ELL Adaptation For

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

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Grade Level: K
Duration: 2 class periods

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TESOL Standard(s)
Goal 2, Standard 2
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Arizona ELL I Reading Standard
Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.
Beginning: The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.
Intermediate: The students will respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.

Arizona ELL III Reading Standard
Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.
Beginning: The student will identify main ideas and key details of text.
Intermediate: The student will identify the main ideas, key words, and important details in text that requires some level of inference.

Arizona ELL I Writing Standard

Arizona ELL III Writing Standard
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### 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 exit 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 board/overhead to discuss after. 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 overhead projector or chalkboard. 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 so students understand. 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

### ELL Adaptation

**Writing Applications: The student will express in writing his or her own thinking and ideas.**

**Beginning:** Respond with drawings to stories dramatized or contextualized by the teacher.

**Intermediate:** Relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

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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)*