In Case of Fire: Mapping Your Classroom
A lesson for learning fire safety and mapmaking

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Grade Level: K-1
Duration: 2 class periods

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Arizona Geography Strand

Concept 1 The World in Spatial Terms
Kindergarten
PO 2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood)
Grade 1
PO 3. Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend.

Other Arizona Standards

ELA Common Core Standards
READING
Literature
Key Ideas and Details
K.RL.1 With prompting and support, ask and answer questions about key details in a text.
1.RL.1 Ask and answer questions about key details in a text.

Range of Reading and Level of Text Complexity
K.RL.10 Actively engage in group reading activities with purpose and understanding.

Writing
Text Types and Purposes
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing
AZ.1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.

Overview

Fire Prevention Week offers a good opportunity to learn about making classroom maps to use as fire escape plans. Through reading nonfiction literature about fire safety, students can practice identifying facts.
In Case of Fire: Mapping Your Classroom

Purpose

This lesson is used to help students identify facts from nonfiction material. Students will also be able to construct a classroom map and learn about fire safety.

Materials

- Any fire safety book suitable for grades K-3, such as No Dragons for Tea: Fire Safety for Kids by Jean Pendziwol and Martine Gourbault.
- Rulers
- Pencils
- Crayons
- Examples of house or room maps
- Butcher or bulletin board paper
- Drawing paper
- Overhead projector and overhead pens

Objectives

The student will be able to:

- Construct a classroom map.
- Identify facts from a reading selection.

Procedures

Prerequisite Knowledge: Students understand the concept of bird’s eye view as the perspective at which a map should be constructed.

SESSION ONE
1. Read a nonfiction book on fire safety, such as Dorothy Chlad’s, When There is a Fire, Go Outside.

2. Discuss the facts that are found in the book. Check for understanding by asking question such as, “What is an exit?”

SESSION TWO
1. After discussion, show the students several samples of maps drawn of houses or rooms. Then draw a classroom map (walls only) on the overhead projector or chalkboard with student input.

2. Check for understanding by pointing to the classroom walls that correspond to the ones on the overhead or whiteboard.

3. Tell students that symbols such as // can represent doors or windows. Using symbols, draw a couple of other items in the room, such as the teacher's desk or tables. Be sure to identify each symbol to ensure student understanding.

4. Students should copy the teacher-drawn map onto the butcher paper. Students may also draw their maps individually on regular size drawing paper. They should include additional at least 3 items that are in the classroom that were not on the teacher-drawn map. Be sure to have the students draw a path to the exit.

5. When students are finished, they will tell how to exit the classroom if there is a fire drill or actual fire.

Assessment

Evaluation for understanding will be the classroom maps that have been drawn by the students. If students have drawn in 3 components and the exit route of the classroom (exit door, desks, tables, teacher’s desk, etc.); then the students have passed satisfactorily. If more details are given, students receive a grade of excellent. If students do not show 3 components and the exit route on the map, they will receive a grade of needs improvement.

Extensions

Students can draw maps of their homes as a homework assignment. They should work with a parent to draw a home map for a fire escape plan. This lesson is appropriate for "Fire Prevention Week."

Sources

