuss how many stations your community has. Discuss any other information important at this point based on the story so far. Your community may also have a station #9. You may also have a fireman small. If this is a station tour, tell the students that they are going to tour the station later. (Wilmington has 11 stations, one of which is station 9. Although Fireman Small is a fiction story, Wilmington does have a station 9 and a firefighter named Fireman Small.)
- Page 3 - read and discuss that firefighters sleep at their stations. Firefighters come to work at _____ in the morning, spend breakfast, lunch and dinner at the station, sleep there (and sometimes there are emergencies that need our help during the night) and go home at _____ the next morning.
- Page 5 - read and discuss what happens at the station when the fire alarm rings.
- Page 8 - read and discuss the many kinds of emergencies that firefighters respond to. Be prepared to discuss what may happen if there is an animal in trouble.
- Page 17 - read and discuss why some fire stations have poles. Talk about the one that might be at your station, if there is one.
- Page 18 - read and discuss your engine's lights and sirens. Why do we use sirens and lights when we are responding to emergencies?
- Page 19 - read and discuss the ladders on the trucks. The hippo in the window will be brought down to safety by the ladder. Discuss any special highrise ladders that your station might have.

- This might be a great opportunity to talk about some of the other types of equipment on the Engine—medical equipment.

Application:

- If this is a station tour, allow the students to walk through the station. If you have a fire engine with you, allow them to see the engine and point out some of the things that you have read in the book.

Enabling Objective 2

Following a facilitator led lesson each student shall identify the roles and responsibilities of firefighters as community helpers by oral response with 100 percent accuracy.

Content

- It might also be a great time to talk about firefighter gear and have one of the team to dress in each piece of gear and talk about the purpose of each.
- Talk about not being afraid of firefighters in gear. This is the special gear that protects firefighters during a fire.
- Talk about not hiding during a fire. They should go to a firefighter.

Closure:

Ask for any questions.

Review some of the major points the students should remember about today's lesson such as how firefighters help the community and can help them. You may have gotten into other things such as don't be afraid of firefighters, don't hide if there is a fire, go to a firefighter.

Leave any coloring book, brochure, helmet, etc. for the students.