



In Case of Fire: Mapping Your Classroom

Author Sandra Cloyd
Grade Level K-1
Duration 2 class periods

ELL Adaptation by Karen Guerrero

National Standards

GEOGRAPHY Element 1: The World in Spatial Terms

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 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.

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

In Case of Fire: Mapping Your Classroom

| Integrating Processes | Application | Assessment |
|---|--|--|
| Reading Writing Speaking Listening | Hands on Meaningful Linked to objectives Promotes engagement | Individual Group Written Oral |

Arizona English Language Proficiency Standards

Kindergarten

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: identify key details from read-alouds, picture books, and/or oral presentations.

B-3: retell familiar text

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1 tell or dictate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.

Grade 1

Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-3: sequence a series of events using key words and phrases.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of general academic, and content-specific words and phrases, and some common expressions.

Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: communicate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.

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.

Key Vocabulary

In Case of Fire: Mapping Your Classroom

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

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
- 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.

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)**

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

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

In Case of Fire: Mapping Your Classroom

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.

(Assessment: Written, group)

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