



**VDFP KIDS: A PUBLIC FIRE AND LIFE SAFETY  
EDUCATION INITIATIVE**

**Correlation of VDFP KIDS  
Lesson Plans with  
Virginia Standards of Learning (SOLs)**

**VIRGINIA DEPARTMENT OF FIRE PROGRAMS**

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# How to Use this Resource

## **STANDARDS MATRIX**

The STANDARDS MATRIX (pages 2 - 4) lists all VDFP Lessons, the grade levels for which lessons are designed and the Virginia Standards of Learning (SOLs) with which the lessons are correlated. The MATRIX is intended to be used as a reference for quickly identifying related SOLs.

## **TABLES 1. THROUGH 5**

Following the STANDARDS MATRIX are five tables (pages 5 - 10) that list specific Standards of Learning in four content areas: English, Health, Science, and Music.

## **Sources:**

Standards of Learning were derived from the following:

*English Standards of Learning for Virginia Public Schools*, adopted November 20, 2002.

*Health Standards of Learning for Virginia Public Schools*, adopted April 26, 2001.

*Music Standards of Learning for Virginia Public Schools*, adopted May 2000.

*Science Standards of Learning for Virginia Public Schools*, adopted January 2003.

# **Correlation of VDFP Lessons with Virginia Standards of Learning (SOLs)**

## **STANDARDS MATRIX**

<i>VDFP Lessons Correlated with Virginia Standards of Learning</i>					
<b>VDFP Lesson</b>	<b>Grade</b>	<b>English</b>	<b>Health</b>	<b>Science</b>	<b>Music</b>
<b>Be a Fire Monitor</b>	K	K.2 – d, f K.3 – f	K.3 – a, b, c K.4 – b	K.2 - a	
	1	1.1 – b 1.3 – c, d	1.2 – b 1.3 – d 1.6 - d		
	2	2.3 – b, c	2.5 - b		
<b>Bike Safety</b>	2				
	3	3.1 – b, c	3.1 – b, c	3.2 – a, b, c, d	
	4	4.1 – a	4.6 – a	4.2 – a, b, c, d	
	5	5.1 – a	5.2 – d		
	6	6.1 – a	6.4 – d, e 6.5 – c, d 6.7 – e		
<b>Crawl Low Under Smoke</b>	K	K.1 – b K.2 – f	K.3 – a, b, c K.4 – b	K.2 – a K.4 - e	K.1.1 K.2
	1	1.1 – c 1.2 – c	1.2 – b 1.3 – d 1.6 – a, c	1.5 – a	1.1.2 1.2.1 & 2
	2	2.2 - c	2.4 - b	2.3 – a, b	2.1.2
<b>Fire Safety Bingo</b>	K	K.2 – f K.3 – f	K.3 – a, b, c K.4 – b		
	1	1.2 – c 1.3 – c, d	1.3 – d 1.6 – a, c		
	2	2.2 – b, c			
<b>Hunting for Home Hazards</b>	K	K.3 – f K.8 – a	K.3 – c	K.1 – c	
	1	1.3 – d	1.3 - c	1.1 – c, d, h	
	2	2.9 - b		2.1 - a	
<b>How Fire Burns</b>	K	K.2 – g K.3 – f	K.3 – a, b, c	K.1 – a, c	
	1	1.3 – d	1.3 - d	1.1 – a, b, g, h	
	2	2.3 - b		2.1 – a, d	

**VDFP Lessons Correlated with Virginia Standards of Learning**

<b>VDFP Lesson</b>	<b>Grade</b>	<b>English</b>	<b>Health</b>	<b>Science</b>	<b>Music</b>
<b>Installing and Testing Smoke Alarms</b>	K	K.2 – f K.3 – f	K.3 – a, b, c K.4 – b	K.1 – a, b, c K.2 – a	
	1	1.3 – d	1.3 – d, e	1.1 – e, f	
	2	2.3 - b		2.1 – a, d	
<b>Practicing Fire Escape Plans</b>	K	K.1 – b K.2 – f K.3 – f K.11 – a	K.3 – a, b, c K.4 - b	K.1 – b, c K.2 – a	K.1.1 K.2
	1	1.1. – c 1.2. – c 1.3. – d	1.3 – d, e	1.1 – e, h	1.1.2
	2	2.2 - c		2.1 – e, f	2.1.2
<b>STOP, DROP AND ROLL</b>	K	K.1 – b K.2 – f K.3 – f	K.3 – a, b, c K.4 – b	K.1 – a, b, c K.2 – a, b	K.1.1 K.2
	1	1.1 – c 1.3 – d	1.3 - d	1.1 – a, f, h	1.1.2
	2	2.2 - c		2.1 – a, d	2.1.2
<b>Crawl Low Under Smoke</b>	4	4.1 – b 4.2 – a		4.1 – c	
	5	5.1 - a		5.1 – h	
	6		6.4 – e 6.5 - b	6.2 - e	
<b>First Aid</b>	3	3.1 – b, c 3.6 – c, d			
	4	4.1 – b 4.5 – e			
	5	5.1 – a 5.6 - c			
	6		6.4 - e		
<b>Safety Mobile</b>	3			3.1 – j, k	
	4				
<b>Safety Stories</b>	3	3.9 – a, b, c, d, e	3.1 – c		
	4	4.7 – a, b, c, d	4.6 - a		
<b>Spread the Word on Fire Safety</b>	3	3.9 – a, b	3.1 – c 3.4 – c		
	4	4.7 – c 4.8 – a through g			
	5	5.8 – b, c, d			

**VDFP Lessons Correlated with Virginia Standards of Learning**

<b>VDFP Lesson</b>	<b>Grade</b>	<b>English</b>	<b>Health</b>	<b>Science</b>	<b>Music</b>
	6	6.6 – b, c 6.7	6.4 -e		
<b>How Fire Burns</b>	3	3.1 – b, c		3.1 – a, c, j, k	
	4	4.1 – b 4.2 – a, b		4.1 – b, c	
<b>Safety Stickers/ Posters</b>	5	5.1 – a	5.5 – c, d, e		
	6		6.5 – a through e		
<b>STOP, DROP AND ROLL</b>	5	5.1 - a		5.1 – h 5.4 – c	
	6		6.4 – e 6.5 - b	6.1 - k	

## **Virginia Standards of Learning**

<b>Table 1. English Standards of Learning Related to VDFP Lessons</b>	
K.1 – b	The student will demonstrate growth in the use of oral language. b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
K.2 – d, f, g	The student will use listening and speaking vocabularies. d) Use words to describe actions. f) Follow one-step and two-step directions. g) Begin to ask how and why questions.
K.3 – f	The student will build oral communication skills. f) Participate in discussions about books and specific topics.
K.8 – a	The student will demonstrate comprehension of fiction and nonfiction. f) Use pictures to make predictions about content.
K.11 – a	The student will write to communicate ideas. a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
1.1 – c	The student will continue to demonstrate growth in the use of oral language. d) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
1.2 – c	The student will continue to expand and use listening and speaking vocabularies. c) follow simple two-step oral directions.
1.3 – c, d	The student will adapt or change oral language to fit the situation. d) Use appropriate voice level in small-group settings. e) Ask and respond to questions in small-group settings.
2.2 – b, c	The student will use oral communication skills. a) Share stories or information orally with an audience. b) Participate as a contributor and leader in a group.
2.3 – b, c	The student will use oral communication skills. b) Share stories or information orally with an audience. c) Participate as a contributor and leader in a group.
2.9 – b	The student will demonstrate comprehension of information in reference materials. b) Use pictures and charts.
3.1 – b, c	The student will use effective communication skills in group activities. b) Ask and respond to questions from teachers and other group members. c) Explain what has been learned.
3.6 – c, d	The student will continue to read and demonstrate comprehension of nonfiction. c) Ask and answer questions about what is read. d) Draw conclusions.

**Table 1. English Standards of Learning Related to VDFP Lessons**

3.9 – a, b, c, d, e	The student will write descriptive paragraphs. a) Develop a plan for writing. b) Focus on a central idea. c) Group related ideas. d) Include descriptive details that elaborate the central idea. e) Revise writing for clarity.
4.1 – a, b	The student will use effective oral communication skills in a variety of settings. a) Present accurate directions to individuals and small groups. b) Contribute to group discussions.
4.2 – a, b	The student will make and listen to oral presentations and reports. a) Use subject-related information and vocabulary. b) Listen to and record information.
4.7 – a, b, c, d	The student will write effective narratives, poems, and explanations. a) Focus on one aspect of a topic. b) Develop a plan for writing. c) Organize writing to convey a central idea. d) Write several related paragraphs on the same topic.
4.8 – a through g	The student will edit writing for correct capitalization, spelling, punctuation, and sentence structure. a) Use subject-verb agreement. b) Include prepositional phrases. c) Eliminate double negatives. d) Use noun/pronoun agreement. e) Use commas in series, dates, and addresses. f) Incorporate adjectives and adverbs. g) Use the articles a, an, and the correctly.
5.1 – a	The student will listen, draw conclusions, and share responses in subject-related group learning activities. a) Participate in and contribute to discussions across content areas.
5.8 – b, c, d	The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. b) Organize information. c) Demonstrate awareness of intended audience. d) Use precise and descriptive vocabulary to create tone and voice.
6.1 – a	The student will analyze oral participation in small-group activities. a) Communicate as leader and contributor.
6.6 – b, c	The student will write narratives, descriptions, and explanations. b) Establish central idea, organization, elaboration, and unity. c) Select vocabulary and information to enhance the central idea, tone, and voice.
6.7	The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.

**Table 1. English Standards of Learning Related to VDFP Lessons**

7.1 – a, b	The student will give and seek information in conversations, in group discussions, and in oral presentations. a) Use oral vocabulary and style appropriate for listeners. b) Communicate ideas and information orally in an organized and succinct manner.
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**Table 2. Health Standards of Learning Related to VDFP Lessons**

K.3 – a, b, c	The student will explain the concept of being safe. Key concepts/skills include a) the need for rules and practices; b) the differences between emergency and nonemergency situations; c) the choices that prevent injuries.
K.4 – b	The student will identify sources of health and safety information. Key concepts/skills include b) individuals, including school nurses, family members, health care personnel, teachers, and public safety officials.
1.3 – d, e	The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include d) fire safety; e) home safety;
1.4 – b, d	The student will demonstrate healthy mental and emotional development. Key concepts/skills include b) adaptation to change; d) the differences between positive and negative emotions.
1.6 – a, c, d	The student will demonstrate responsible personal and social behaviors in the school community. Key concepts/skills include a) cooperative behavior; c) adherence to school rules; d) acceptance of responsibility
2.4 – b	The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include b) emergency services;
2.5 - b	The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include b) the effects of personal health decisions on other individuals
3.1 – b, c	The student will explain that health habits impact personal growth and development. Key concepts/skills include b) the benefits of physical activity and personal fitness; c) safe and harmful behaviors;
3.4 – c	The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include c) the use of a variety of print, audiovisual, and electronic media resources.

<b>Table 2. Health Standards of Learning Related to VDFP Lessons</b>	
4.6 – a	The student will evaluate his/her role in solving community health problems. Key concepts/skills include a) personal responsibility for exhibiting healthy practices within the school and community setting;
5.2 – d	The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include d) the importance of exercise and recreation;
6.4 – d, e	The student will analyze the consequences of personal choices on health and well-being. Key concepts/skills include d) identification of risk behaviors; e) strategies for preventing and responding to injuries.
6.5 – b, c, d	The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include b) first aid and safety practices; c) strategies to avoid accidents; d) the need for and use of protective gear;
6.7 – e	The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include e) respect for rules and regulations.
7.1 – b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include b) recognition of harmful and risky behaviors;
7.2 – b, d	The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include b) the importance of participating in recreational and leisure activities; d) the health benefits of regular physical activity and fitness;

<b>Table 3. Science Standards of Learning Related to VDFP Lessons</b>	
K.1 – a, b, c	The student will conduct investigations in which a) basic properties of objects are identified by direct observation; b) observations are made from multiple positions to achieve different perspectives; c) objects are described both pictorially and verbally;
K.2 – a, b	Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include: a) five senses and corresponding sensing organ (taste-tongue, touch-skin, smell-nose, hearing-ears, and sight-eyes); and b) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull)

**Table 3. Science Standards of Learning Related to VDFP Lessons**

K.4 - e	The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include e) position (over/under, in/out, above/below, left/right) and speed (fast/slow).
1.1 – a, c, d, e, f, g, h	The student will conduct investigations in which a) differences in physical properties are observed using the senses; c) objects or events are classified and arranged according to attributes or properties; d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers; e) length, mass, and volume are measured using standard and nonstandard units; f) predictions are based on patterns of observation rather than random guesses; g) simple experiments are conducted to answer questions; and h) inferences are made and conclusions are drawn about familiar objects and events.
1.5 – a	The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include a) life needs (air, food, water, and a suitable place to live);
2.1 – a, d, e	The student will conduct investigations in which a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations; d) conditions that influence a change are defined; e) length, volume, mass, and temperature measurements are made in metric (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, cups, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds);
2.3 – a, b	The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include a) mass and volume; and b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).
3.1 – a, c, j, k	The student will plan and conduct investigations in which a) predictions and observations are made; c) questions are developed to formulate hypotheses; j) inferences are made and conclusions are drawn; and k) natural events are sequenced chronologically.
3.2 – a, b, c, d	The student will investigate and understand simple machines and their uses. Key concepts include a) types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge); b) how simple machines function; c) compound machines (scissors, wheelbarrow, and bicycle); and d) examples of simple and compound machines found in the school, home, and work environment.

**Table 3. Science Standards of Learning Related to VDFP Lessons**

4.1 – b, c	The student will plan and conduct investigations in which b) hypotheses are formulated based on cause and effect relationships; c) variables that must be held constant in an experimental situation are defined;
4.2 – a, b, c, d	The student will investigate and understand characteristics and interaction of moving objects. Key concepts include a) motion is described by an object’s direction and speed; b) forces cause changes in motion; c) friction is a force that opposes motion; and d) moving objects have kinetic energy.
5.1 – h	The student will plan and conduct investigations in which h) an understanding of the nature of science is developed and reinforced.
5.4 – c	The student will investigate and understand that matter is anything that has mass; takes up space; and occurs as a solid, liquid, or gas. Key concepts include c) effect of heat on the states of matter.
6.1 – k	The student will plan and conduct investigations in which k) an understanding of the nature of science is developed and reinforced.
6.2 – e	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include e) energy transformations (heat/light to mechanical, chemical, and electrical energy).

**Table 5. Music Standards of Learning Related to VDFP Lessons**

K.1.1	The student will sing songs and play instruments. 1. Participate individually and in groups.
K.2	The student will perform rhythm patterns that include sounds and silences.
1.1.2	The student will sing songs and play instruments. 2. Sing a variety of songs individually and in groups.
1.2.1 & 2	The student will perform rhythm patterns. 1. Relate rhythm patterns to notation. 2. Demonstrate melodic rhythm.
2.1.2	The student will sing songs and play instruments. 2. Sing a variety of songs, individually and in groups.