

SIOP[®] LESSON PLAN

Date: _____

Grade/Class/Subject: 2-5/Geography

Unit/Theme: Scales

Standards: §113.3.B.4.A,B

Content Objective(s): The objective of this lesson is to introduce the concept of scales to students. Students will be required to measure different parts of their environment using different tools.

Language Objective(s): Students will become familiar with the names of different measuring tools, different terminology related to scales, and the application of the tools to the terminology.

Key Vocabulary	Supplementary Materials
Scale, Inches, Feet, Yards, Centimeters, Ratio, Ruler, Yardstick, Tape Measurer, Perimeter	Ruler, Yardstick, Tape Measurer, Map with a scale (included) and a copy for each student
<u>SIOP Features</u>	
Preparation <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Strategies incorporated	Scaffolding <input type="checkbox"/> Modeling <input type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible input
Integration of Processes <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening	Grouping Options <input type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
	Assessment <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral

Lesson Sequence

- Begin this lesson by first reviewing the basic parts of a map (Lesson 1).
- To gather background knowledge or understanding, ask students what they know about scales (why they are used, what they do).
- Read “**The Power of Maps**” and discuss the uses of maps in students lives.
- Provide students with a definition of a scale such as this:
 Map scale is the relationship between a unit of length on a map and the corresponding length on the ground. It's also an expression of how much the area represented has been reduced on the map.
- Check for understanding by having a student retell you the definition.
- Now query students as to what tools are used in making scales. Produce the different tools (ruler, tape measurer, yardstick) and describe the use of each tool, making sure to explain the units that are measured with each tool.
- Explain to students that measurement tools are used to determine the size (length, width, height) of an object. Point out a wall in the classroom. Have students guess how long the wall is. Discuss guesses with students. If the classroom has tiles in the ceiling, show students that they can use the tiles as a means of measurement as well. Measure the wall using feet and yards.
- Hand out the map with the scale to the students. Discuss with students how the scale works as a ratio to make large distances appear in a smaller form. Have students measure the scale on the map. Explain that the distance they just measured represents 100 “actual” miles. Once students have a grasp of the concept, have them measure distances between places on the map and describe how far the locations are.
- Allow students to then measure out different objects in the classroom. Monitor to make sure students are properly using the tools.
- Regroup students and discuss what they have learned. For homework, instruct students to measure the size of their bedroom(walls), and the distance between 5-7 items in their bedroom from their bed to the item. Also, instruct the child that the objects have to be in different parts of the room. Have them record the distances on a piece of paper. Be sure to remind them to include the units they have measured with. Instruct students that they will be using the measurements the next day in class.

Reflections: