



In Case of Fire: Mapping Your Classroom

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Grade Level K-1
Duration 2 class periods

ELL Adaptation by Karen Guerrero

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards

Stage I

Basic

Reading

Comprehending Text

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.

B-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures.

B-12: interpreting signs, labels, symbols, and captions within the environment with instructional support.

Writing

Writing Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-1: drawing and using experimental writing to express ideas.

B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.

Stage II

Basic

Speaking and Listening

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.

B-6: following multiple-step directions for classroom and other activities.

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Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-8: identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.

B-18: interpreting signs, labels, symbols and captions within the environment.

Writing

Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-5: creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support.

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.

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.

Key Vocabulary

exit – the door where people can leave a room or building

map - a visual representation of a place

symbol - a simple drawing that represents something else

fire escape route – the route someone takes to escape a room or building in case of a fire

Procedures

SESSION ONE

1. Read a nonfiction book on fire safety, such as Dorothy Chlad's, *When There is a Fire, Go Outside*. As you read through the book list words/facts on the whiteboard to discuss. Make sure you point out the words/facts specifically while reading to begin providing prior knowledge for the class discussion.

(Preparation: Strategies used)

2. Discuss the facts that are found in the book. Check for understanding by asking question such

as, "What is an exit?" After each question make sure a visual is presented. In this example you would show the students where the exits are in your classroom and point to the word EXIT or put a sign there for the children to remember. As you travel to other classes throughout the day point out other EXITS around the school. **(Scaffolding: Comprehensive input; Integrating Processes: Writing, speaking)**

SESSION TWO

1. Review the book and words/facts from the previous day. After discussion, draw a classroom map on the whiteboard or chart paper. Tell them that a map is a drawing of an area, such as the classroom. Use a ruler or yardstick to draw the walls of the classroom. Put EXITS on the map as well as other features of the classroom like windows, desks etc. **(Scaffolding: Modeling)**
2. Check for understanding by pointing to the classroom walls that correspond to the ones on the overhead or chalkboard.
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. Make a key of the symbols on the board to help students make the connections.
4. Students should then work in groups to draw classroom maps of their own. Encourage symbols for the items you used symbols for but allow actual drawings too. Have them draw their maps in pairs or small groups onto butcher paper. Students may also draw their maps individually on regular size drawing paper. They should include additional items that are in the classroom that were not on the teacher-drawn map. **(Application: Hands on, meaningful; Grouping: small groups, partners)**

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5. After they have drawn their maps discuss a fire route for their group. Have the students physically walk the route they should take in case of a fire. After each group walks their route to the door draw their path on the teacher-drawn map. Use a different color for each group. Afterwards have each group add their fire escape route on their own maps. Circulate the room to ensure understanding. If a group is not understanding, have them walk the route again.
5. When students are finished, display and discuss the classroom maps.

Assessment

Evaluation for understanding will be the classroom maps that have been drawn by the students. Individual classroom maps can also be used as an assessment. If students have drawn in the major components of the classroom (exit door, desks, tables, teacher's desk, and exit route); then the students have passed satisfactorily. If more details are given, students receive a grade of excellent. If major components are missing, students will receive a grade of needs improvement. **(Assessment: Written, group)**