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Prof. Gust
Modified Area Content Lesson
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Lesson: Vocabulary Review and Map Scales

Length: one Social Studies lesson

Age or Grade Intended: 3rd grade

Academic Standards:

3.5.4

Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.

3.5.1

Measure line segments to the nearest half inch.

Performance Objectives:

1. The student, when given the name of a community, will identify a food that is unique to that community 100% of the time.
2. The student, when given the name of a community, will identify a craft that is unique to that community 100% of the time.
3. The student, when given the name of a community, will identify a custom that is unique to that community 100% of the time.
4. The student, when given the name of a community, will identify language that is unique to that community 100% of the time.
5. The student, when given the name of a community, will identify music that is unique to that community 100% of the time.
6. The student, when asked differences between their community and a different community, will list 4 differences 100% of the time.
7. The student, when given a map, will measure distances between different objects to the nearest half inch correctly 95% of the time.
8. The student, when given a map, will convert half inches into miles according to the map scale accurately 90% of the time.

Advance Preparation by Teacher: This lesson only involves the student's text book and three worksheets. So prior to the lesson I will have copied the worksheets and stapled them. The first page would already be completed by the students by the time of this lesson. The students would have turned the worksheets in and I would just need to hand them back out for them to finish. The worksheets are a review so the students would have already begun the lesson.

Procedures:

Introduction/Motivation: Ask the students what the name of their community is. Then ask them if they have ever lived in another community and what the name of it

is. (Knowledge) Tell the students that we are going to finish the lesson on communities by reviewing the vocabulary and doing a worksheet. Then after we finish the review worksheet we will do an activity using maps. Ask the students why we use maps. Ask them what distance is used for and how do we measure distance? (Knowledge) Ask them why it would be important to know the distance between your community and your friends.

Step-by-Step Plan: I will hand out the worksheets to the students. Then, this lesson will begin with the students opening their Social Studies books and opening them to Chapter 1. We will go through each of the three lessons in Chapter 1 and asking for the definitions of the vocabulary words. Different students will be called on to answer. During this time the class will give examples of the four vocabulary words: community, geography, location, culture. Then we will talk about the different types of communities that we had learned about. During this time the children will be asked to name unique characteristics of these communities such as foods, crafts, customs, language and music. Again different students will be called on to answer these questions. We will talk about the unique characteristics of our own communities as well. We will then compare and contrast our community to many different communities around the world. Here students will list differences between their community and a different community. (Comprehension)

After the discussion the students will complete the worksheet on vocabulary review. We will do this by answering the first four questions about vocabulary words as a class. Students will be called on to say the answer and as a class everyone will agree or disagree and then write the correct answer. After the first four questions are answered, the students will have five to seven minutes to write the letter at the bottom of the worksheet.

Then we will move on the map scales. I will ask the students why location is important. We will also talk about why maps are important. (Knowledge) I will ask what kinds of people use maps and for what reasons. Also, I would ask if they have ever used a map and what for. I would ask them how they would use a map when going on a trip from here to Florida. (Application) We would talk about how a map could help you if you came to a closed road or a traffic accident. (Synthesis) I would have the students give examples of different kinds of maps.

I would explain that the map we are going to work with today is a specific map of part of a city. Then I would have them look at the worksheet. We would discuss the map and the different elements of the map. I would then explain what a map scale is. I would show them that this particular scale uses a $\frac{1}{2}$ inch to portray 2 miles. Then I would tell the students that to find out how far it is from one place to another you measure in half inches. Then for each half inch is two miles. So you add up the miles according to how many half inches it takes to get from one place to another.

The students would then finish the worksheet by themselves. I would walk around to answer questions. The students would have about ten minutes to complete the worksheet and then we would go over the answers as a class.

Closure: To end the lesson I would explain that the map we worked with today was only one kind of many maps. Later we will be working with maps that do not have specific streets on them, but maps of the United States and of the whole world. We will

use these maps to identify parts of the world. Then after learning about different types of maps we will be drawing our own.

Adaptations/Enrichment: For this lesson I would make small adaptations mostly in support and time. Since the discussion part of this lesson is mostly review, if the student can listen to their classmate's contributions then an aid or I could talk with the student separately to see if they understand the concepts being reviewed. Being able to describe characteristics of certain communities would not be as important as being able to identify their community and other communities that are different from theirs. Then since the first worksheet is started with the class, the student would be able to follow along and write the four vocabulary words where they belong. I would simply check to make sure the student has the right answers. Then the student could begin writing the letter to their friend and finish it at home, or the student could dictate the letter to an aid or me and then someone could write it for them.

For the map worksheet, I would cut out or use an object that is exactly a $\frac{1}{2}$ inch long. This way the student would not have to use a ruler and try to find a half in on the ruler. The student could use the object to measure. Instead of converting the half inches to miles, the student would just be required to measure the distance for number one. Then for number two the student would again measure the distance. The student could answer number three but I would not have the student complete question four. There is more than one way number four could be done so not having one exact answer may confuse the child. For the first three problems I would try to help the student as I walk around and help the others. An aid or a student could also help make sure the student could answer the first three questions.

Self-Reflection: Since this lesson is informal, I would evaluate the effectiveness by listening to the students answers during the discussion. Since the beginning discussion is a review, the students should be able to answer the questions. If they are having to look up answers or not answering, then I will be able to see that they still need more instruction. The first worksheet is a review and since the vocabulary has already been taught, it will be obvious by their answers if they understand the meanings of the words. For the map worksheet, I will have to grade them and see how the students did. If there are a lot of questions being asked while the students are working, then I could explain the map and scale again and make sure everyone understands.

The teacher I observed this lesson from said that she does not take Social Studies grades. So she said it was a very informal lesson. So I had to try to find ways to evaluate the students and reflect on the lesson. The worksheet used did not fit any of the third grade geography standards. So I used a math standard to have something to evaluate the students on. Most of the lesson was done as a class since grades were not taken.