Introduction
This lesson is an early childhood, language arts activity emphasizing the use of technology in the classroom. The activity is designed to be used during Fire Prevention Week, which takes place in the month of October. A weeklong grid giving lesson ideas in all subject areas is included to help integrate the lessons and the children’s learning.

Student Outcomes
After completing a collaborative story about Smokey Bear, students will be able to:
- Recall facts about Smokey Bear.
- Dictate sequential events in a story.
- Communicate in complete sentences when giving information about Smokey Bear.
- Illustrate the collaborative story.

Content Area and Grade Levels
Pre-School/Kindergarten Language Arts

Technology Usage
The partner teachers at each school will need email accounts for the continuation of the book writing process. Internet access is needed to access the websites for unit information. Word processing programs are required for the writing of the book. Scanners are needed in both classrooms to send the children’s illustrations of the book via email. Teachers will need a computer to television connection to facilitate presentation of web information to the whole group. Diskettes will be needed to insure that relevant information for the unit is saved.

- Email accounts
- Internet access
- Word Processing Program (i.e. Microsoft Word)
- Scanners in each classroom
- Computer/Television connection
- Diskettes

Resources
Online:
United States Fire Administration.Kids Home Page  
www.usfa.fema.gov/kids/index.htm
Ad Council’s Smokey Bear Home Page  
www.smokeybear.com
Sesame Street Coloring Pages
Process
Tips:
A brainstorming session introduces students to the unit and provides background information.
Students then watch a story about Smokey Bear via web connection: www.smokeybear.com. An email
letter from the partnering school will introduce the collaborative book project. Upon receiving the
email, students will then begin the collaborative story, which will be emailed back and forth and
continued between partner kindergarten classes, until completion. The story being written can be a
fictional adventure about Smokey Bear and/or Fire Prevention.

Each student will then take part in dictating and illustrating the collaborative book. These books will
then be placed in each school’s library to be used during Fire Prevention Week for future use.

2. Make sure children are comfortably seated and able to see TV monitor without interference.
3. Introduce unit by asking such questions as, "Who has heard of Smokey Bear?"  "What can you
tell me about him?"
4. After a brief discussion explain to the group that the class is going to do a very special project
involving three steps.
   • The first step is learning more about Smokey.
   • The second step is drawing pictures and writing a class story about Smokey.
   • The third step is to email the unfinished story and the students' pictures to a
kindergarten class in partner school.  The students at the partner school will finish the
story and draw pictures, which they will then email back to the other school.
   • The completed story will be read, copied, and posted on the school’s web page where
the students can access it from their home computers, as well as a hardcopy placed in
the libraries.

Materials:
• Scanners
• Computer with Internet access and email accounts
• Word Processing Program (i.e. Microsoft Word)
• Computer hookup to television monitor
• Diskettes
• Paper, crayons, etc.
• Posters of Smokey Bear
Preparation:
1. Find partner class interested in taking part in the collaborative project.
2. Assure that all technology materials are available and functioning.
3. Gather software and literature needed for unit.
4. Check that all online resources are current.

Tasks:
1. Brainstorm information about Smokey Bear.
2. Sequence information about Smokey Bear.
3. Start story, send it via email to partner school.
4. Send the collaborative story via email back and forth throughout the week.
5. Illustrate and send copies of collaborative story via e-mail.
6. Share completed collaborative story with partner school.
7. Provide hardcopies of the book in both school libraries and post on school websites.

Presentation
Students will take part in a collaborative field trip/picnic where they will meet, share finished story, and interact. Students can also read the completed book during a school assembly the week following Fire Prevention Week.

Assessment
1. A language skills checklist including: 1) Turn taking; 2) Maintaining topic; 3) Following directions; 4) Answering questions appropriately; and, 5) Responding in complete sentences.
2. A participation checklist including: 1) Dictating the story; 2) Illustrating the story; and, 3) Reading the story in a whole group

Extension
After the students have completed the story, they may want to write a thank you to their partner school. A scanned picture of the class could be sent with their letters. Students can also share their completed book with families via school web page.

Content Standards
Language Arts: Benchmark: K-4
1) Students will understand and use Language Arts for communication.
2) Students will understand and use Language Arts as a learning tool.
3) Students will listen and read for a variety of purposes.
4) Students will use a variety of listening and reading strategies appropriately.
5) Students will speak clearly and write effectively for a variety of audiences and purposes.
<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Introduce the history of Smokey Bear.</td>
<td>Home fire hazards to look for and be aware of in our homes.</td>
<td>Students will become Jr. Fire Marshals.</td>
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<td>Science</td>
<td></td>
<td>Experiment to show role that oxygen plays in a fire, using candle in a jar. Also relate open/closed doors to discussion.</td>
<td>Fire safety techniques and lessons will be introduced. STOP, DROP &amp; ROLL</td>
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<tr>
<td>Art</td>
<td>Students will do drawings of Smokey Bear.</td>
<td>Drawings will accompany story and be sent via email all week.</td>
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<tr>
<td>Language Arts</td>
<td>Children begin a collaborative story about Smokey Bear. Partner class will respond with continuation.</td>
<td>Smokey Bear story will be sent back and continued by partner class. Continue throughout the week.</td>
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<tr>
<td>Home Collaboration</td>
<td>Fire safety checklist will be sent home for parents to complete with child.</td>
<td>Students will take home a worksheet to fill out as an evacuation plan.</td>
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<tr>
<td>Other</td>
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<td></td>
<td>Students will act out the STOP, DROP &amp; ROLL technique</td>
<td></td>
<td>Field Trip and Picnic to Smokey Bear museum in Capitan.</td>
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Email

Since your students will be emailing their stories to partners, briefly cover email concepts. Next, explain the comparisons of email with regular mail (sometimes called snail mail) – the stuff the mail carrier brings to your mailbox. To test students’ understanding of email, have students answer/discuss the following questions about different types of mail.

**Email or Snail Mail**

1. What is email?
2. What do you need to send or get email?
3. Where do you get “snail” mail?
4. What do you need to send or get snail mail?
5. Which is faster, email or snail mail?
6. Why are we going to use email in making our story?
Mission

We are looking for a partner class to help us write a Smokey Bear Adventure. We are hoping that you will be our partner. You will write the beginning of an adventure with Smokey Bear. Then, you will send it, using email, to another class so they can add more to the story. When you get it back, you will write an ending for the story. While you are working on this story, you will learn some things about Fire Prevention.

Getting Ready

Check out Smokey Bear and friends by pointing to and then clicking on the television to the right →

There are lots of games and different activities for you to do at the Smokey Bear website, so don't miss out on the fun!

You are learning about Fire Prevention and Smokey Bear. As you learn about fires and Smokey Bear, you will know enough to make up your own story about Smokey Bear. It's time to go out on your adventure and start on your very own Smokey Bear story!

<table>
<thead>
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<th>Supplies</th>
<th>Instructions</th>
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<tr>
<td>Paper, Crayons, etc.</td>
<td>Draw pictures for your story</td>
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<tr>
<td>Smokey Bear Posters</td>
<td>Use for drawing ideas</td>
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Vocabulary

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<tr>
<th>adventure</th>
<th>dictate</th>
<th>edit</th>
<th>email</th>
<th>fire</th>
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<td>prevention</td>
<td>proofread</td>
<td>safety</td>
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Your Adventure

1. How do we begin? First, answer the questions and share your answers with your class.
2. Think up your own Smokey Bear adventure about fire safety. Make up a little bit of the story, just the very beginning of the story.
3. Dictate your story to your teacher or to a person who can type.
4. Draw pictures describing the beginning of the story.
5. Proofread and edit your story to make sure there are no mistakes!
6. Send your story and pictures to your partner class so they can continue with the story. They will send it back to your class with pictures they have drawn.
7. What did you learn about Smokey Bear and Fire Prevention?
8. Go to the Fire Safety activity.

Resources

Online:
- Kids Learn About Smoke Alarms
  Great animated site for kids with lots of games to explain fire safety.
- Smokey Bear Splash Page
  Join Smokey in learning how you can prevent forest fires.
- Al’s Fire Safety Homepage for Kids
  Nice safety tips page with sample escape map.
- Sesame Street Coloring Pages ~ Health and Safety
  Download and print out various fire safety pages for students to color.

Offline:
- Graham, K. (xxxx). *Smokey Bear saves the forest*. Western Publishing Company INC.

Digging Deeper

Now that you know about Fire Prevention, you can tell someone else! Make a poster that tells people to be careful with fire. Put it up in the cafeteria or library so everyone can see it.
Vocabulary

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ADVENTURE -/noun/ (ad • ven • chur)
: something you do that is new and exciting. It can be scary or dangerous, too.

DICTATE -/verb/ (dik • tate)
: to talk aloud so someone can write down what you say

EDIT -/verb/ (ed • it)
: to check a piece of writing for mistakes

EMAIL -/noun/ (ee • mayl)
: Electronic messages sent between computers using a phone line

FIRE -/noun/ (fire)
: flames, heat, and light made by burning

PARTNER -/noun/ (part • nur)
: one of two or more people who do things together

PARTNER SCHOOL -/noun/
: a school that does things with other schools

PREVENTION -/noun/ (pre • ven • shun)
: stopping something from happening

PROOFREAD -/verb/ (proof • reed)
: to read something carefully and correct any mistakes

SAFETY -/noun/ (sayf • tee)
: making sure things are not dangerous or harmful

SMOKEY BEAR -/noun/
: a bear cub found in a tree after a forest fire. He became the symbol for fire safety.