



SAFETY FIRST TEACHER'S MANUAL

The *Safety First* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *Safety First* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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SAFETY FIRST TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>
<p>Foundational Skills</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
<p>Writing</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>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.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>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.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>

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Summary

The book uses pictures and text to introduce ideas about safety to children.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Show the cover of the book and read the title with children. Help them name the job titles of the people in the pictures. (RI.K.3, RI.K.7, SL.K.1, SL.K.2)• Read children the Note in the beginning of the book about the choices they make every day. Ask: <i>What is a small choice you made today? What is a big choice you made today?</i> Remind them to take turns speaking and to listen carefully to others. (RI.K.3, SL.K.1.a, SL.K.4)
	Present a Reading Routine <ul style="list-style-type: none">• Ask questions about the safety practices on pages 3–30 and have children use information from the pictures and text evidence to support their answers. Remind them to speak audibly and express their answers clearly. (RI.K.1, RI.K.10, SL.K.6)• Read aloud the text on each page to children. Have them follow the words from left to right as you read. Then have children count how many words are on the page by recognizing that the spaces in between groups of letters separate the words. Continue this routine throughout the book. (RF.K.1, RF.K.1.a, RF.K.1.c, RF.K.4)
	Provide Activities for Reading <ul style="list-style-type: none">• Read the sentence on page 4. Pause after reading to ask: <i>Are the children in the picture being safe?</i> Help children recognize when the picture is showing a safe situation and when it is showing a dangerous situation. Repeat this procedure on each page as you read the book aloud. (RI.K.1, RI.K.2, RI.K.3, RI.K.7)• Show children page 13. Ask them to describe what the people in the picture are doing. Then have children tell about the class escape plan in case of a fire. Ask them to draw a map of the plan to show additional details. (RI.K.1, RI.K.7, RI.K.10, SL.K.2, SL.K.4, SL.K.5)• Reread pages 6 and 7. Put emphasis on the words <i>always</i> and <i>never</i>. Explain that <i>always</i> means “at all times,” and <i>never</i> means “not ever.” Reread the sentences with <i>always</i> and <i>never</i>. Then review other pages and have children repeat what they should always do and what they should never do based on the pictures and text. (RI.K.2, RI.K.4, SL.K.4, L.K.5, L.K.5.b)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Read the text on page 3 aloud. Help children practice what they would say if they called 911. Have them say their name, address, and the reason for their call. Children can practice with a partner and take turns being the caller and the 911 operator. (SL.K.1, SL.K.1.b, SL.K.4, SL.K.6)• Language Skills: Reread page 8. Repeat the phrase <i>with wall plugs</i>. Point out that this phrase starts with a word called a preposition. Demonstrate its meaning, and then have children identify other prepositions within the book. See the sentences on pages 11, 13, 18, 19, 24, 25, and 29. (L.K.1, L.K.1.e)

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Vocabulary	
Summary Have children use the following strategy to identify the meanings of unknown words in a reading selection.	
Vocabulary Activities	<p>Word Structure</p> <p>Review pages 6 and 7 and the words <i>never</i> and <i>always</i>. Explain that the words <i>never</i> and <i>always</i> are opposites (antonyms), or words that are as different from each other as they can be. Ask them to name opposites for other words in the sentences (hot, first, safe, run) Have children draw a picture of a pair of opposites and help them label their pictures. (RI.K.1, L.K.1, L.K.5, L.K.5.b)</p>
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Explain to children that a story tells about events that happen first, next, and last. Have them look at the picture on page 16. Write: <i>The children walk to school. They look both ways before they cross the street. When it is safe, the children cross the street.</i> Read the story aloud and have children identify what happens first, next, and last. Then have groups of children write or dictate other events to create a story about how they get to school safely. Have them draw pictures to illustrate the events in their story. (W.K.3, SL.K.4)</p>
	<p>Informative/Explanatory Writing</p> <p>Review the pictures on the cover. Have children select one of the safety workers and draw a picture that shows something the person does. Then have children write or dictate sentences about their pictures. Ask volunteers to share their pictures and tell about their safety worker. (W.K.2, W.K.8, L.K.1, L.K.2)</p>
	<p>Opinion Writing</p> <p>Review the pictures and text throughout the book with children. Ask: <i>Which safety rule do you think is the most important?</i> Have children write or dictate their answer. If they have difficulty, provide this sentence frame: <i>The most important safety rule is _____.</i> Then have them draw a picture of themselves following the safety rule. Volunteers can share their sentences and drawings with the class. (W.K.1, SL.K.1, SL.K.5)</p>

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