

# SIOP<sup>®</sup> LESSON PLAN

Date: \_\_\_\_\_  
 Unit/Theme: Landmarks

Grade/Class/Subject: 2-5/Geometry  
 Standards: 113.B.4.a,c

Content Objective(s): This lesson aims to help students determine key buildings/objects that can be used to provide orientation or knowledge of location.

Language Objective(s): Students will discuss key landmarks in the school building that they think are important for navigation.

<p style="text-align: center;">Key Vocabulary</p> <p>Landmark, Orientation, Location, Reference point</p>	<p style="text-align: center;">Supplementary Materials</p> <p>Map of school (one for each student)</p>						
<p><u>SIOP Features</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <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> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <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> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <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> </td> </tr> <tr> <td style="vertical-align: top; padding: 5px;"> <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> </td> <td style="vertical-align: top; padding: 5px;"> <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> </td> <td style="vertical-align: top; padding: 5px;"> <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> </td> </tr> </table>		<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>
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## Lesson Sequence

- Begin this lesson by reviewing cardinal directions (lesson 3).
- Provide students with copy of school map. Discuss they main parts of the campus. On an overhead transparency, make a list of the key areas of the school.
- Ask students to describe things they know are in each main part of the building or around it. Create a list of the objects they point out. Find the most common objects present and show students how the object is a landmark for many people.
- Describe to students what a landmark is and how it is used to give directions. Include in the description, what orientation is (the knowledge of where you are relative to your environment) and why landmarks can be used for orientation.
- Tour the campus with your maps, going by the main locations of the school (gym, library, cafeteria, office, hallways). Have students make note of the major landmarks they see or object they would use to give someone directions or tell them they were going the right way to a destination (reference points).
- Instruct students to add these objects to the map. Inform them that it might be necessary to make a key to provide symbols for landmarks.
- Return to the classroom and have students compare key landmarks they noticed. Guide students in working with each other to give directions to your classroom from different parts of the school. This should be written.
- Conclude by asking students to describe what landmarks are and how they can be used.
- For extension/homework: Have students record landmarks they notice on their way home from school or in their neighborhood. Instruct them to write a narrative of their trip home or a poem about landmarks seen