

SIOP[®] LESSON PLAN

Date: _____

Grade/Class/Subject: 2-5/Geography_

Unit/Theme: Cardinal Directions

Standards: §113.3.B.5.A,B.

Content Objective(s): This lesson is a continuation of the previous lesson on scales. Students will use cardinal directions to help each other locate objects around them or in their environment.

Language Objective(s): Students will learn the terms used to describe the parts a compass, as well as what a compass does, and how to provide directions using both a compass and a clock.

<p style="text-align: center;">Key Vocabulary</p> <p>Compass, Cardinal Directions, North, South, East, West, Primary Intercardinal Directions.</p>	<p style="text-align: center;">Supplementary Materials</p> <p>Clock Picture, Rulers, Compass Picture, Compass, Large Labels of NORTH/SOUTH/EAST/WEST.</p>
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<u>SIOP Features</u>		
<p>Preparation</p> <p><input type="checkbox"/> Adaptation of Content</p> <p><input type="checkbox"/> Links to Background</p> <p><input type="checkbox"/> Links to Past Learning</p> <p><input type="checkbox"/> Strategies incorporated</p>	<p>Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input type="checkbox"/> Guided practice</p> <p><input type="checkbox"/> Independent practice</p> <p><input type="checkbox"/> Comprehensible input</p>	<p>Grouping Options</p> <p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Small groups</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Independent</p>
<p>Integration of Processes</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p> <p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p>	<p>Application</p> <p><input type="checkbox"/> Hands-on</p> <p><input type="checkbox"/> Meaningful</p> <p><input type="checkbox"/> Linked to objectives</p> <p><input type="checkbox"/> Promotes engagement</p>	<p>Assessment</p> <p><input type="checkbox"/> Individual</p> <p><input type="checkbox"/> Group</p> <p><input type="checkbox"/> Written</p> <p><input type="checkbox"/> Oral</p>

Lesson Sequence

- This lesson should begin by discussing what the students learned in the previous lesson about scales. The teacher should check and make sure students have recorded their measurements for homework
- Teacher should then instruct students in applying their measurements to making a scale for their bedroom map. Have students determine if they want their scale to be in inches or centimeters and show them how to represent the real object size by creating a scale. Give students time to develop their own scales and then instruct them to use the scales to recreate their room and the objects they measured.
- Now ask students about what they know in regards to giving directions. Ask why it is necessary to have constant directions for people to use.
- Read the story **Mapping Penny's World** and discuss how directions are used in peoples lives. Students will respond in their writing journals describing a trip through their neighborhood.
- Produce the compass worksheet. Show the students the Cardinal directions, then introduce the memorization rhyme of "Never Eat Soggy Waffles" (the cardinal directions going clockwise).
- Have students put a compass on their bedroom templates. Then place the large labels around the classroom according to the proper direction. Put the NORTH sign on the north wall, and have the students help you determine where to place the other signs. Stand in the center of the classroom and have students give the cardinal directions to objects relative to your position.
- Put students in pairs and instruct them to speak with each other about the directions of objects in each other's bedrooms (relative to their beds).
- Introduce the Primary Intercardinal Directions after students have worked for a while. Encourage students to add objects to their maps based on descriptions. Ex: "I also have a fish tank north-west of my bed".
- If time permits, instruct students that another method of describing location can be seen using a clock. Produce the clock picture and have students describe the location of objects using a clock (relative to your position in the center of the room). If students grasp this concept, point out that the cardinal directions are similar to the multiples of 3 on the clock (12, 3, 6, 9).
- Conclude by reviewing the cardinal directions and how/why they are used on maps and to give directions.

Reflections: