



In Case of Fire: Mapping Your Classroom

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Grade Level K-1
Duration 2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context

AZ Standards

ELA

READING

Literature

Key Ideas and Details

- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
 1.RI.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text.

Range of Reading and Level of Text Complexity

- K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.
 1.RI.10 With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1

Writing

Production and Distribution of Writing

- K.W.4 and 1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- K.G1.1 and 1.G1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.

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

In this lesson, students will identify facts from a nonfiction reading selection on fire safety and construct a classroom map so they can safely exit the classroom during a fire or fire drill.

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

In Case of Fire: Mapping Your Classroom

- Pencils
- Crayons
- Examples of house or room maps
- Bulletin board or chart paper
- Drawing paper
- Doc cam or projection device

Objectives

The student will be able to:

- Identify facts in a reading selection.
- Construct a classroom map.
- Identify how to exit the classroom during a fire or fire drill.

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 No Tea for Dragons.
2. Discuss the facts that are found in the book. Check for understanding by asking question such as: What is an exit? What should we do if there is a fire? What should you do if there is a fire at your house?

SESSION TWO

1. Review Session One concepts and introduce the idea of being prepared for a fire/fire drill. Project several samples of maps drawn of houses or rooms. Emphasize that the maps are drawn as if looking down from the ceiling/sky (bird's eye view). Then draw a classroom map (walls only) on the whiteboard or chart paper with student input.
2. Check for understanding by pointing to the classroom walls that correspond to the ones on the drawing/map.
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. Groups of students should copy the teacher-drawn map onto regular size drawing paper. They should include at least 3 additional 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 describe how to exit the classroom if there is a fire drill or actual fire.

Assessment

Geography and ELA

Learning will be assessed through 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 very simple 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

Baker, E. (1980). *Fire*. Creative Education, Inc.

Chlad, D. (1982). *When There is a Fire, Go Outside*. Chicago: Children's Press. (Out of print)

Pendziwol, J. (1999). *No Dragons for Tea: Fire Safety for Kids*. Buffalo, NY: Kids Can Press. ISBN 1-55074-571-9