



*WellWay Publishers and Consultants*  
[www.wellwaypublishers.com](http://www.wellwaypublishers.com)



Snappy®, The Safety Turtle

1401 Highway 84, West, Suite 200  
Brookhaven, MS 39601-8285

e-mail: [jrobins@deltastate.edu](mailto:jrobins@deltastate.edu)  
Phone: 662-588-4359  
FAX: 601-823-5676

**LESSON PLANS FOR TEACHERS IN GRADES K-3:  
GUIDELINES FOR TEACHING SNAPPY®, THE SAFETY TURTLE,  
A MULTI-MEDIA EDUCATIONAL PROGRAM FOR CHILDREN  
AND THEIR FAMILIES.**

By

**Jerry W. Robinson, Jr., PhD, Distinguished Professor of Rural Sociology, Emeritus, Delta State University and The University of Illinois, Urbana-Champaign, and M. Corrine Berry, MSCD and BA, Teach for America Educator, Lake Village, Arkansas; Currently JD Candidate, Class of 2009, Wake Forest University School of Law.**

**Introduction:** This plan helps teachers inform students in grades K-3 about traffic safety and about the dangers of tobacco, fire, guns, unhealthy foods, and obesity. Interactive learning activities and games are used to increase student skills in spelling, reading, drawing, math, motor skills, writing, critical thinking, singing and reciting short poems *while safety is being taught*.

The research based model supporting the educational strategies in the Snappy® program can be found at [www.wellwaypublishers.com](http://www.wellwaypublishers.com) by clicking on Snappy®, the Safety Program.

**A: Program Goals:**

- To provide and reinforce interactive learning and educational experiences about safety that are fun and effective for children, youth, teachers, firefighters, police officers, parents and grandparents.
- To integrate safety education with learning about math, spelling, reading, drawing, critical thinking, and hand-eye coordination.
- To reinforce the importance of each individual's responsibility for safety.
- To reduce and injuries from traffic crashes, and accidents from guns and fires.
- To reduce health problems from use of tobacco and other drugs, eating junk food, lack of exercise, and obesity.
- To help Mississippi become the nation's pacesetter in safety education.

**Program Materials Include:**

- For the research-based approach for changing attitudes and behaviors safety, return to [www.wellwaypublishers.com](http://www.wellwaypublishers.com) and click on “Research Base”.
- A 40-page activity book, in full color, with a variety of learning exercises.
- A dynamite CD with 20 songs and poems written and performed by a talented group of Mississippi Deltans.
- A Snappy® mascot costume that an adult can wear at special presentations.
- Snappy® T-shirts, aprons, and a large 3 by 6 foot banner.
- A 3-inch, full-color sticker of Snappy®, The Baby Safety Turtle.

**A. Organization of these Lesson Plans:**

- Twelve sessions for teachers of about 30 minutes each over a six week period..
- Tips and suggestions for leading each session.
- Web sites with additional information for several sessions.
- List of required materials and equipment for each sessions.
- Step by step instructions for each session.
- See Appendix 2 for MS. State Competency Alignments by subject for Kindergarten, first grade, second grade, and third grades.
- Parent connections with home-link activities for students to take home after selected sessions.
- As students progress through each section of the book teachers will assess their Depth Of Knowledge (DOK) by completing a **KWL** chart (**K**= What we **Know** already; **W** = What we **W**anted to learn; and **L** = What we have **L**earned).

**SPECIAL NOTE # 1:** You will need to prepare forms to give each student with the KWL chart on it to assess DOK for learning activity in traffic safety, fire safety, gun safety, and the hazards of tobacco and an unhealthy life style.

**List and Discuss: What we know, wanted to learn, and what we learned about Traffic Safety:**

<b>K</b>  (Know already)	<b>W</b>  (Wanted to learn)	<b>L</b>  (What we have Learned)

**SPECIAL NOTE # 2:** The Snappy® program works best at the end of the day - it sends the children home in a happy mood. Children will get on the school bus singing Snappy’s® songs.

## Session One: Introducing the Snappy® Program to Your Classroom

### Required Materials and Equipment for Session One:

- A Snappy® book for each child, with student's first name on front cover.
- A Snappy® C.D. and a CD player
- A sticker of “Snappy®, the Baby Safety Turtle” for each student
- A large picture of the Snappy® Mascot which you can post in the room.
- A set of multi-colored writing tools for recording student's comments on a large sheet of paper, which you keep for use later.
- Home Link Connection letter for student's parents or guardians introducing the Snappy® program (See Appendix 1 at the end of this document).

**SPECIAL NOTE # 1:** Be sure to write the first name of each student at the top of the front cover of the Snappy® book. Students will use the same book for all 12 sessions.

**SPECIAL NOTE # 2:** Tell the students that each one will receive the Snappy® book and Snappy® CD to take home at the end of the last session. Note that they must complete all of the activities for their grade level to receive the free CD to share with their family.

- A. Begin the sessions with students sitting in circle on the floor to discover students' background knowledge of traffic, fire, and gun safety and the dangers from use of tobacco, other drugs, and an unhealthy lifestyle – the lack of exercise and eating too much junk food. **Focus on the following questions:**
- “What do we know about how to be safe in a car or truck?” which is written on the top of the chalk board or a large sheet of paper. As students share what they already know, record their responses underneath the question.
  - **Why do you think tobacco is harmful?** Record their responses on the board.
  - **Why is alcohol (beer, whiskey) harmful?** Record their responses on the board.
  - **Why are exercise and the type of food that you eat important?** Record their responses on the board.

**Tip 1:** Use a different color for each written question and student responses.

**Tip 2:** Record student opinions on a KWL chart to revisit later.

After students finish sharing their background knowledge, **lead them through a picture walk of the Snappy® book to stimulate their interest.** This is a great opportunity to model the thinking process that skillful readers exercise!

- B. Students return to their seats, give the Snappy® book to each class member.
- C. Have the students look at Snappy® on the front cover. **Ask, “Why do you think the author uses Snappy®, The Safety Turtle, as a mascot?”**  
**Answer: “Because the shell protects the turtle’s body.”**

**SPECIAL NOTE # 3: Steps D-G, below, can be completed in small group listening centers.**

- D. Instruct students to open their books to page 3 and begin playing Part One of the Snappy® CD. Students listen silently during the first time Part One plays through.
- E. Repeat and continue playing Part One of the Snappy® CD, while students use crayons to color the pictures of Snappy® on page 3 and 4.
- F. Remind students that they will have time later to color “Snappy®, The Baby Safety Turtle,” on page 5.
- G. As students begin to finish up their artistic creations, prompt them to flip ahead to page 35 and encourage them to sing along with the tunes.
- H. G. Review the key safety points presented on the Snappy’s® picture pages and allow time for students to offer their comments and thoughts.
- I. Make a copy of the Home-Link Connection letter in Appendix 1, at the end of this document, that introduces the Snappy® program, and ask students to deliver the letter to their parent or guardian.
- J.** Collect all books and store them away in a safe place for the next session.

**SPECIAL NOTE # 4 - A REMINDER: Please see appendix 2 for MS. State Competency Alignments of all activities in the Snappy® by subject for Kindergarten, first grade, second grade, and third grades.**

## Session Two: Reinforcing the Importance of Traffic Safety

### Required Materials and Equipment for Session Two:

- A Snappy® book for each child, with student's first name on front cover.
- A Snappy® CD and a CD player
- A large picture in full-color Snappy® Mascot can be found at [www.wellwaypublishers.com](http://www.wellwaypublishers.com) and printed for you to post in the room.
- A set of multi-colored writing tools for recording student's comments on a large sheet of paper, which you keep for use later.

A. Begin session two with students seated at their seats or desks. Lead the class in a discussion answering the question “**What do we all remember about Snappy®?**”

B. Ask several students to help you redistribute the books, and instruct students to open their books to the “**Snappy's® Color the Square Game,**” on page 15. As they locate the page, replay Part One of the Snappy® CD.

**Mini Lesson:** Demonstrate the strategy of using page numbers in books to locate specific sections.

- B. Have the students follow along as you read the instructions on page 14 for the activity on page 15.
- C. Students will use a blue and a yellow crayon as they complete the “Snappy's® Color the Square Game,” on page 15, and listen as a class to Part One of the Snappy® CD. Encourage students to sing along during the parts of the song that they remember.
- D. Complete the activity with everyone reading the secret message together:

The answer = “SAFE”

**Practice Tip:** After students complete this activity, ask them to trace each letter in the square with their pencil to practice writing capital letters.

**SPECIAL NOTE # 1:** This activity is effective for working on students' motor skills because the boxes have smaller letters than they are accustomed to working with.

## Session Three: Learning About Traffic Signs and Signals

### Required Materials and Equipment for Session Three:

- A Snappy® book for each child, with student's first name on front cover.
- A Snappy® CD and a CD player
- The large picture of the Snappy® Mascot to post in the room.

**Tip:** Not allowing students to take their books home until the end of session twelve in the Snappy® unit ensures that each student will have their book in the classroom and in one piece each session.

**SPECIAL NOTE # 1:** Remind the students that each one who completes all of the activities in the book will receive a free copy of Snappy's® CD with the safety songs and poems to share with their family and friends.

- A. Distribute the Snappy® books to each student.
- B. Students will work together as they complete the, “**Snappy® Safety Sign Match Game,**” on pages 16 and 17, using their pencils. Eliminate some of the verbal instructions as you progress through each item.

**SPECIAL NOTE # 2:** Teachers will need to read items 1-8 on page 16 for younger students as they draw lines to the correct sign on page 17.

**Mini Lesson:** The Safety Sign Match Game provides a great opportunity to introduce map skills! Passing out a bunch of different types of maps will compliment this activity. (See Mississippi's “Competencies” for examples.) The class can complete projects where they create maps of their neighborhood, including the safety items, such as a stop sign, a crosswalk or traffic light. If you include a map skills unit, talk about important community roles, such as places where police officers, fire fighters, and nurses work.

C: After you discuss feelings and read the instructions, students should work alone to complete the “**How do you feel?**” activity on page 18 and the “**Snappy's® Feelings Word Game,**” on page 19.

D. Have students turn to pages 20-21 and have them complete “**Snappy's® Feeling Match Game**” Once each child has the opportunity to complete their work, check the response to each of the six boxes on page 21 as a class.

**SPECIAL NOTE # 3:** Refer the students to the bicycle helmet on page 20, and emphasize that bicycle safety is especially important for children and adults.

F. Ask a student to read the statement in the cloud - *“Protect your head, Don’t be Dead!”*

G. Ask students to complete the “Snappy’s® Connect the Dot Activity” and color the car on page 11.

E. Close the session by having students sing their favorite safety songs.

**SPECIAL NOTE # 4:** Check students’ background knowledge of the different safety symbols and images to assure they know the message that each sign sends.

F. Collect and store books for the next session.

## Session Four: Being Responsible by Learning and Acting on Key Safety Words

### Required Materials and Equipment for Session Four:

- A Snappy® book for each child, with student's first name on front cover.
- A Snappy® CD and a CD player
- A large picture of the Snappy® Mascot posted in the room.
- For younger students you may want to provide a form and have each student fill in the blanks to personalize the poem, instead of a blank sheet of paper.

**Note:** Do not announce Snappy® Time this session; instead, write “Snappy® Time” into your posted class schedule for the day.

**Note:** As you ask a student to redistribute the books, whisper – “Now it’s Snappy® time.” This secrecy adds to the suspense and excitement!

**SPECIAL NOTE # 1:** The word “scheme” in the “Snappy’s® Safety Poem” activity may confuse some of your students. A mini-lesson introducing the meaning of the word scheme as a new vocabulary word prior to this session will help them.

A. This session begins with students listening, with their books closed at this point, to Part Two of the Snappy® CD.

B. Have students begin the “Snappy’s® Safety Poem” activity on pages 6 & 7, working independently at their seat with a pencil and a good eraser.

**C. Mini Lesson: Introducing Poetry Model** the exercise of mimicking different poetry styles by writing your own poem up on the board so students understand the process. (See Mississippi Competencies)

The following is a sample of a completed poem:

**Taylor, Taylor, That’s my name.**

**Safety, Safety, That’s my game.**

**Teaching, Teaching, That’s my scheme.**

**Listening, Acting, That’s your thing.”**

D. Have the class read together the poem above three times as a group so you can monitor each student’s ability to participate in the chant.

**E. End the session with students beginning the process of finding hidden words in “Snappy’s® Safety Word Search Game,” on page 22, as you replay “Part Two of the Snappy® CD” for the remainder of the time.**

**SPECIAL NOTE # 2:** Students will not be able to find all of the hidden words during one learning session. You will return to this activity later.

**TIP:** Write the poem on a large poster and read the poem together as a class daily. This will increase reading fluency!

F. Collect all books and store them for next session.

## Session Five: Completing Word Links (Cross-Word Puzzles) and Compound Words

### Required Materials and Equipment for Session Five:

- A Snappy® book for each child, with student’s first name on front cover.
- A Snappy® CD and a CD player
- A large picture of the Snappy® Mascot which is posted in the room.
- Using the chart in step A as a guide, draw a similar chart on the chalk board.

**Tip:** Write word 1 and word 2 in two different colors (red and green) and when you write the compound word write emphasize the two parts by again writing them in different colors. This is a great visual way to distinguish the two parts! (For example: *race* + *car* = *racecar*.)

A. Begin session five with students at their desk. Have students develop a list of compound words. Write down class input while two students distribute Snappy® books.

Word 1	Word 2	Compound Word
<i>race</i>	<i>car</i>	<i>racecar</i>
<i>no</i>	<i>where</i>	<i>nowhere</i>
<i>sea</i>	<i>horse</i>	<i>seahorse</i>

B. After a mini-lesson on compound words, **have students open their Snappy’s® books to the “Snappy’s® Word Link Puzzle,” on pages 12 and 13**, take out their box of crayons. Instruct students to color the three stars that contain a compound word.

C. After a few minutes, have the students check their work (have three different students name the three different words). Add the three new words to the class chart.

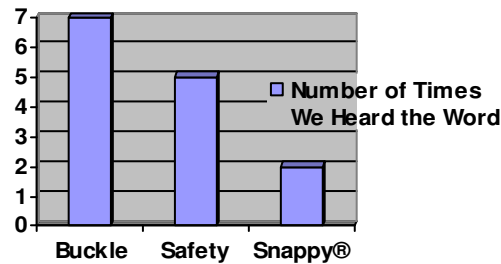
D. Read directions on pages 12 and 13 then have students complete the “Snappy’s® Word Link Puzzle,” on pages 12 and 13.

**SPECIAL NOTE # 1:** The activity on pages 8 and 9 is designed for 2<sup>nd</sup> and 3<sup>rd</sup> grade students. You will need to help students in grades K and 1 as they complete this activity.

**E. End the session with students completing the “Snappy’s® Safety Puzzle” on pages 8 and 9 as you replay “Part Two of the Snappy® CD” for the remainder of the time.**

**Tip for teaching math skills:** Have students list the words “Buckle”, “Safety”, and “Snappy®” on the top of a piece of scrap paper. Instruct students to write a tally mark under the word each time they hear it used in one of the poems as you play “Part Two of the Snappy® CD.” This is an opportunity to teach the math skill of counting with tally marks in groups of ten.

**Mini Lesson on Graphing:** Have students create a graph that illustrates the number of times they heard the three words. It would be helpful to use graphing paper for this exercise and for younger students it might be more appropriate to create a class graph.



F. Collect and store books for the next session.

## Session Six: Listening and Selecting Your Favorite Poems

### Required Materials and Equipment for Session Six:

- A Snappy® book for each child, with student's first name on front cover.
- A Snappy® CD and a CD player
- A large picture of the Snappy® Mascot which you can post in the room.
- A form with the following titles (see page 36 in Snappy's® book):

11. \_\_\_ Jack Snap Safely

12. \_\_\_ Little Miss Muffett

13. \_\_\_ Snappy®, Snappy®, The Safety Turtle

14. \_\_\_ Mary, Mary, Quite Contrary

15. \_\_\_ Ride around Town

16. \_\_\_ Buckle Up! Buckle Up! Mom and Dad!

17. \_\_\_ Bye, Bye, Baby Bunting

18. \_\_\_ Safety Is Snappy's® Theme

19. \_\_\_ Snappy's® Puts on a Seat Belt

20. \_\_\_ Snappy®, Snappy®, That's My Name

A. Before each poem plays, give a sheet of paper to each student with the list the 10 titles. After the 10 poems play through once, tell the students that each one of them will be asked to vote for their favorite poem. Prompt a class discussion by asking questions that encourage students to think about the real life applications of voting.

B. Begin session six with all students gathered in a circle on the floor. Begin the "Snappy® CD" on track 13 as students listen and learn more poems.

**Tip:** Some sample questions you might want to use in this discussion: When do people vote? Why is voting important?

C. Remind the students that they will have the opportunity to vote for their favorite poem at the end of class. As students return to their seats and get out their pencils, have a student distribute forms that you prepared in advance. Each form should have the title of each of the poems and a space for the student to mark their choice for poems the like most.

D. While the last part of the Snappy® CD is playing, each student silently chooses their favorite poem and then marks their ballot. Have each student submit their ballot and their Snappy® books to you at the end of the day.

**E. Home Link Connection:**

- Have students turn to page 10 in the Snappy® book - **“Use this page to write their own safety song or poem for Snappy®.”**
- Have students complete this activity on a separate sheet of paper as a take home exercise.
- When students return for the next session, they can write their song or poem in the Snappy® book.

F. Before students arrive the following session, tally the ballots and post the election results on your classroom door and display the winning poem on a poster. For that following week begin each day with the class reciting the winning poem together in unison. This repetition will help to build fluency.

**Tip:** To help build up the excitement over your classroom’s “election,” you may to allow some “campaigning”!

G. Collect and store books for next session.

## Session Seven: Reviewing and Acting on What We Have Learned about Traffic Safety

### Required Materials and Equipment for Session Seven:

- A Snappy® book for each child, with student’s first name on front cover.
- A Snappy® CD and a CD player
- A large picture of the Snappy® Mascot which you can post in the room.
- Prepare a KWL chart to assess Depth Of Knowledge (DOK) about traffic safety on a large piece of paper, using the one below as a guide.
- Paper for Home-Link Connect letter about traffic safety to someone I love

A. Begin this session with all students gathered in a circle on the floor. Lead them in completing a KWL chart about safety (**K**= What we **K**now already; **W** = What we **W**anted to learn; and **L** = What we have **L**earned).

**SPECIAL NOTE # 1:** Give each student a form with the KWL chart on it, or prepare a chart for the entire class on a large sheet of paper to assess DOK.

### List and Discuss: What we know, wanted to learn, and what we learned about Traffic Safety:

K (Know already)	W (Wanted to learn)	L (What we have Learned)

**B.** After students give their input, **introduce and share a traffic safety story that is familiar to you. You may select a personal story, if you wish.**

**Tips:** Be very sincere and honest when you share several of your safety story. For example:

- You may share a story about a person you knew who was injured or killed in a car wreck. If the person was not wearing a safety belt, highlight that fact.
- You may explain why you always buckle up or ask passengers in your vehicle to snap their belts.
- If you have small children or grandchildren, emphasize how you make sure that they are buckled in a secure child safety seat.
- You may explain why don't drink and drive. See statements at the top of page 32.

**C.** After you share, ask students to offer their own personal stories related to safety.

**D.** Before returning to their seats, have each student share the name of one person that they love and that they want to help be more safe.

**E. Home-Link Connection: "Writing a Letter to Someone You Love about Traffic Safety:"** Use this activity to introduce the value of writing letters.

- Have each student write a letter to the person they named as someone they love, asking them use traffic safety behaviors so that they will be safe when riding in a car or truck.
- Be sure to emphasize the different parts of a friendly letter (greeting, body of the text, closing, etc.).
- End this session with several students sharing the letter they have written.
- Instruct the students to take the letter home and personally deliver it to the person that they wrote.

**F.** Collect and store books for next session.

## Session Eight: Learning How Tobacco Can Harm You and Others

For more information go on line to: [www.KeepKidsFromSmoking.com](http://www.KeepKidsFromSmoking.com)

### Required Materials and Equipment for Session Eight:

- A Snappy® book for each child, with student's first name on front cover.
- A large picture of the Snappy® Mascot which you can post in the room.
- Prepare the KWL chart to assess Depth Of Knowledge (DOK) about Tobacco on a large piece of paper, using the sample on the next page as a guide.

A. Have students turn to page 26 in the book. Then, ask “What do you think and feel about the picture at the top of page 26? What’s happening here, and why?” Record all responses on the board or on a large sheet of paper.

B. Ask, “Why do you think people, even some youths, smoke tobacco?” Record all responses on the board or on a large sheet of paper.

**SPECIAL NOTE #1:** The two activities in this session are learning exercises, not tests. It’s o.k. for you or students to help each other select the correct or best answers.

C: Read aloud each of the 10 “Questions about Tobacco” on page 26 and each of the four choices for each question. Ask students to “Circle the Best Answer.” Don’t rush. Discuss responses to be sure students understand the “correct” or best answer.

**SPECIAL NOTE #2:** As you proceed through the 10 questions, students will catch on that the last choice is the “Best” answer. You may want to discuss why. For example, “why do tobacco companies spend \$9,000,000,000 per year on ads and promotions?” Tobacco companies want to get you addicted to tobacco so you will spend more money on it and they will earn a profit. Explain the meaning of the word “profit.”

D. Have students work in small groups as they complete the “Word Bank about Tobacco” on page 27, as follows:

- Read items 1 through 10 aloud, and as you read each statement, give the children time to select the word from the cloud of smoke that goes in each blank.
- As they work in small groups, allow them to help each other.
- Remember, this is an interactive learning exercise, not a test!

**E: Continue by asking:**

“**What are the main things that you have learned about tobacco?**” Record responses on the board, such as:

- (1) Tobacco is not healthy—it makes people get sick;
- (2) Tobacco is expensive;
- (3) Tobacco hurts others;
- (4) Tobacco causes people to die earlier than they should;
- (5) Tobacco smoke and breath stinks;
- (6) Smoking causes fires; and,
- (7) People and the government spend lots of money treating folks to get cancer from smoking or chewing tobacco.

**SPECIAL NOTE #3:** Remind students that Snappy®, The Safety Turtle wants them to always use healthy behaviors, such as avoiding tobacco and all other addictive drugs.

**SPECIAL NOTE # 4:** You will need to give each student a form with the KWL chart on it, or prepare a chart for the entire class on a large sheet of paper.

**List and Discuss: What we know, wanted to learn, and what we learned about tobacco:**

<b>K</b>  (Know already)	<b>W</b>  (Wanted to learn)	<b>L</b>  (What we have Learned)

**F.** Collect and store books for next session.

## Session Nine: Learning about Fire Safety and Wellness

For more information about teaching fire safety, teachers should go to: [www.sparky.org](http://www.sparky.org), or [www.BeFireSmart.com/educator/teachers\\_aids2asp](http://www.BeFireSmart.com/educator/teachers_aids2asp) and print written responses to each answer for the pictures on pages 35 and 36.

### Required Materials and Equipment for Session Nine:

- A Snappy® book for each child, with student's first name on front cover.
  - A large picture of the Snappy® Mascot which you can post in the room.
  - Prepare a KWL chart to assess Depth Of Knowledge (DOK) about Fire Safety on a large piece of paper, using the sample on page 20 as a guide.
- A. Begin by asking: “Do you know anyone whose house or apartment burned?” “Do you know why the house burned?”
- B. Then ask, “What are some to the things that you would miss most if you had a fire at your house or apartment?” Record responses on the board.
- C. Have students turn to the “Questions about Fire Safety and Wellness, pages 28-29.”

**SPECIAL NOTE #1:** This activity will work best with grades 2 and 3, teachers in grades K and 1, will need to read each of the questions aloud so students can select the best answer.

- Read each of the 14 questions or statements on page 28, and ask students to put the number of that question in the box with the best answer.

### Correct responses are:

1. Picture of building burning for fires claimed more than 2,670 lives in the US in 2002.
2. Indians (native Americans) and African Americans are twice as likely to die from fire related deaths.
3. Clothes and furniture.
4. A smoke detector should be in every home.
5. The elderly and children are more likely to have fire related injuries.
6. Alcohol harms the brain, stomach and intestines.
7. Use of a cell phone while driving causes vehicle crashes.
8. A life jacket.

9. No one should ever ride in the back of a pickup truck.
10. A healthy diet includes fresh fruits and vegetables.
11. Sugar causes cavities and obesity.
12. 20 lbs of fat equals 70,000 calories.
13. Children ages 12 and under should always ride in the back seat of a car.
14. Children 4-8 years of age and who weigh between 40 and 80 pounds should ride a booster seat.

**D. Ask children to turn the activity on page 37, “Circle the Fire Hazard in Each Room: Be Home Safe...Keep Fires Out.**

**SPECIAL NOTE #2:** The activity on pages 37 and 38 is designed for students in grades 2 and 3, or higher. Teachers will need to help students in grades K and 1 complete this activity. You may want to allow students to work in small groups. Remember, this is a learning exercise, not a test!

- E. Notice that there are 8 rooms or areas inside this two-story house. Have students circle the **Fire Hazards** in each room beginning with the “laundry room” in the upper left hand corner of the picture. Some rooms have as many as four Fire Hazards, and only one room (area) has none.

**SPECIAL NOTE #3:** Do not let students check their responses on page 38, until all have completed the activity on page 37.

- F. Remember, this is a learning activity. For example, be sure that students understand that unattended electrical items are dangerous, such as a hot iron on an ironing board can cause a fire, a fan on a bath tub can electrocute you or a shirt on a table lamp can cause a fire. Also, water on top of a TV or an open fireplace is dangerous.

**SPECIAL ACTIVITY:** Teachers may introduce this physical activity as a role play.

- Ask students, *“If you wake up at night and smell smoke, what is the best action you can take.”*
- Answer, *“Stop, Drop, and Roll. When you get to the door to your room see if it is closed. If the door is closed, touch the door to see if it is hot. If it’s hot, don’t open it! Exit through a window. Two or three story homes should have a rope or chain ladder that can be used when you have to exit through a window.”*
- **Wrap up this session by asking students to complete the KWL chart**

**SPECIAL NOTE:** You will need to give each student the form you prepared with the KWL chart on it to assess DOK.

**List and Discuss: What we know, wanted to learn, and what we learned about fire safety.**

<b>K</b>  (Know already)	<b>W</b>  (Wanted to learn)	<b>L</b>  (What we have Learned)	

**G. Home-Link Connection:** Remind students that they are to share this activity with their family, especially their parents and grandparents, when they take their books home so they can rid their home of fire hazards.

**H.** Collect and store books for next session.

## Session Ten: Snappy's® Gun Safety Rules for Children, Teens, and Adults

For more information about gun safety for children, go on line to

[www.kidsandguns.org](http://www.kidsandguns.org)

**SPECIAL NOTE #1:** Remember, children are fascinated by guns; and, they are exposed to guns continuously on TV and in movies. In our culture, children, especially boys, love to play with guns.

### Required Materials and Equipment for Session Ten:

- A Snappy® book for each child, with student's first name on front cover.
  - A large picture of the Snappy® Mascot which you can post in the room.
  - Prepare a KWL chart to assess Depth Of Knowledge (DOK) about Gun Safety on a large piece of paper, using the one the next page as a guide.
- A. Distribute books and have students turn to page 34, "Snappy's ® Gun Safety Rules for Children."
- B. State: *"It is o.k. to own a gun in the U.S. if you are old enough to purchase one and if you do not have a criminal record."*
- C. Emphasize that everyone who has a gun needs to be very careful how the use it.
- D. State *"All hunters, young and old, must take and pass a gun and hunter's safety course before they can get a license to hunt."*
- E. Read aloud "Snappy's® Gun Safety Rules for Children" on page 34 *"If you see or come in contact with a gun: STOP. Don't touch it. Remove yourself from the area. Tell an adult about the gun."*
- F. State: *"Children should never play with a 'real gun' of any kind—rifle, shot gun, or rife; and, sometimes it's difficult to tell a 'play or toy gun' from a 'real' gun."*
- G. Read each of "Snappy's ® Gun Safety Rules for Older Teens and Adults," on page 34 aloud. Emphasize, *Students should never take any kind of gun to school, even a toy pistol!*

**SPECIAL NOTE #2:** You will need to give each student the form you prepared with the KWL chart on it to assess DOK about Gun Safety.

<b>K</b>  (Know already)	<b>W</b>  (Wanted to learn)	<b>L</b>  (What we have Learned)

**H. List and Discuss: What we know, wanted to learn, and what we learned about gun safety: s activity with their family, especially their parents and grandparents, when they take their books home so they can rid their home of hazards.**

**I. Read aloud the “10 Rules for Long Life,” page 33, based on a study of 7,000 people.**

- Tell the children that they will be taking their Snappy® book home to share information about gun safety and rules for long life with their family when they complete the book.
- Ask them to be sure that they share this information with their parents and grandparents.

**I. Collect and store books for next session.**

## Session Eleven: Reviewing and Acting on What We Have Learned about Tobacco, Fire, Guns, Food, and Exercise

**TIP:** For more information about wellness, go to [www.LearntobeHealthy.org](http://www.LearntobeHealthy.org).

**TIP:** For more information about the health of children, go to [www.kidshealth.org](http://www.kidshealth.org).

### Required Materials and Equipment for Session Eleven:

- A Snappy® book for each child, with student’s first name on front cover.
- A large picture of the Snappy® Mascot which you posted in the room.
- Prepare a KWL chart to assess Depth Of Knowledge (DOK) about all aspects of Safety on a large piece of paper, using the one below as a guide.

A. Begin session eleven with all students gathered in a circle on the floor. Lead them in completing a KWL chart about safety (K= What we Know already, W= What we Wanted to learn; and, L= What we have Learned).

**SPECIAL NOTE #1:** Distribute the KWL chart to each student

### List and Discuss the Most Important Facts that We Have Learned about

#### Tobacco, Fire, Guns, Food and Exercise:

K (Know already)	W (Wanted to learn)	L (What we have Learned)
About Traffic Safety:		
About Tobacco:		
About Fire Safety:		
About Gun Safety :		
About Food and Exercise:		

B. After students give their input on the KWL chart, introduce a few safety stories that you are familiar with related to fire, tobacco, guns, exercise, or health.

**Tips:** Be very sincere and honest as you share several safety stories. (**Take care not to select stories about guns or alcohol that would frighten children.**)

- You may explain why you never smoked or chewed tobacco; or, why you quit smoking.
- You may explain how you practice fire safety in your home.
- You may explain why you or someone that you know practices a wellness lifestyle (exercise, eats a balanced diet, or doesn't abuse alcohol), and how it has helped. See remarks at bottom of page 32.
- Remind students that *“Long belts lead to shorter lives!”*

**Tip: Why? Because obesity, (being fat) causes high blood pressure, diabetes, cancer, and heart disease which are leading causes of death in the U.S.**

B. After you share your stories, ask students to offer their own personal stories related to fire, guns, or eating.

C. Refer students to top of page 32, “Facts about Traffic Safety, DUI, and Wellness.”

D. Ask students, “What do you think Dr. Robinson meant when he wrote, **‘I have two doctors, my left leg and my right leg’?**”

E. Before returning to their seats, have each student share the name of one person that they love and that they want to help be safe.

**Home-Link Connection: “Writing a Letter to Someone You Love about Smoking, Fire Safety, Gun Safety, Eating Healthy Food, or Exercise:”**

- Have each student write a letter to the person they named earlier asking them use safety behaviors so that they will have better health, be well.
  - Be sure to emphasize the different parts of a friendly letter (greeting, body, closing, etc.).
- E. End this session with several students sharing the letter they have written.
- F. Ask students to personally deliver the letters they have written.
- G. Collect and store books for next session.

## **Session Twelve – The Final Session – “A Safety Graduation Ceremony”**

- A. Begin the final session, with students seated at their desks. Distribute the Snappy® books, then lead the entire class in a discussion reviewing everything they have learned about safety. It will help to refer to the two KWL charts used in week three and in the last session.
- B. **End the session with students completing the “Snappy’s® Safety Word Find Game,” on page 22** as you replay the entire Snappy® CD for the remainder of the time.
- C. **Lead the students in completing the responses to the “Why Do You?” activity on pages 30 and 31** of the book. Students may check more than one response to each question.
- D. Before students are dismissed for the day, hold a **“Snappy® Graduation Ceremony,”** where you award them their Snappy® book.
- E. **Place a Baby Snappy® sticker on the front cover of their book to indicate graduation!**

### **Five Home-Link Connections:**

- 1. Give students who completed all of the activities for their grade level the Snappy® CD and their personal book to take home.**
- 2. Encourage students to share their books with their parents, grandparents and friends.**
- 3. Encourage students to play the CD at home and in their vehicle as they are riding.**
- 4. Extend Snappy® past the last session by including a bonus question on your next tests taken from the 10 “Do You Know Questions”, on page 21, and the “Clues-answers” scattered throughout the Snappy® book.**
- 5. Ask students to get their parents, grandparents or siblings to help them search for the 10 clues in the book that answer each question:** Inform students what the bonus question will be at the beginning of the week so they will have the opportunity to search their through their book for the answers at home with the help of parents or grandparents.

If you have suggestions for improving the Snappy® program, please e-mail them to Dr. Jerry W. Robinson, Jr. at [jrobins@deltastate.edu](mailto:jrobins@deltastate.edu).

Thanks for your help; and, best wishes to you and your students for safety and wellness.

**Jerry W. Robinson, Jr., Ph.D., [www.wellwaypublishers.com](http://www.wellwaypublishers.com), 1401 Highway 84, West, Suite 200**

**Brookhaven, MS 39601; Phone: 662-588-4359; FAX: 601-823-5676; or**

**E-Mail: [jrobins@deltastate.edu](mailto:jrobins@deltastate.edu)**

## **Appendix 1**

### **A Letter to Parents or Guardians**

#### **Dear Parents or Guardians:**

The purpose of this letter is to tell you about a new program that our school is offering to your child. The program uses two animal characters *Snappy*®, *The Adult Safety Turtle*, and *Snappy*®, *The Baby Safety Turtle* to help teachers integrate lessons about safety behaviors as we teach spelling, math, reading, writing, art, and critical thinking. The program has twelve 30 minute sessions over a six week period.

Every child receives a 40-page *Snappy*® activity book with safety word puzzles, coloring exercises, safety word match games, safety rule memory games, creative writing and other activities. Also, there is a dynamite CD with 20 traffic safety songs and poems are taught to children.

The three primary goals of the *Snappy*™ *Safety* program are:

1. To provide and reinforce interactive learning and educational experiences about safety that are fun and effective for children with learning strategies about spelling, reading, math, critical thinking, and hand-eye coordination for children in grades K-3.
2. To reduce traffic citations and crashes, gun and fire accidents, and to reduce injuries and deaths from other reckless behaviors.
3. To help Mississippi become a national pacesetter for safety education.

Dr. Jerry W. Robinson, Jr., Distinguished Professor of Rural Sociology Emeritus at Delta State University and the University of Illinois at Urbana-Champaign is creator and director of the *Snappy*™ program. He is a Mississippi native. A group of talented professionals helped Dr. Robinson develop the program's materials. Dr. Janice Seitz, formerly at the University of Illinois, helped develop the learning activities in the book. The CD was produced by Studio 61 in Clarksdale. Sheriff Malcolm McMillin of Hinds County is the CD narrator. Kristan Dambrino, Miss Mississippi for 2005, is the lead vocalist. Anita Smith of Mound Bayou, MS plays the keyboard. Barry Bays, a music professor at Delta State University, plays the bass.

During the next few weeks your child will be bringing samples of work we have completed in the classroom home for your review. When we complete the 12 sessions, your child will bring the *Snappy*® book and CD home for you and your family to enjoy.

Thanks for encouraging your child as we complete the *Snappy*® program. Best wishes for safety.

Sincerely,

Snappy Activity	MS State Competency (COM) Alignment by Subject for Kindergarten Appendix 2		
Title and Page	Language Arts	Math	History
Color the Flag, page 3	<b>COM 1:</b> a. DOK 1, Levels 1-8		<b>COM 2.</b> DOK 1, objective c
Snappy® CD, Songs & Poems, Pg. 35-36	<b>COM 2:</b> d. DOK 2, Level 1		<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Color Snappy®, Page 4	<b>COM 1:</b> a. DOK1, Levels 1-8		<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Color Baby Snappy®, Page 5	<b>COM 1:</b> a. DOK1, Levels 1-8		<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Snappy® Safety Poem, Pages 6-7	<b>COM 1:</b> b. DOK 2, Levels 1-8	<b>COM 1:</b> DOK 1, Levels a, b, c,	<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Snappy® Safety Puzzle, Pages 7-9	<b>COM 1:</b> c. DOK 2, Levels 1-7 b. DOK 2, Levels 1-8		<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Snappy® Safety Song & Poem, pg 10	<b>COM 3:</b> b. DOK 2, Levels 1-4 d. DOK 2, Levels 1-4 c. DOK 1, Levels 1-7	<b>COM 5:</b> DOK 1, Levels a, b.	<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Snappy® Safety Connect Dots, pg. 11	<b>COM 2:</b> g. DOK 2. Levels 1-2	<b>COM 1:</b> DOK 1, Levels a, b, c,	<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Snappy® Word Link Puzzle, Pages 12-13	<b>COM 1:</b> e. DOK 1, Level 4		<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Snappy® Color the Squares, pg. 14-15	<b>COM 1:</b> c. DOK 1, Levels 2, 4		<b>COM 2.</b> DOK 2, objectives a, b, c, e, & f.
Snappy® Sign Match, Pages 16-17	<b>COM 1:</b> b. DOK 2, Level 1; g. DOK 2, h. DOK 1, Levels 1-8	<b>COM 3:</b> DOK 3, Levels a. b.	<b>COM 2.</b> DOK 3, objectives a, b, c, e, & f.
How do you feel? P.18	<b>COM 2:</b> c. DOK 1, Levels 1-7 b. DOK 2, Levels 1-4		<b>COM 2.</b> DOK 3 Objectives b, d, & f
Snappy® Feeling Word Game, Pg. 19	<b>COM 2:</b> c. DOK-1, Levels 1-7 h. DOK 1		<b>COM 4.</b> DOK 3 Objectives b, d, & f
Snappy® Feeling Match Game, Pages 20-21	<b>COM 2:</b> c. DOK-1, Levels 1-7		<b>COM 4.</b> DOK 3 Objectives b, d, & f
Snappy® Safety Word Search, P. 22	<b>COM 1:</b> e. DOK1, Levels 1-4		<b>COM 4.</b> DOK 2 Objectives b, d, & f
Snappy® Safety Toys, Page 24	<b>COM 1:</b> e. DOK 1, Levels 1-4		<b>COM 4.</b> DOK 2 Objectives b, d, & f
Questions About Tobacco, Page 26			
Word Bank About Tobacco, Page 27			
Questions About Fire & Wellness, Pages 28-29			

Why Do You??? Pages 30 -31			<b>COM 3.</b> DOK 2 Objectives b, d, & f
Facts About Traffic Safety, DUI, & Wellness, pages 32		<b>COM 1:</b> DOK 1, Levels a, b, c,	<b>COM 3.</b> DOK 2 Objectives b, d, & f
10 Rules for Long Life, Page 33		<b>COM 5:</b> DOK 1, Levels a, b	<b>COM 4.</b> DOK 2 Objectives b, d, & f
Gun Safety Rules for Children, Page 34			<b>COM 4.</b> DOK 2 Objectives b, d, & f
Gun Safety Rules for Teens & Adults p.34			<b>COM 4.</b> DOK 2 Objectives b, d, & f
Fire Hazard in Each Room, Pages 37-38			
Home-Link Connections	<b>COM 4:</b> a. DOK 1, Level 1-2 & b. DOK 1, levels 1-8		<b>COM 4.</b> DOK 2 Objectives b, d, & f

Snappy Activity	MS. State Competencies Alignment for First Grade Appendix 2		
Title and Page	Language Arts	Math	History
Color the Flag, page 3	<b>COM 1:</b> a. DOK,1 Levels 1-4		<b>COM 1.</b> DOK 2, Objectives: b & c
Snappy® CD, Songs & Poems, pg. 35-36	<b>COM 2:</b> d. DOK 2, Level 1		<b>COM 1.</b> DOK 2 Objectives: b & C
Color Snappy®, Page 4	<b>COM 1:</b> a DOK,1 Levels 1-4		<b>COM 1.</b> DOK 2, Objectives: b & c
Color Baby Snappy®, Page 5	<b>COM 1:</b> a. DOK,1 Levels 1-4		<b>COM 1.</b> DOK 2, Objectives: b & c
Snappy® Safety Poem, Pages 6-7	<b>COM 2:</b> a. DOK, 2. Levels 1-4; <b>COM 2:</b> b. DOK, 2. Levels 1-6	<b>COM 1:</b> DOK 1 & 2 Levels a & b	<b>COM 2.</b> DOK 2, Objectives: c & d.
Snappy® Safety Puzzle, Pages 7-9	<b>COM 1:</b> a. DOK, 2. Levels 1-4 <b>COM 2:</b> b. DOK, 2. Levels 1-6		<b>COM 2.</b> DOK 2, Objectives: c & d.
Snappy® Safety Song & Poem, pg 10	<b>COM 1:</b> f. DOK 2 Levels 1 & 2. <b>COM 1:</b> b. DOK 2 Levels 1-7	<b>COM 5:</b> DOK1 & 2 Levels a & b	<b>COM 2.</b> DOK 2, Objectives: a, c & d.
Snappy® Safety Connect Dots, pg. 11	<b>COM 1:</b> a. DOK,1 Levels 1-4	<b>COM 1:</b> DOK 1 & 2 Levels a & b	<b>COM 2.</b> DOK 2, Objectives: c & d.
Snappy® Word Link Puzzle, Pages 12-13	<b>COM 2:</b> d. DOK 2, Levels 1-4		<b>COM 3.</b> DOK 2, Objectives: a.
Snappy® Color the Squares, pg. 14-15	<b>COM 1:</b> a DOK,1 Levels 1-4		<b>COM 2.</b> DOK 2, Objectives: c & d.
Snappy® Sign Match, Pages 16-17	<b>COM 2:</b> d. DOK 3, Levels 1-4	<b>COM 3:</b> DOK 1, Level a	<b>COM 2.</b> DOK 2, Objectives: c & d.
How do you feel? P.18	<b>COM 2:</b> d. DOK 3, Levels 1-4		<b>COM 4.</b> DOK 3 Objectives: a & c.
Snappy® Feeling Word Game, Pg. 19	<b>COM 2.</b> d. DOK 3, Levels 1-4		<b>COM 4.</b> DOK 3 Objectives: a & c.
Snappy® Feeling Match Game, Pages 20-21	<b>COM 2:</b> d. DOK 3, Levels 1-5		<b>COM 4.</b> DOK 3 Objectives: a & c
Snappy® Safety Word Search, P. 22	<b>COM 1:</b> f. DOK 2 Levels 1 – 2		<b>COM 4.</b> DOK 3 Objectives: a & c.
Snappy® Safety Toys, Page 24	<b>COM 2:</b> b. DOK 2 Levels 1-4.		<b>COM 4.</b> DOK 3 Objectives: a & c
Questions About Tobacco, Page 26			<b>COM 4.</b> DOK 3 Objectives: a & c
Word Bank About Tobacco, Page 27			<b>COM 4.</b> DOK 3 Objectives: a & c
Questions About Fire & Wellness, Pages 28-29		<b>COM 1:</b> DOK 1 Levels a-c	<b>COM 4.</b> DOK 3 Objectives: a & c
Why Do You??? Pages			<b>COM 4.</b> DOK 3

30 -31			Objectives: a & c
Facts About Traffic Safety, DUI, & Wellness, pages 32		<b>COM 1:</b> DOK 1 Levels a-c	
10 Rules for Long Life, Page 33		<b>COM 1:</b> DOK 1 Levels a-c	<b>COM 4.</b> DOK 3 Objectives: a & c
Gun Safety Rules for Children, Page 34			<b>COM 4.</b> DOK 3 Objectives: a & c
Gun Safety Rules for Teens & Adults p.34			
Fire Hazard in Each Room, Pages 37-38			
Home-Link Connections	COM 3: b. DOK 3, c Levels 1-2; d. DOK 3, Levels 1-3		

Snappy Activity	MS. State Competencies Alignment by Subject for Second Grade Appendix 2		
Title and Page	Language Arts	Math	History
Color the Flag, page 3	<b>COM 2:</b> a. DOK 2 Levels 1 – 4		<b>COM 1,</b> DOK 2 Objectives: b & d
Snappy® CD, Songs & Poems, pg. 35-36	<b>COM 2:</b> d. DOK 3, Levels 1, 2, & 4		<b>COM 2,</b> DOK 2 Objectives: a & d
Color Snappy®, Page 4	<b>COM 2:</b> a. DOK Levels 1 – 4		<b>COM 1,</b> DOK 2 Objectives: b & d
Color Baby Snappy®, Page 5	<b>COM 2:</b> a DOK 2 Levels 1 - 4		<b>COM 1,</b> DOK 2 Objectives: b & d
Snappy® Safety Poem, Pages 6-7	<b>COM 2:</b> b. DOK 2 Levels 1-4		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Safety Puzzle, Pages 7-9	<b>COM 2:</b> e. DOK 2 Levels 1-2		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Safety Song & Poem, pg 10	<b>COM 2:</b> d. DOK 2 Levels 1 – 4 <b>COM 3:</b> a. DOK 3 Levels 1-5		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Safety Connect Dots, pg. 11	<b>COM 2:</b> d. DOK 1 Levels 1- 4		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Word Link Puzzle, Pages 12-13	<b>COM 2:</b> DOK 1 Levels 1 – 4		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Color the Squares, pg. 14-15	<b>COM 1:</b> h. DOK1		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Sign Match, Pages 16-17	<b>COM 2:</b> b. DOK 2 Levels 1-8	<b>COM 3:</b> a. DOK 1	<b>COM 3,</b> DOK 2 Objectives: a & b
How do you feel? P.18	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Feeling Word Game, Pg. 19	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Feeling Match Game, Pages 20-21	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Safety Word Search, P. 22	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 2,</b> DOK 2 Objectives: a & d
Snappy® Safety Toys, Page 24	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 3,</b> DOK 2 Objectives: a & b
Questions About Tobacco, Page 26	<b>COM 2:</b> b. DOK 2 Levels 1-8	<b>COM 3:</b> a. DOK 1	<b>COM 4,</b> DOK 3 Objective: e
Word Bank About Tobacco, Page 27	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 4,</b> DOK 3 Objective: e
Questions About Fire & Wellness, Pages 28-29	<b>COM 2:</b> b. DOK 2 Levels 1-8	<b>COM 5:</b> a. DOK 3 b. DOK 2	<b>COM 4,</b> DOK 3 Objective: e
Why Do You??? Pages 30 -31	<b>COM 2:</b> b. DOK 2 Levels 1-8		
Facts About Traffic Safety, DUI, &	<b>COM 2:</b> b. DOK 2 Levels 1-8	<b>COM 5:</b> a. DOK 3 b. DOK 2	<b>COM 4,</b> DOK 3 Objective: e

Wellness, pages 32			
10 Rules for Long Life, Page 33	<b>COM 2:</b> b. DOK 2 Levels 1-8	<b>COM 5:</b> a. DOK 1 b. DOK 2	<b>COM 4,</b> DOK 3 Objective: e
Gun Safety Rules for Children, Page 34	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 2,</b> DOK 3 , Objective: d <b>COM 4,</b> DOK 3, Objective: e
Gun Safety Rules for Teens & Adults p.34	<b>COM 2:</b> b. DOK 2 Levels 1-8		
Fire Hazard in Each Room, Pages 37-38	<b>COM 2:</b> b. DOK 2 Levels 1-8		<b>COM 4,</b> DOK 3 Objective: d & e
Home-Link Connections	<b>COM 3:</b> a. DOK 3 Levels 1-5		<b>COM 4,</b> DOK 3 Objective: e

Snappy Activity	MS. State Competencies Alignment by Subject for Third Grade Appendix 2		
Title and Page	Language Arts	Math	History
Color the Flag, page 3	<b>COM 3:</b> b. DOK 3 All Levels: 1 - 11		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® CD, Songs & Poems, pg. 35-36	<b>COM 2:</b> d. DOK 3 Levels 1, 2, and 3		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Color Snappy®, Page 4	<b>COM 3:</b> b. DOK 3 All Levels: 1 - 11		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Color Baby Snappy®, Page 5	<b>COM 3:</b> b. DOK 3 All Levels: 1 - 11		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Safety Poem, Pages 6-7	<b>COM 1:</b> d. DOK 2 Levels 1 & 2		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Safety Puzzle, Pages 7-9	<b>COM 1:</b> d. DOK 2 Levels 1 & 2		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Safety Song & Poem, pg 10	<b>COM 3:</b> a. DOK 3 Levels 1-5		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Safety Connect Dots, pg. 11			<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Word Link Puzzle, Pages 12-13	<b>COM 2:</b> d. DOK 2 Levels 1, 2, & 3		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Color the Squares, pg. 14-15	<b>COM 3:</b> b. DOK 3 All Levels: 1 - 11		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Sign Match, Pages 16-17	<b>COM 2:</b> a. DOK 2 All levels: 1-4	COM 3: a. DOK 1	<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
How do you feel? P.18	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4</b> , DOK 2 Objectives: c & d
Snappy® Feeling Word Game, Pg. 19	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4</b> , DOK 2 Objectives: c & d
Snappy® Feeling Match Game, Pages 20-21	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4</b> , DOK 2 Objectives: c & d
Snappy® Safety Word Search, P. 22	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Snappy® Safety Toys, Page 24	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4</b> , DOK 2 Objectives: c & d
Questions About Tobacco, Page 26	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4</b> , DOK 3 Objectives: c & d
Word Bank About Tobacco, Page 27	<b>COM 2:</b> a. DOK 2 All levels: 1-4	<b>COM 1:</b> a. DOK 1	<b>COM 4</b> , DOK 3 Objectives: c & d
Questions About Fire & Wellness, Pages 28-29	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4</b> , DOK 3 Objectives: c & d
Why Do You??? Pages 30 -31	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 1 &amp; 2</b> , DOK 2 #1 Obj: a, b, & e; # 2 Obj: c, f, & g.
Facts About Traffic Safety, DUI, & Wellness, pages 32	<b>COM 2:</b> a. DOK 2 All levels: 1-4	<b>COM 5:</b> a. DOK 2	<b>COM 4</b> , DOK 3 Objectives: c & d
10 Rules for Long Life, Page 33	<b>COM 2:</b> a. DOK 2 All levels: 1-4	<b>COM 5:</b> a. DOK 2	<b>COM 4</b> , DOK 3 Objectives: c & d

Gun Safety Rules for Children, Page 34	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4, DOK 3</b> Objectives: c & d
Gun Safety Rules for Teens & Adults p.34	<b>COM 2:</b> a. DOK 2 All levels: 1-4		
Fire Hazard in Each Room, Pages 37-38	<b>COM 2:</b> a. DOK 2 All levels: 1-4		<b>COM 4, DOK 3</b> Objectives: c & d
Home-Link Connections	COM 3: a. DOK 3 All levels: 1-5		<b>COM 4, DOK 3</b> Objectives: c & d