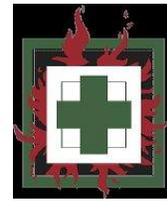


Fire & Life Safety Education



Title: Miss Mingo and the Fire Drill

Subject: Fire Drills Kindergarten/Grade 1

Section: K-4, 1-3

Reference: *North Carolina Common Core State Standards English Language Arts for Grade K and Grade 1, North Carolina essential standards for healthful living for Grade 1*

Learning Environment: Cognitive & Psychomotor

Time: 30 minutes

Materials: *Miss Mingo and the Fire Drill*, lesson plan

North Carolina Common Core State Standards for Kindergarten

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.

North Carolina Common Core State Standards for Grade 1:

NCSS R.1.1: Ask and answer questions about key details in a text.

NCSS R.1.4: Ask and answer questions to help determine or clarify meaning of words and phrases in a text.

NCSS R.1.7: Use illustrations and details in a text to describe its key ideas.

NCSS SL.1.2: Ask and answer question about key details in a text read aloud or information presented orally or through other media.

NCSS SL.1.3: Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

NCSS L.1.5: Identify real-life connections between words and their use.

NC Essential Standard: Personal and Consumer Health (PCH)

1.PCH.3: Understand necessary steps to prevent and respond to unintentional injury.

1.PCH.3.2: Identify items that can cause burns, strategies to prevent fire and burn injury.

Terminal Objective:

While participating in a facilitator led lesson each Kindergarten or first grade student shall identify and demonstrate an appropriate response to the sound of a smoke alarm or fire alarm by oral and physical response with 100 percent accuracy.

Enabling Objectives:

1. While participating in a facilitator led lesson each Kindergarten or first grade student shall identify an appropriate response to the sound of a smoke alarm or fire alarm by oral response with 100 percent accuracy.
2. After the facilitator led lesson on fire drills, each Kindergarten or first grade student shall demonstrate by a physical response how to respond during a fire drill with 100 percent accuracy.

Preparation:

1. Read and become familiar with this story before your scheduled event.
2. Gather any props that will be needed for the lesson
3. Introduce yourself to the class and tell the class what they will be doing and learning.

Enabling Objective 1

While participating in a facilitator led lesson each Kindergarten or first grade student shall identify an appropriate response to the sound of a smoke alarm or fire alarm by oral response with 100 percent accuracy.

Content

Briefly discuss the students' fire drill experiences.

Ask "What happens when the fire alarm goes off at school?" "Where do you go when the alarm sounds?" "How do you move? Quickly and quietly? Carefully?"

Ask "How about at home?"

Introduce the book's title and author

Read Miss Mingo aloud.

After the story, review through question and answer.

1. "Panda did not answer when Miss Mingo called each student's name. Where was he? What if you are separated from your class or your family?"
2. "Remember when Alligator tried to stop at the cubbies and koala wanted to bring his eucalyptus? Why should you never stop to collect things when the smoke alarm is ringing?"

Enabling Objective 2

After the facilitator led lesson on fire drills, each Kindergarten or first grade student shall demonstrate by a physical response how to respond during a fire drill with 100 percent accuracy.

Content

If there is time, have the students participate in a fire drill. If the school conducts fire drills once a month as required, then this may be an optional activity.

Definitely relate the school fire drill to having one at home. Tell the students they need to practice their fire escape plan at least once during the day and once during the night. During this discussion you could ask how many of them are hard to get awake after going to sleep? Discuss maybe having a smoke alarm in their bedroom or having someone being responsible for getting them up.

This may be a great opportunity to discuss home fire escape plans.

Recommend that the students should practice fire drills at home with their parents to be ready in case of an emergency.

Closure:

Have the students complete the enrichment activity if there is time. If not leave it with the teacher and maybe as a review of what was discussed, they could complete it later or take it home and talk with their parents about a meeting place and then together label and draw their meeting place.

Leave the letter with the teacher for students to take home. Also leave anything other coloring book, brochure, etc. for the student to take home and share with parents.

Where is your Family's Meeting Place?

Draw a picture of your family at their meeting place.



Name: _____

Dear Parents,

We enjoyed playing with your child today. We had the chance to read a book and talk about having a safe meeting place for your family in the event of an emergency. Please remind them to get out as quickly as possible, go to your family meeting place, and stay there.

Stay Safe,

_____ Fire Department

My Meeting Place is _____.