

Name: Rilla Collins

Grade Level/Subject: 3rd

Topic: Paul Bunyan and map scales

Objectives (P.A.S.S.): Standard 4:2 a, b

Introduction: I combined my math lesson with our social studies lesson. We read "Tall Tale of Paul Bunyan". We discuss the tall tale and that tall tales had some truth but were stories that made people larger than life. In the version of Pual Bunyan that we read "Paul" was given credit for making the Mississippi River and the Rocky Mountains. We looked at the maps in our social studies books and we located these places on the globe. We then took our map reading a step further. We discussed how scales show different lengths on different maps and how important it is to be able to read the scale to determine the distance between places.

Instructional process: The students were having a difficult time understanding how the two maps we were using showed the same states but showed different parts of the states because the scales were 60 miles different from each other. I had hoped to be able to just read the maps and go on - but I quickly realized that the majority of my class didn't have any concept of how long a mile was or how long a kilometer was. So to help explain this concept we left the room and went out back to measure the playground fence behind the school. We all took our 1 foot rulers and all the yard sticks and meter sticks I had and went to measure end over end. This took about 20 minutes, but the end over end measuring was the reinforcement that the students needed to understand the concept of a mile and a kilometer. We came back in and added all the feet together, we figured out that it would take 33 pieces of fence put end to end to equal one mile and after figuring this measurement, we figured how long a kilometers was in perspective to a mile.

Closure: In closing, the students really seemed to understand the concept of a mile and a kilometer better. They knew the facts that 12 inches = 1 foot; 3 feet = 1 yard; 39 cm = 1 meter; and we went over that 5,280 ft = 1 mile and 1,000 meters = 1 kilometer. We went back to the maps and answered questions about the maps. The students realized by measuring with their rulers E/W on the state of Colorado that a kilometer is a little more than 1/2 a mile.

Assessment: The only assessment I did was observation because that showed me that my students were beginning to understand the concept of miles and kilometers and measuring and converting feet to yards and feet to mile.

Modifications/Accommodations: I didn't make any modifications because this was a group projects. (Whole class) If I was giving this as an assignment some students would need a partner, and or extra information to determine how to figure miles and kilometers and convert feet to yards.

Reflection: This lesson worked well for explaining scales on maps. It took a little longer than I had planned on, but you can't build a house without a good foundation. Sometime I have to remind myself that even though students have been taught a lesson; they may not have mastered the concept or even understand the concept that was taught.