

Lesson 4

STAY AWAY FROM HOT THINGS

Objectives

The student will be able to:

- identify things that can get hot.
- state what to do to be safe from hot things.

Teacher Information

Young children should be taught the difference between hot and cool, as well as the risks of touching hot items. Many things inside and outside are hot or could get hot. Things that get hot can cause serious burns. Burn injuries hurt and take a long time to heal. Kindergarteners need to be able to identify items that are hot and sometimes hot. Children should learn to stay away from anything that can get hot.

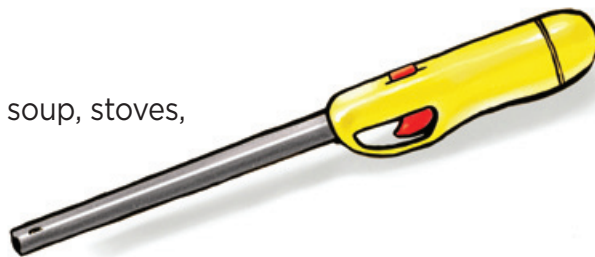


Children younger than five are at the highest risk for burn injuries. Burn injuries in young children occur most frequently from touching a hot object (contact burns) such as a stovetop or an iron. Young children also experience a high number of burns from hot liquids (scalds) such as hot coffee, soup, or tap water. Chemical and electrical burns also pose high risks of injuries among this age group.

Matches and lighters can get hot. Teach children safe actions if they find matches or a lighter: Tell a grown-up and never touch. Matches and lighters should be locked in a cabinet out of the reach of children. Bath water can be very hot. Teach children to never turn the water on without grown-up supervision. A grown-up should always supervise a child in the bathtub.

Teaching Points

- There are things inside and outside the home that are hot or can get hot.
- Things that are hot can burn and hurt you.
- Stay away from hot things. Don't touch them.
- If an item might be hot, stay away and ask a grown-up for help.
- Things that are hot or could be hot include bath water, soup, stoves, radiators, curling or flat irons, a fireplace, irons, coffee, matches, lighters, and many other items.
- Do not touch matches or lighters. Tell a grown-up if you find matches or lighters.



Materials

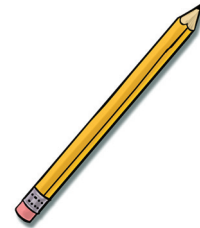
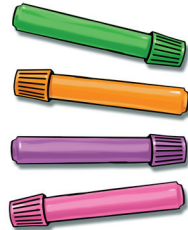
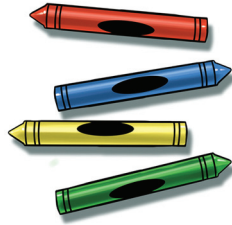
- Two column chart paper or white board. The first column labeled “Always Cool” in green. The second column labeled “Could be Hot” in red.
- One green and one red card or piece of paper for each student
- Picture cards for sorting
- Kitchen Coloring Sheet
- Fire Safety Puzzle with puzzle pieces #1, #2 and #3 complete and puzzle piece #4 ready to add
- Student puzzle bags
- LNTB Journal page 4

Procedure

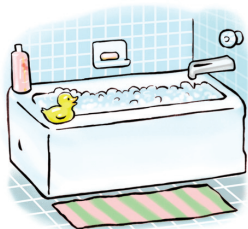
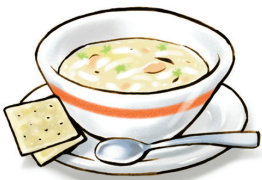
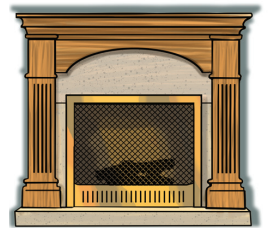
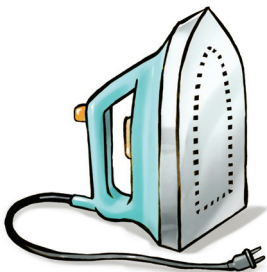
1. Review the Fire Safety Puzzle. Remind the children that they will be spending time learning about different ways to practice fire safety. Remind the students that the six puzzle pieces will fit together to make a complete puzzle. The puzzle pieces can be a part of a bulletin board, posted onto chart paper or poster board, or drawn on a whiteboard. Review the previously introduced pieces and introduce the next piece of the puzzle, which should state “Stay Away From Hot Things.”
2. Activate prior knowledge by asking students what they know about things that are hot or can get hot.
3. Explain to the children that there are things in their home that are hot or can get hot and that hot things are unsafe to touch because they can hurt or burn.
4. Create a two-column chart to complete as a class. The chart could be on a whiteboard, chart paper or transparency. The first column should say “Always Cool” in green. The second column should say “Could be Hot” in red. Explain that they will work together to complete the chart. Give examples of each to begin the exercise and then invite the students to add other things that they can think of to the chart. Record responses in the appropriate column after discussion. Upon completion, review the items on the chart and discuss the proper ways to handle each category. Explain that the items in the “Always Cool” column are safe to touch but that the students should always tell an adult when they come across an item in the “Could be Hot” column.
5. Give each child a green and a red card. The cards should be simple with no words and could be made of cut construction paper. Explain that the colors match the colors on the chart that they just created. The green card means always cool and the red card means could be hot. Hold up pictures of things that are commonly found in a home. The children should hold up the color card that they think matches the item. Check for understanding of the concept as the students hold up the cards. The final two pictures should be of matches and lighters. Take special time to discuss the importance of never touching these two items and always tell a grown-up if they find matches or a lighter.

Always Cool	Could be Hot

Always Cool (Green):



Could be Hot (Red):



6. Give each child the Kitchen Coloring Sheet. Have the children color the picture using the same colors that have been focused on during the lesson. The children should color an item that is always cool, green (the bowl of fruit), and an item that could be hot, red (cup of coffee and utility lighter). Have children color the rest of the picture.
7. Return the *Learn Not to Burn Journals* to the students. The students will complete one page after each lesson to summarize their learning and show their personal commitment to fire safety. The students will complete the writing prompt or create an illustration, or both, to demonstrate understanding. The page for this lesson will say “I will stay away from anything that can get hot. If I see something that can get hot I will _____.” Circulate during student work to answer questions.
8. Review what has been learned and have each child record “Stay Away From Hot Things” on the next puzzle piece. Explain that they will soon know all of the pieces to fire safety.

Optional Extension Activities

Watch Sparky’s *Hot, Not Hot, or Sometimes Hot* video (nfpa.org/intbvideos). This interactive 3 ½-minute video is a great way for children to practice identifying items that are hot, sometimes hot, and not hot. Use the video to supplement the body of the lesson or to assess student learning.

Standards

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Family Letter

STAY AWAY FROM HOT THINGS

Dear Family,

Our class is learning about fire safety. Today we learned “Stay Away From Hot Things.” Your child learned about the dangers of touching things that are hot and how they can get burned from those things. Your child should ask a grown-up if they are not sure whether or not something is hot. For example when taking a bath they should have a grown-up check the water to make sure it is not too hot for them to touch. We also learned that there are some things that children should never touch, like matches and lighters. Always keep these items in a locked cabinet, out of the reach of children.

Parent Message: *Have a 3-foot “kid free” zone around things that can be hot like a stove, fireplace or grill. Remind children to stay away from things that can be hot. If someone is burned, the best action to take is to cool the burn right away under cool running water for 3 to 5 minutes. Get medical help if needed.*

Together we can keep your family safe from fire.

Sincerely,

Family Fire Safety Activity

Stay Away From Hot Things — *Make a match game using index cards.*

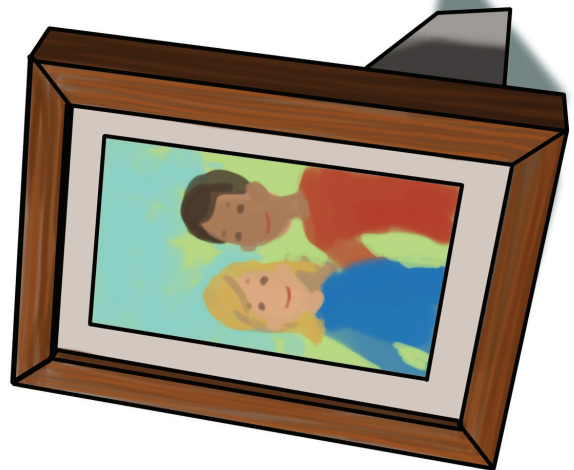
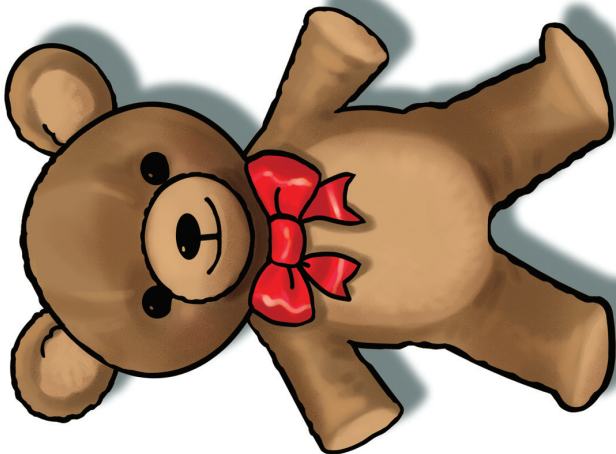
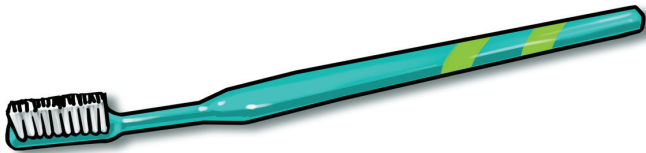
Color or paste pictures of things that are cool or can get hot on each card. Look at each card, and create a matching card with the correct answer — cool or could get hot. Here are some examples: bike (cool), pan (could be hot), grill (could be hot), bath water (could be hot), matches (could be hot), ice (cool), etc.

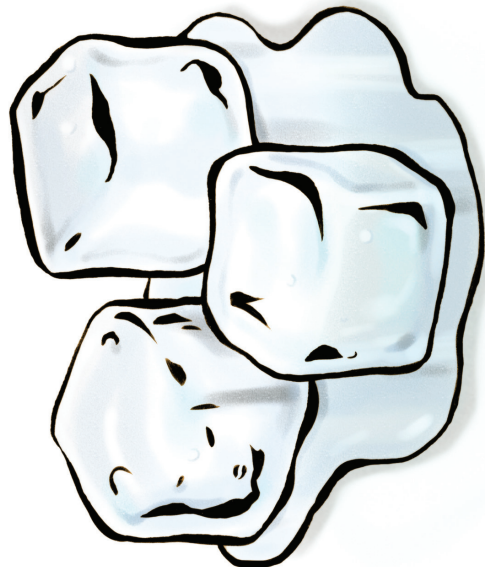
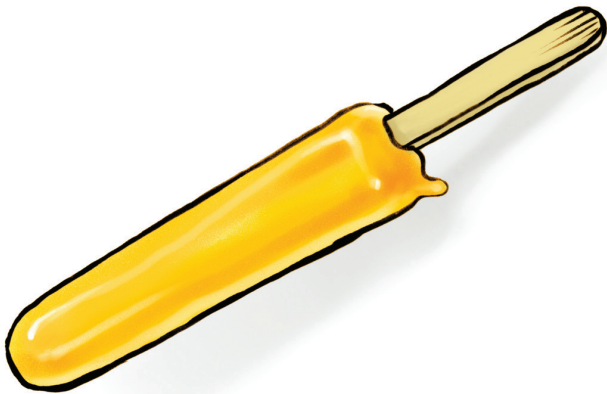
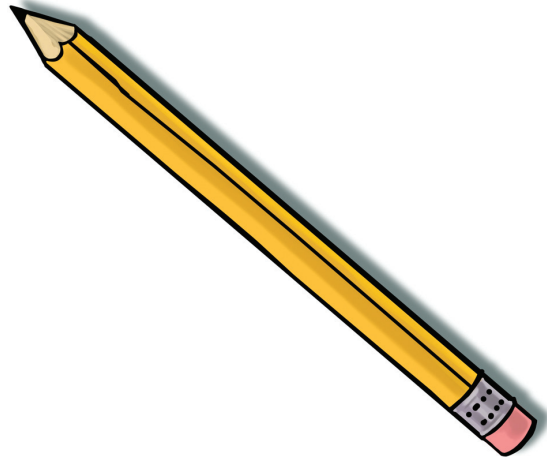
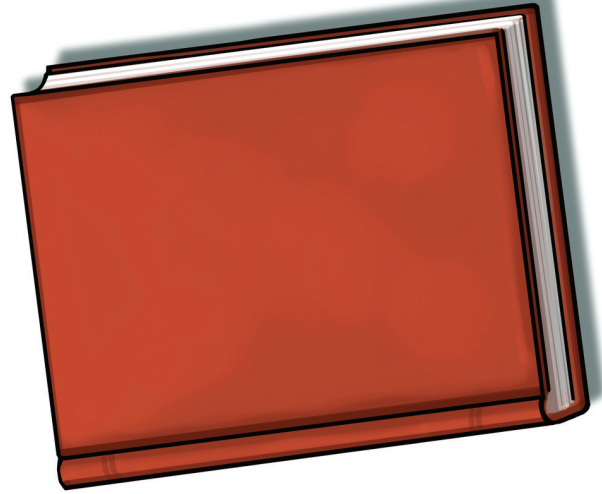
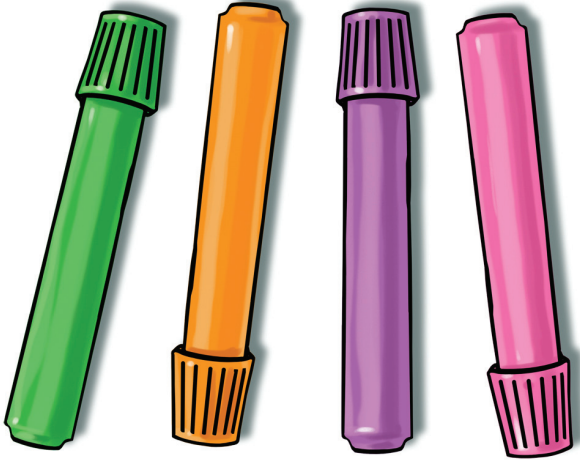
Shuffle the cards and place them face down on a flat surface. Pick two cards. If the picture matches the correct description — cool, or could be hot — remove the cards. Reinforce the importance of staying away from things that are hot or can get hot.

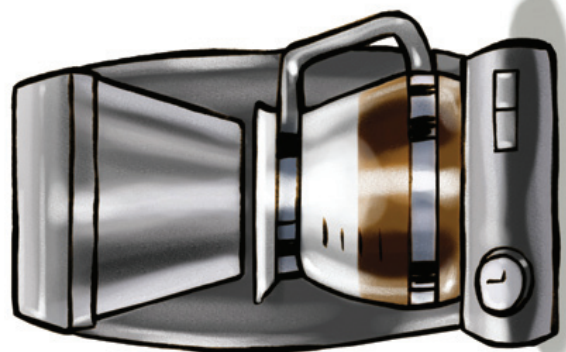
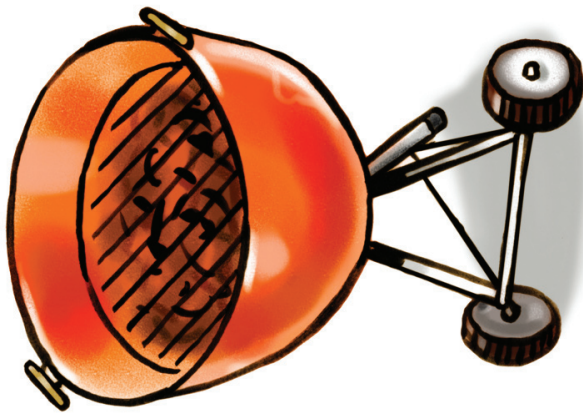
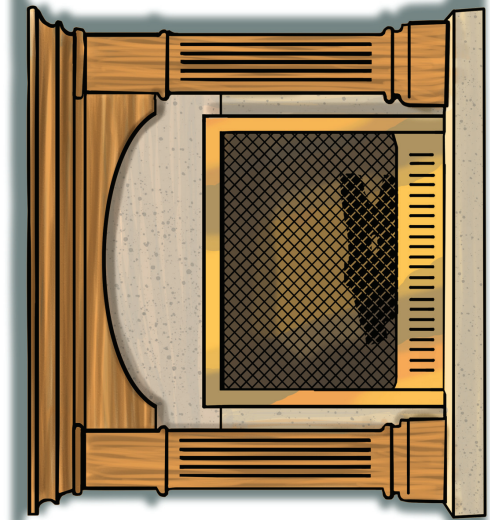
The winner is the person with the most matched cards.

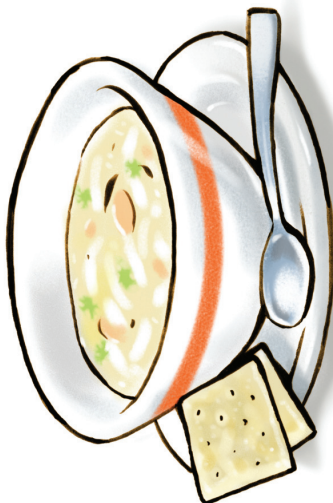
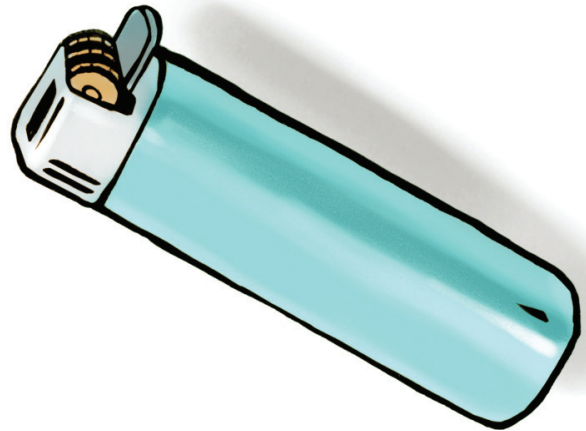
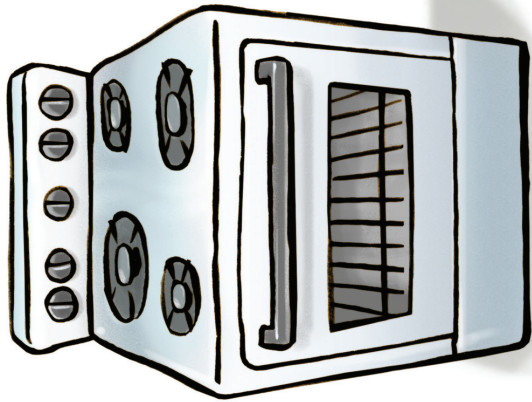


Fire safety fun for families at Sparky.org!













Name _____ Date _____ Lesson 4



I will stay away from anything that can get hot.
If I see something that can get hot I will:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated seven times.

