

Rescue Dogs, Firefighting Heroes, and Science Facts

CURRICULUM GUIDE

ABOUT THE e-BOOK

- * Four separate fiction and non-fiction stories plus a poem designed to teach fire safety in grades 3-5.
- * Available for free download on iPad, Kindle, Nook and on any computer.
- * Common Core alignment in English Language Arts, Science and Social Studies.
- * One fiction story written by NY Times bestselling author Julie Cantrell.
- * One non-fiction story written by NY Times bestselling author Susy Flory.
- * Discussion questions and writing prompts for each story.
- * Additional activities and content suggestions at www.sparkyschoolhouse.org.
- * Related parent materials available at www.sparky.org/learnmore.
- * Fire safety information for parents and games and activities for kids on sparky.org



Sparky the Fire Dog® is a Registered Trademark of the NFPA.

JACK THE SUPERHERO ALIEN FIREFIGHTER

Discussion Questions:

1. What is one thing you can do—today—to teach your family about fire safety?
2. Where would you choose as the outside meeting place at your house?
3. Has your family ever talked about fire safety? What are the components of your family's fire safety plan?

Writing Prompt:

Do you consider Jack a hero? Why or why not?

Related Activities:

Make your own home fire escape plan at sparky.org.

Common Core Alignment

Grade 3

[CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CCSS.ELA-Literacy.RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade 4

[CCSS.ELA-Literacy.RL.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 5

[CCSS.ELA-Literacy.RL.5.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

[CCSS.ELA-Literacy.RI.5.5](#) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

[CCSS.ELA-Literacy.RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

[CCSS.ELA-Literacy.RI.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

[CCSS.ELA-Literacy.RI.5.8](#) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

[CCSS.ELA-Literacy.RI.5.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

THE BLACK PEARL AND CAPTAIN RON

Discussion Questions:

1. It's amazing what animals can do! What special abilities do dogs have that make them great search-and-rescue helpers?
2. What can dogs do that humans can't that make them great partners for firefighters?
3. What characteristics do you think make Pearl a great search-and-rescue dog?
4. What kind of relationship do you think Pearl has with her handler, Captain Ron? How do you think they established mutual trust?

Writing Prompt:

What do you think about the idea of using animals as helpers or partners? How would you like to help others, working with a dog like Pearl?

Related Activities:

Dalmatians are fascinating dogs, just ask Sparky. Learn more about them, draw a fire dog and make an origami Dalmatian at sparky.org

Common Core Alignment

Grade 3

[CCSS.ELA-Literacy.RI.3.6](#) Distinguish their own point of view from that of the author of a text.

[CCSS.ELA-Literacy.RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CCSS.ELA-Literacy.RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Grade 4

[CCSS.ELA-Literacy.RL.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Grade 5

[CCSS.ELA-Literacy.RI.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

[CCSS.ELA-Literacy.RI.5.8](#) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

[CCSS.ELA-Literacy.RI.5.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

3 WAYS SCIENCE HAS MADE THE WORLD A MORE FIRE-SAFE PLACE

Discussion Questions:

1. Inventors and scientists have made our world a much safer place. What are some things you've thought of that could make our world even safer?
2. What are the three things fires need to thrive? Based on this information, why does water put out flames? Why does covering a burning pan with a lid put out a fire?
3. What invention do you think is most helpful in the advancement of fire safety? Why?

Writing Prompt:

In your own words, explain how a smoke alarm works to detect smoke and alert people of a fire.

Related Activities:

Test your fire safety knowledge and help Sparky defeat the evil robots in Crack the Code game, learn about fire trucks and send a Sparky eCard at sparky.org

Common Core Alignment

Grade 3

[CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

[CCSS.ELA-Literacy.RI.3.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

Grade 4

[CCSS.ELA-Literacy.RI.4.7](#) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[CCSS.ELA-Literacy.RI.4.8](#) Explain how an author uses reasons and evidence to support particular points in a text.

Grade 5

[CCSS.ELA-Literacy.RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[CCSS.ELA-Literacy.RI.5.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Beyond Grade 5

[CCSS.ELA-Literacy.RST.6-8.1](#) Cite specific textual evidence to support analysis of science and technical texts.

[CCSS.ELA-Literacy.RST.6-8.2](#) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

LEARNING FROM TRAGEDY

Discussion Questions:

1. What fire safety problems did Our Lady of the Angels have?
2. Look around your classroom. What do you notice about your classroom that makes it safer in the event of a fire?
3. How did Miss Coughlan and Miss Tristano break the school rules to help save lives?

Writing Prompt:

Often it takes a horrible tragedy to help inspire big changes. As tragic as the Our Lady of the Angels fire was, what positive outcomes came from it? Explain.

Related Activities:

Play Put the Fire Out: www.sparky.org/firetruck

Common Core Alignment

Grade 3

[CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

[CCSS.ELA-Literacy.RI.3.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

[CCSS.ELA-Literacy.RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Grade 4

[CCSS.ELA-Literacy.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5

[CCSS.ELA-Literacy.RI.5.2](#) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[CCSS.ELA-Literacy.RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[CCSS.ELA-Literacy.RI.5.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

STAY FIRE SAFE!

Discussion Questions:

1. What are the fire safety steps the poem lays out?
2. What is the rhyming structure of the poem?

Writing Prompt:

Research shows the people remember things better when they are set to music or in a poem. Do you think that's true? Do you feel like you remember musical or poetic words better?

Related Activities:

- Write your own fire safety poem that would inspire someone to learn about fire safety.
- Go through the poem and highlight all of the rhyming words. Do you notice a pattern to when the author used rhyme?

Send Your Poem to Sparky:

Write your own fire safety poem. Ask a grown-up to send Sparky the Fire Dog your poem by email and he will send you a free goody bag with Sparky bandages, a glow-in-the dark safety bracelet, a Sparky secret society decoder ring, and more. Go to www.sparky.org/learnmore to submit your poem.

Common Core Alignment

Grade 3

[CCSS.ELA-Literacy.RL.3.5](#) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Grade 4

[CCSS.ELA-Literacy.RL.3.5](#) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.