

# Hot Things Burn

## Overview

### Task Context

Students need to be aware that hot things hurt. They need to identify hot things in the environment as well as those things that are not hot at the moment but could get hot (e.g., irons).

### Links to Prior Knowledge

Prior to beginning this lesson, students need to be familiar with the "I Spy" game.

### Expectations

Grade 2	Grade 3
2e47 • communicate messages, and follow instructions and directions;	3e50 • communicate messages, and follow and give directions for a variety of activities and events;
2e60 • participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say;	3e51 • listen to discussions and ask questions to clarify meaning;
2p3 • outline safety rules and safe practices;	3e63 • contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
2p11 • identify safety rules to be followed in the home, school, and community (e.g., electrical safety, schoolyard rules, bus safety);	3p3 • list safety procedures and practices in the home, school, and community
2a28 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;	3p10 • explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);
	3a22 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;

### Groupings

Students Working Individually

Students Working As Whole Class

## Notes to Teacher

The following materials will be needed:

- objects/pictures of things that are or may become hot (e.g., iron, curling iron, matches, barbecue, bowl of soup, birthday candles, light bulb, etc.)
- objects/pictures of things that are not hot

## Teaching / Learning

### Eye Spy Game

1. Teachers use a variety of objects and pictures of objects that are present in the room or have been previously gathered. These should include items that are hot, not hot, and those that are sometimes hot and sometimes cold (e.g., kettle, curling iron, etc.)

2. Play the I Spy Game. Teachers provide clues that focus on specific rooms or places (e.g., "I spy with my little eye something that is hot and is found in the kitchen " or "I spy with my little eye something that is not hot and can be found in the classroom" or "I spy something in the backyard that could be hot if dad is cooking dinner".)

Be sure to include electrical outlets and hot water faucets.

3. Teachers repeat several times using clues provided by students.

4. Teachers discuss safety rules regarding hot things.

Examples:

- Barbecues could be hot so do not touch them or play near them.
- Never play with matches.
- If you find matches, tell a grown-up.
- Never play near a campfire.

### Eye Spy Sorting

1. Teachers explain that students will now become "hot" detectives (i.e., detectives looking for things that are hot or can become hot).

2. Teachers and students reexamine the objects/pictures used in the I Spy game.

3. Students sort these into three categories: hot, sometimes hot, and not hot.

### Eye Spy Virtual Tour of the Home

1. Teachers provide each student with a piece of paper to be folded into quarters.

2. In each quadrant, students write the name of a room in the house. The backyard could also be used as a choice.

3. Students pretend to tour the house and spy things that are hot or could be hot. They record four things in each quadrant. Illustrations or pictures from magazines could be added.

## Resources

"I Spy Tour of My House" worksheet sample

## I Spy Tour of My House

**Name:** \_\_\_\_\_

Draw four hot things that you spy in each room. Print the name below each one.
