

Exploring Fire Safety

Preschool Classroom

Fire Safety Activities Across the Curriculum Relationship to Illinois Early Learning Standards

Arts and Aesthetics

Constructing (26.A.ECd)

- Construction of the fire extinguisher representation using boxes and junk
- Construction of the fire truck representation
- Construction of the model house with smoke detectors and fire extinguishers
- Construction of the smoke alarms using boxes and junk materials

Creative Dance and Movement (26.A.ECb)

- Practice stop, drop and roll in case your clothes are on fire

Dramatizing (26.A.ECb)

- Dramatize fire calls in the dramatic play room
- Dramatize fire safety tips in a play that became an iMovie

Memory Drawing (26.B.EC)

- Draw fire safety items that experts brought to our classroom
- Draw items used for fire safety on field experiences
- Draw memory of fire experiences

Observational Drawing (26.B.EC)

- Draw the fire safety items that were shared in the classroom

Painting (26.B.EC)

- Finger-paint using red, yellow and orange then cut out a fire for pictures
- Paint the fire truck representation
- Paint the play dough fire memory creations
- Paint then add salt to fire pictures

Relating art to literature (26.A.ECd)

- Draw pictures to relate to stories shared about fire safety

Representations (26.B.EC)

- Create fire extinguisher representation
- Create fire truck representation
- Create house representation with smoke detectors and fire extinguishers
- Create smoke detectors from boxes and junk material

Responding to music (26.A.ECd)

- Listen and add movements to the *Chicago Fire Song*
- Write the “Snacky Song” to go with the tune of the *Chicago Fire Song*.

Singing (26.B.EC)

Practice and sing the *Chicago Fire Song*

Language and Literacy

Analyzing (5.B.EC)

- Analyze information from the field experiences (videotape, expert interviews, photographs, building/home tours for fire safety equipment)

Classifying (5.A.EC)

- Classify questions that students asked to pursue in study groups
- Sort and classify information in topic webs

Comparing (5.A.EC)

- Compare different fire extinguishers
- Compare different fire helmets and jackets of the experts and students
- Compare different smoke detectors

Critical thinking (5.A.EC)

- Decide on presentation material for culminating activity
- Decide what material to include in the fire safety play
- Predict, hypothesize or theorize the answers to questions
- Predict what would be found on field experience

Developing oral language (4.A.EC , 4.B.EC)

- Add new vocabulary to the word wall
- Brainstorm fire safety concepts and ideas
- Categorize and label web topics
- Design questionnaire about fire safety
- Design survey for the home
- Find ways to present findings from survey questions
- Interview fire safety experts
- Listen in small group and large group
- Present material at the culminating activity
- Report progress at large group

Formulating questions (5.A.EC)

- Develop questions for the experts
- Develop researchable questions
- Reflect on project and formulate more questions

Integrating new vocabulary (4.B.EC)

- Add new vocabulary words to word wall
- Brainstorm and web ideas
- Use new vocabulary during project
- Use new vocabulary in story writing

Making lists (2.A.EC)

- Make list of fire safety tips for parent
- Make list of items needed to transform dramatic play into fire station
- Make list of materials for representations
- Make list of new knowledge
- Make list of questions to be asked
- Make vocabulary list

Planning (5.A.EC)

- Develop culminating activity
- Develop list of fire tips for parents
- Develop play about fire safety
- Plan the fire station

Presenting (5.C.EC)

- Explain new knowledge to family at culminating event
- Share boxes and junk creations of fire safety materials
- Share new facts on fire safety at group
- Share personal memory stories with group
- Share progress on each step of project
- Share stories written about fire safety

Reading (2.B.EC, 3.A.EC, 3.B.EC, 3.C.EC., 4.A.EC, 4.B.EC, 5.A.EC, 5.B.EC, 5.C.EC)

- Brainstorm for topic webs
- Create a list of fire safety instruments
- Dictate memory stories
- Dictate “What I’ve learned during fire safety project”
- Read books about fire safety
- Read experience stories
- Read fire calls on the wall in dramatic play room fire station
- Read signs posted by children around the room on fire topic
- Read words to the songs shared about fire safety
- Reflect on what they have learned
- Respond to literature through discussion at large group
- Use references and resources

Investigative Skills-Science

Exploring (11.A.ECa, 12.A.ECa, 12.C.EC, 13.A.EC, 13.B.EC)

- Explore the questions:
 - How do you build a model house?
 - How do you put out a fire?
 - How long before the flame goes out on a candle?
 - How to create a fire pole that everyone can use?
 - How to turn the dramatic play room into a fire station?
 - What equipment does a fire fighter use?
 - What starts on fire?
 - Where do you find smoke detectors and fire extinguishers?
 - Where do you place the fire extinguishers and smoke detectors in the model house?

Experimenting (11.B.ECb)

- Answer questions:
 - How can a fire pole be created?
 - How can we build a fire station at school?
 - How long before a flame extinguishes itself?

Investigating (11.A.ECb)

- What equipment is used for fighting fires?
- What is needed for a candle to continue to burn?
- What starts on fire?
- Where do we find smoke detectors and fire extinguishers?

Observing (11.A.ECb)

- Observe and photograph smoke detectors and fire extinguishers in the home
- Observe fire fighters place fire safety equipment on and how long it takes to dress
- Observe fire in a fireplace
- Observe the colors in the flame
- Observe the fire fighters leave the station on a fire call
- Observe the fire trucks
- Observe the fire station
- Observe the flame on the candle
- Observe the smoke detectors and fire extinguishers found in the building

Predicting (11.A.ECb)

- Predict how many tires are needed for the fire truck representation
- Predict what is needed to complete a fire station in the dramatic play room
- Predict what starts fires
- Predict what the fire station looks like
- Predict what will be found at the fire station

Reporting (11.A.ECb)

- Report fire calls during dramatic play

- Report progress on each phase of fire safety project
- Report results from experiments

Numeration and Problem Solving

Counting (6.C.ECa, 6.C.ECb)

- Count and tally results to survey question “Does a clock start a fire?”
- Count how many seconds it took Fire Fighter Mike to put on his equipment
- Count number of smoke alarms and fire extinguishers from survey
- Count the smoke detectors and fire extinguishers in the building

Estimating (7.A.ECa)

- Estimate how long before the flame goes out on the candle
- Estimate how long it takes to get out of the building when alarm goes off
- Estimate how many refrigerators at the fire station

Measuring (7.A.ECa)

- Measure fire pole for dramatic play room fire station
- Measure height of tires on fire truck while at field experience
- Measure how long it takes for flame to go out on candle
- Measure the length of fire equipment-helmets, coat and ladder

Organizing, analyzing and communicating data (10.A.ECa)

- Develop bar graphs to display the results of home survey on fire extinguishers and smoke detectors
- Develop bar graphs to display results to the survey question “Does a clock start a fire?”
- Explain results at culminating event about smoke detectors and smoke alarms found in the home

Surveying (10.B.EC)

- Does a clock start a fire?
- How many fire extinguishers are in your home?
- How many smoke detectors are in your home?

Social, Emotional Growth and Dispositions

Communicating (31.A.ECe)

- Ask questions skillfully
- Engage in group discussions
- Listen to others
- Negotiate roles, take turns, problem solve
- Report on progress of investigations to the large group
- Share research
- Use new vocabulary such as helmet, shield, fire fighter, aerial ladder, etc.

Cooperating and collaborating while working with others (32.B.ECa, 32.B.ECb, 32.B.ECc, 32.B.ECd)

- Create fire station in dramatic play room
- Create the fire pole to use in dramatic play
- Follow directions of fire chief
- Go out on fire calls together and report back to teacher
- Perform together as fire fighters on duty
- Study in teams collaboratively

Empathizing with others and their needs (32.A.ECa, 32.A.ECb, 32.A.ECc, 32.A.ECd)

- Appreciate work of peers by noting effort, care in work and originality
- Share materials, ideas, space and time
- Share words of encouragement and appreciation of peers

Enjoying (32.A.ECa, 32.A.ECb, 32.A.ECc, 32.A.ECd)

- Build representations as a group or individually
- Go on fire calls and role play fire fighters
- Listen to experts talk about fire safety
- Practice new skills for fire safety

Gaining confidence in abilities to do the following (31.A.ECd)

- Investigate
- Make presentations to an audience
- Observe and draw the details of fire equipment
- Represent fire safety equipment using play dough, boxes and junk or clay
- Use a variety of mediums to express ideas about fire safety

Helping peers (32.A.ECa, 32.A.ECb, 32.A.ECc, 32.A.ECd)

- Discuss problems for better understandings
- Joint clean up of work areas
- Problem solve when creating representations-house, truck, extinguisher, fire pole
- Represent fire and fire safety equipment

Initiating (32.A.ECd)

- Choose appropriate materials
- Experiment with fire and candle
- Predict and manage time
- Research to find answers to questions

Persevering (31.A.ECc)

- Add detail to observational drawings of fire extinguishers and smoke detectors
- Create fire safety representations that looked realistic
- Role-play fire calls and saving people
- Work on representations

Problem solving (31.A.ECd)

- Find a way to make a fire pole that held everyone
- How to light a candle and stay safe
- How to make a fire truck representation
- How to present material to family at culminating event
- What colors to add to the fire truck
- Where to place fire extinguishers and smoke alarms in the house representation

Risk taking (31.A.ECd)

- Play a fire fighter in the dramatic play room fire station
- Read fire stories to the group
- State disagreements in conversations or at large group meetings
- Support opinions
- Verbalize estimations, predictions and hypotheses
- Work with someone new
- Work in a new area of the classroom

Physical Development and Health

(19.A.ECa., 19.A.ECb, 19.C.EC, 21.A.EC, 22.A.EC , 24.C.EC)

- Practice crawling out of a building if there is a fire
- Practice stop, drop and roll if clothes are on fire
- Practice touching a door before opening it to see if it is hot
- Understand that fire/matches and lighters are not toys