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# Safety Sal

Theme: safety



Hello boys and girls! My name is Safety Sal. I'm here to talk to you about safety. You already know the basics, since you are fourth graders. However, we will be learning about the details of safety at home, at school, and at play. I'll need your help. Whenever I point to you, you will read a little chant in unison. Let's practice first. \*

Let's start off by discussing bicycle safety rules. If you are going to ride your bike at night, it is important to make sure that you have headlights and reflectors on your bike. This is to make sure that cars and people on the road can see you. Another good thing to have on your bike is a horn, just in case of an emergency or if someone gets in your way. You already know about how to protect your head by wearing a helmet, but you should also wear knee pads and elbow pads while on your bicycle. They will protect your bones in the case of a fall. What's our motto? \*

Let's move on to home safety. I am sure you know all of the basics. Never open your door to strangers. Don't give out information over the telephone. Never tell anyone that your parents aren't home. Now, let's look at some of the adult safety tips that you can use at your house. There should be at least one smoke detector on each floor. The best locations are near the kitchen, in the hallway, and outside the bedroom doors. Make sure that the batteries are always charged. Keep a fire extinguisher on each floor as well. What do we always want to remember? \*

We also want to think about school safety. In the case of a fire, your teacher is prepared to get you out safely. What you need to remember is not to panic. Just follow your teacher's instructions and you will be safe. When you ride on a school bus, you need to sit in your seat and be quiet. This will help the bus driver concentrate on driving so you will arrive safely. What do we know about safety? \*

Finally, there is Internet safety. You can have a lot of fun on the Internet. Perhaps you like to e-mail or send instant messages to your friends and family. You might do some of your homework or research on the Internet. There are so many things that you can do! Like anything else, there are safety rules for safe use. The Internet is just like a city. Anyone can go there. You don't know the people. You need to think of the Internet as a place where many strangers could go. Therefore, you want to use your "stranger danger" safety knowledge. Never e-mail people you don't know. Ask your parents' permission before using the Internet. Don't give out any information about yourself or your family. What are you thinking right now? \*

Excellent! Well, I can see that you already knew most of what Safety Sal came to talk to you about today. You are one clever group of students. I wish all of you a safe life at school, at home, and at play. Remember . . . \*

# Interactive Read-Alouds

Comprehension begins at the listening stage. Students understand what they hear before they understand what they read. That is why research supports reading aloud to students books and stories that are above their reading level. Reading aloud builds vocabulary, models thinking aloud, and models phrasing and fluency. This activity takes reading aloud a step further by including rhymed phrases that students will then use to apply the repeated oral reading strategy. The structure of this activity will keep students actively listening.

**Strategies:** repeated oral reading, modeled fluency, choral reading, active listening

## Materials

- overhead projector/transparencies or chart paper (optional)

## Directions

1. Choose one story, and make one copy of the reproducible. (The story “The Magic Elevator” has two pages.) Copy a class set of the corresponding rhymed phrases. Or, as an option, make an overhead transparency of the reproducible or write the rhymed phrases on the board or chart paper.
2. NOTE: Do not photocopy the story for students. This activity is designed to build students’ listening comprehension. They need to hear phrasing and fluency modeled by you in order to replicate it in their own reading.
3. Give each student a copy of the rhymed phrases, or display the phrases so all the students can see them. Read aloud the phrases, and have students practice reading them. Tell students that you will read aloud a story and that they will read aloud the rhymed phrases each time you point to them. (Point to the class each time you see an asterisk in the story.)
4. For “Eating the Layers of Earth” on page 18, gather 1 bag of graham cracker crumbs, 1 cup of peanut butter, 1 round nut, and a plastic knife for each student. Invite students to perform the experiment in the story as you read aloud the story.
5. Read aloud the story. Model good phrasing, intonation, and fluency.
6. Throughout the story, stop at each asterisk, point to the students, and have them read the rhymed phrases, with increased fluency each time.

## Extension

Many of the rhymed phrases lend themselves to movements. Make up silly movements that students can do as they read their part. This will maximize active listening. Try movements such as clicking tongues, clapping, stomping feet, moving hands like waves in the ocean, moving hands up together and then parting them in opposite ways, nodding heads, hopping, turning around, and cross-lateral movements.

# Safety Sal

Rhymed Phrases

Safety first! Know the rules! That's what we say.  
When you know the safety rules, it's more fun when you play!  
Safety in your house. Safety at school.  
Safety on the computer. It's a really great tool!  
We know who it's safe to be around.  
We know how to keep ourselves safe and sound!



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