

What a Character!

Grade 1 & 2 Lesson Plans

OBJECTIVES

- ✓ Students will be able to retell at least 3 key details about smoke alarms presented in the story.
- ✓ Students will be able to identify traits characters in the story possess and provide evidence to support the selected traits.

Teacher 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.

Teaching Points

- A smoke alarm will let you know if there is a fire in your home.
- You need smoke alarms in your home.
- It is important to have a smoke alarm in your bedroom so the smoke alarm will beep where you sleep.
- 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.
- Get outside and stay outside.
- Go to your outside meeting place until an adult says it is safe to go back inside.

Materials

- The Case of the Missing Smoke Alarms App
- White board or chart paper
- “Sparky the Fire Dog® — What a Character” worksheet
- Crayons or markers

CCSS.ELA-Literacy.RL:

GRADE 1:

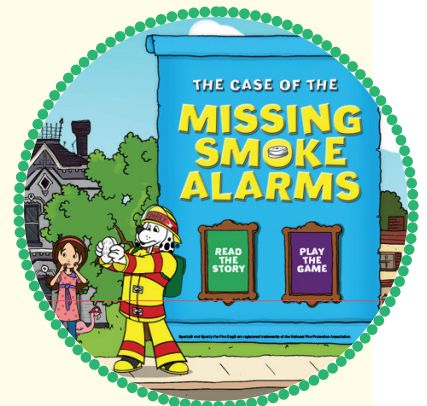
1.3: Describe characters, setting, and major events in a story, using key details.

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

GRADE 2:

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

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.



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Procedure

Before the lesson: Write the definitions of physical traits and character traits on the board.

Physical Traits: *Adjectives that describe a person physically.*

Character Traits: *Adjectives that describe what a person is like on the inside.*

1. Ask students to think about a character from a story they have read or in a movie they have seen recently. Ask a student to volunteer to stand up and fully describe their character. Write the adjectives (eg. Smart, tall, funny, interesting, young) on the board.
2. Read the definitions of physical traits and character traits. Work together to divide the list of traits you wrote in step one into two categories. Discuss how readers learn about character traits from the actions, words, and feelings the characters express.
3. Work with the class to describe the character traits of several more characters that are familiar to most students.

Examples:

- Harry Potter = brave, smart, thoughtful
 - Hermione Granger = loyal, obedient, brainy
 - Alvin = brave & free-spirited
 - Simon = smart & dependable
 - Theodore = caring & devoted
4. Once students have volunteered a list of traits, have them provide evidence as to why they feel the character displays the traits. (ie. Harry Potter is brave because he is willing to try new things.)
 5. Inform the class that you will be reading "The Case of the Missing Smoke Alarms." Ask students to think about the character traits presented in the story while you read.
 6. While reading, ask the following questions at opportune times in the story:
 - What is the sound of a smoke alarm? What should you do when you hear this sound?
 - Why was the gang so concerned when they realized Aunt Dotty's smoke alarms were missing?
 - Does Rosalie think it is good that Aunt Dotty has lots of windows, doors, and stairways? Why?
 - There is a hidden message in Aunt Dotty's bedroom about smoke alarms. What is the main point of the message?
 - Jerome Jinks made an irresponsible decision when he used the batteries from Aunt Dotty's smoke alarms to power his invention. Why was this decision irresponsible?
 - Imagine you are helping Jerome Jinx with his gift for Aunt Dotty. Explain a safe and responsible way you could power the Fantastic Flying Beep 'n' Go.
 - Do you think Jerome Jinx's heart is in the right place? Why or why not?
 7. After reading the story, have students work in groups to fill in the character traits worksheet (print it out at sparkyschoolhouse.org). As shown below, have students list the character's name, the trait, and the evidence on chart paper. Refer back to the story and re-read relevant passages as you are creating the list.



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Character:	Trait:	Evidence from the Story:
Owen	Curious	Owen poked and prodded everything in the room. "Do you have to touch everything?" asked Rosalie?
Jerome Jinx	Remorseful	The kids could see the bandit's eyebrows quiver. Then a tear rolled down his cheek. "I didn't think of that!" he said. "I was going to put all the smoke alarms back after the party."
Aunt Dotty	Safety-Conscious	She owns a smoke alarm factory and her home is full of hidden fire safety tips.

Procedure (cont.)

8. Discuss the characters and the various traits the children identify. Discuss how the author uses the character traits to help readers understand the characters and the story.
9. Ask student to complete the "Sparky the Fire Dog — What a Character!" 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.
10. Wrap up with a review of smoke alarm safety tips presented in the story.

