

Lesson Plan for Rules by Cynthia Lord

Title:

Mapping the Parking Lot

Content Area: Mathematics

Related content: Language Arts RL.5.3

Relation to Core Standards

The student will demonstrate an understanding of math coordinates both through interpretation of a map and the designing of his/her own map.

Objective 5.G.2 Graph points on the coordinate plane to solve real world and mathematical problems.

The student will compare and contrast two or more settings in the story drawing on specific details.
Objective RL5.3

Rationale and relationship to the text:

The parking lot scene where Catherine takes Jason for a run, showing him the meaning of the word fast is an important scene in the book. Note that in this book the larger setting is a town in Maine; however, the author developed other smaller settings which include visual detail, such as the clinic, Catherine's house, Catherine's bedroom, Kristy's house, Dad's garden, and the parking lot.

Procedure: Re-read pp 113-123

Talk about the scene in the parking lot. Allow students to verbalize actual words from the text. What did it look like? How did it feel for Jason to be wheeled fast? Why is this scene important in the plot of the story?

Create a map of the parking lot including objects mentioned in the text. Recreate the map on graph paper establishing coordinates, using your imagination for each object included such as the dumpster, potholes, antique shop, mailbox.

Students will identify each object on the map using paired coordinates.

Extending the assignment: Students will brainstorm in small groups what other scenes they might be able to map. Students may talk about their reading experience as the author "sets the scene" in different places.

Materials: Rules, graph paper, rulers, pencils

References: *RULES* pp 113-123