OBJECTIVES
✓ Students will understand and explain the components necessary to make a home escape fire plan.
✓ Students will practice their math facts fluency.

Materials
- NFPA How to Make a Home Fire Escape Plan Checklist
- NFPA Fire Safety App – Sparky’s Fun House

Introduction (5 minutes)
As a class, create a KWL (know, want to know, learn) chart for creating a home escape fire plan. Record what students know (or think they know) and what they want to know about a home fire escape plan. Leave the L (learn) to be completed after the lesson.

Mini-Lesson and Independent Practice (25 minutes)
Hand out the ‘HOW TO MAKE A HOME FIRE ESCAPE PLAN’ checklist to students. Read each step out loud. As you read through the document with your students, ask these questions.
1) How many levels is your house?
2) Every room in a house needs to have two ways out. What are two different ways you could leave your bedroom? What are two different ways you could leave the kitchen?
3) If there was a fire and you had to go out of your house, where would your family meet?
4) Has your family ever talked about your fire safety plan?
5) Who do you call if there is a fire?

Once you have had a discussion, have students create a basic map of their house, showing all the windows and doors.

Tell students they are going to combine math and fire safety now in a very fun app!

Using individual student devices, in a center or on your interactive whiteboard, have students play Sparky’s Fun House where Sparky needs to find a safe way out to his meeting place. As students are playing, be sure to point out all of the windows and doors that Sparky could use as a way out. Talk about the importance of getting out of the house quickly. Once Sparky has found a way out, students can play the math fact fluency game, Bot Blaster (middle icon).

Conclusion (15 minutes)
Once students have had a chance to play the app, bring them back together as a group for a game of around the world. Seat students in rows. The first student stands up next to the second student (the question is only for these two students). Ask those two students a question about the home fire escape plan or a math fact fluency question. Whichever student answers first continues on to the next student. The student who didn’t answer the question, sits down.

To wrap up the lesson, bring out the KWL chart. Complete the L column for facts that students learned about the home safety fire plan.

Standards
CCSS RI.1.1
Ask and answer questions about key details in a text.
CCSS SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS1.OA.C.6
Add and subtract within 20. Demonstrate fluency for addition and subtracting within 10.
CCSS.ELA—Literacy.RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.Math.Content.2.NBT.B.5
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
CCSS.Math.Content.2.NBT.B.6
Add up to four two-digit numbers using strategies based on place value and properties of operations.