Fire Safety and Spelling

Objectives
✓ Students will understand the importance of a home fire escape plan.
✓ Students will correctly spell grade level appropriate words.

Materials
- NFPA Fire Safety App – Sparky’s Fun House

Introduction (15 minutes)
Have students draw a picture of what they know about fire safety or what fire safety means to them. Once the drawings are complete, have a conversation about fire safety. Draw a picture as a class on an anchor chart. The anchor chart poster should be sure to highlight things like — 2 ways out of every room, an outside meeting place that won’t move, and smoke alarms.

Mini-Lesson and Independent Practice (15 minutes)
Introduce students to Sparky the Fire Dog. Let them know that Sparky is going to help them learn about fire safety and most importantly about how to get out of their house if there is a fire.

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

Using the NFPA app — Sparky’s Fun House, have students help Sparky 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 if the smoke alarm sounds and going to your outside meeting place. Once Sparky has found a way out, students can play the spelling game, Wild Word Coaster (far right 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 sparkle. Have students stand in a circle. Give them a grade level appropriate spelling word and designate one student as the person who begins the round. That student spells the first letter of the word and students continue around the circle each saying one letter until they have completely spelled the word. The student who is after the last speller says the complete word. Then the next student says “sparkle” and is out. Assign another word and begin again. If a student says an incorrect letter during the spelling, they are also out. I.e if the word is stand, students would go around and say: s-t-a-n-d-stand-sparkle. The student who says sparkle is out.

As a final wrap up, have students turn to their partner and tell their partner one thing they learned about fire safety or one new word they learned how to spell. Call on students to share with the whole group.

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.

CCSS L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA–Literacy.RI.1.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA–Literacy.L.2.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA–Literacy.L.2.2
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Download the Sparky’s Fun House App at Sparky.org