

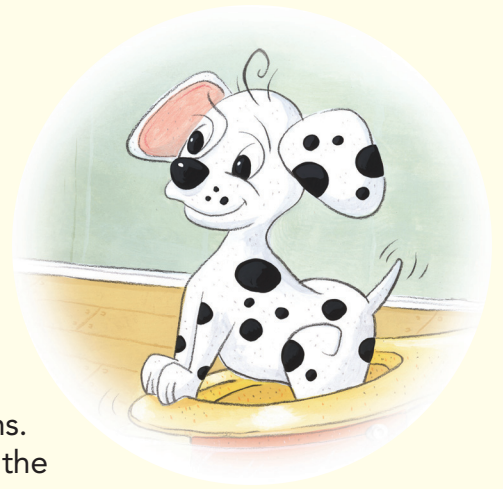
# "The Story of Sparky® the Fire Dog"

## OBJECTIVES

Students will be able to:

- ✓ Select and describe characters, settings, and events in detail, using specific examples.
- ✓ Draw/write what happens in the beginning, middle, and end of the story of *The Story of Sparky the Fire Dog*.
- ✓ Explain how they would get outside of the home if the smoke alarm sounds.\*

\*This objective could be a separate lesson.



## Student Information

**SMOKE ALARMS SAVE LIVES.** Every home needs smoke alarms. They should be installed on every level of the home (including the basement), outside each sleeping area, and inside each bedroom. A smoke alarm makes a, "beep, beep, beep" sound. Between each set of three beeps is a slight pause — "beep, beep, beep, pause, beep, beep, beep, pause," and so on. A smoke alarm senses smoke. It will sound if there is smoke in the home — possibly from a fire. When the smoke alarm sounds, everyone should leave the home. Everyone should know the sound of the smoke alarm and how to respond quickly.

A **HOME FIRE ESCAPE PLAN** is a plan to get out of the home quickly in case there is a fire. Every room in the home needs two ways out. One way out would be the door and the second way out may be another door or a window. Every home fire escape plan needs an outside meeting place. A meeting place is a permanent location in front of the home, a safe distance from the home. A good meeting place might be a neighbor's home, a street light, a mailbox, a neighborhood store or a special tree. Everyone in the family should go to the meeting place so everyone will be together and grown-ups will know that everyone is safe. Families should practice their home fire drill at least twice a year.

Remember, if the smoke alarm sounds, get outside and stay outside.

## Introduction

- Gather the students together.
- Write *character, setting, and events* on the board.
- Talk through each, asking students to explain what they are and why they are important for reading.
- Remind your students that **characters** are the people or animals who are important in a story. A **setting** is where and when the story happens. **Events** are something that happens in the story. (*Show students pictorial or real examples of characters, settings, and events in familiar stories.*)

## Standards

### Grade 1

#### RL.1.3

Describe characters, settings, and major events in a story, using key details.

#### RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

### Grade 2

#### RL.2.3

Describe how characters in a story respond to major events and challenges.

#### RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



## Introduction (cont.)

- Discuss the different parts of a story (events): beginning, middle and end.
  - **Beginning** catches the reader’s attention — who are the characters and what is the setting?
  - **Middle** gives events and details about a problem the characters have — what happens to the characters?
  - **End** shows how the characters feel now, how they are changed or what they learned — how did they solve the problem?



## Mini-lesson and Independent Practice

- Tell your students that today they are going to spot the elements of a good story and determine the characters, setting, and events (beginning, middle, and end) from *The Story of Sparky the Fire Dog*.
- Read the book aloud to students. For guided reading, give individual books to the students.
- Ask student to complete the *The Story of Sparky The Fire Dog* story map worksheet. This can be done individually, in small groups, or as a class.
- Discuss the answers together. Prompt students to provide evidence to support their answers.
- Ask the students how the dalmatian puppy changed throughout the story? What would Sparky the Fire Dog want you to know if there was ever a fire? The children in the story knew how to get outside and stay outside once they heard their smoke alarm sound.
- Discuss with the students these fire safety tips:
  - A smoke alarm will let you know if there is a fire in your home.
  - You need smoke alarms in your home.
  - If there is smoke, the smoke alarm will make a loud “beep, beep, beep, pause, beep, beep, beep pause.”
  - If the smoke alarm sounds, stop what you are doing.
  - It is important to have a meeting place outside the home. A good meeting place might be a neighbor’s home, a special tree, a neighborhood store next door, a mailbox, or a street light.
  - If the smoke alarm sounds, get outside and go to your meeting place. Wait for your family to meet you. Grown-ups will know that everyone is safe.
  - It is important that after hearing the smoke alarm you get outside and stay outside.

### Extension Activity:

Reread *The Story of Sparky the Fire Dog* and stop on page 8, when the dalmatian puppy wakes up and smells the smoke. Have students discuss or draw a picture of what the children were doing.

## Conclusion

- Ask your students to share why they think it is important to think about characters, settings, and events. Make sure they understand that it helps improve their overall comprehension.
- Wrap up with a review of the fire safety tips.



# The Story of Sparky® The Fire Dog Story Map

Use this map to identify the main elements of the story.

My Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

SETTING

CHARACTER

Where?

Who?

Blank space for setting details.

Blank space for character details.

BEGINNING

MIDDLE

END

First...

Next...

Last...

Blank space for the beginning of the story.

Blank space for the middle of the story.

Blank space for the end of the story.



**Kids**

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