

Unit 2 Lesson 5: Creating Scale Drawings

1 Number Talk: Which is Greater? (Warm up)

Student Task Statement

Without calculating, decide which quotient is larger.

$$11 \div 23 \text{ or } 7 \div 13$$

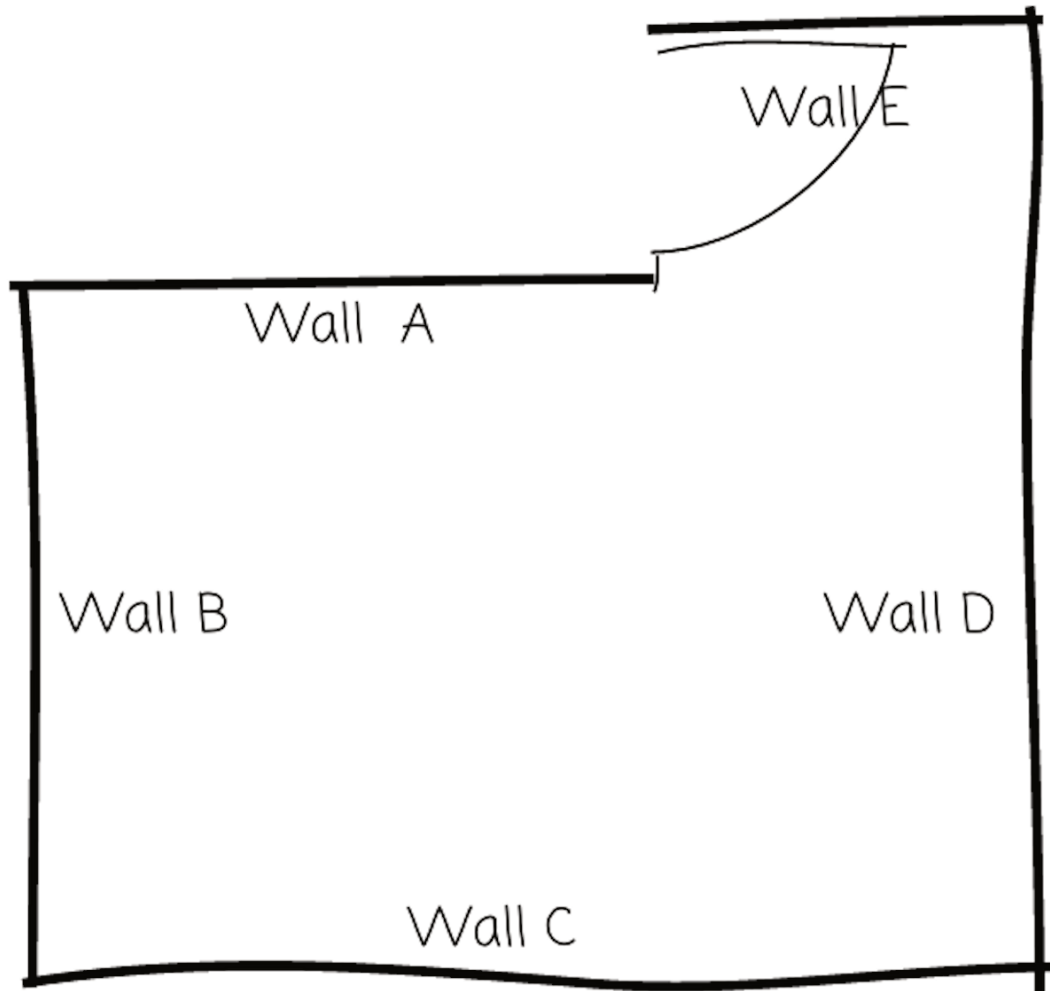
$$0.63 \div 2 \text{ or } 0.55 \div 3$$

$$15 \div \frac{1}{3} \text{ or } 15 \div \frac{1}{4}$$

2 Bedroom Floor Plan

Student Task Statement

Here is a rough sketch of Noah's bedroom (not a scale drawing).

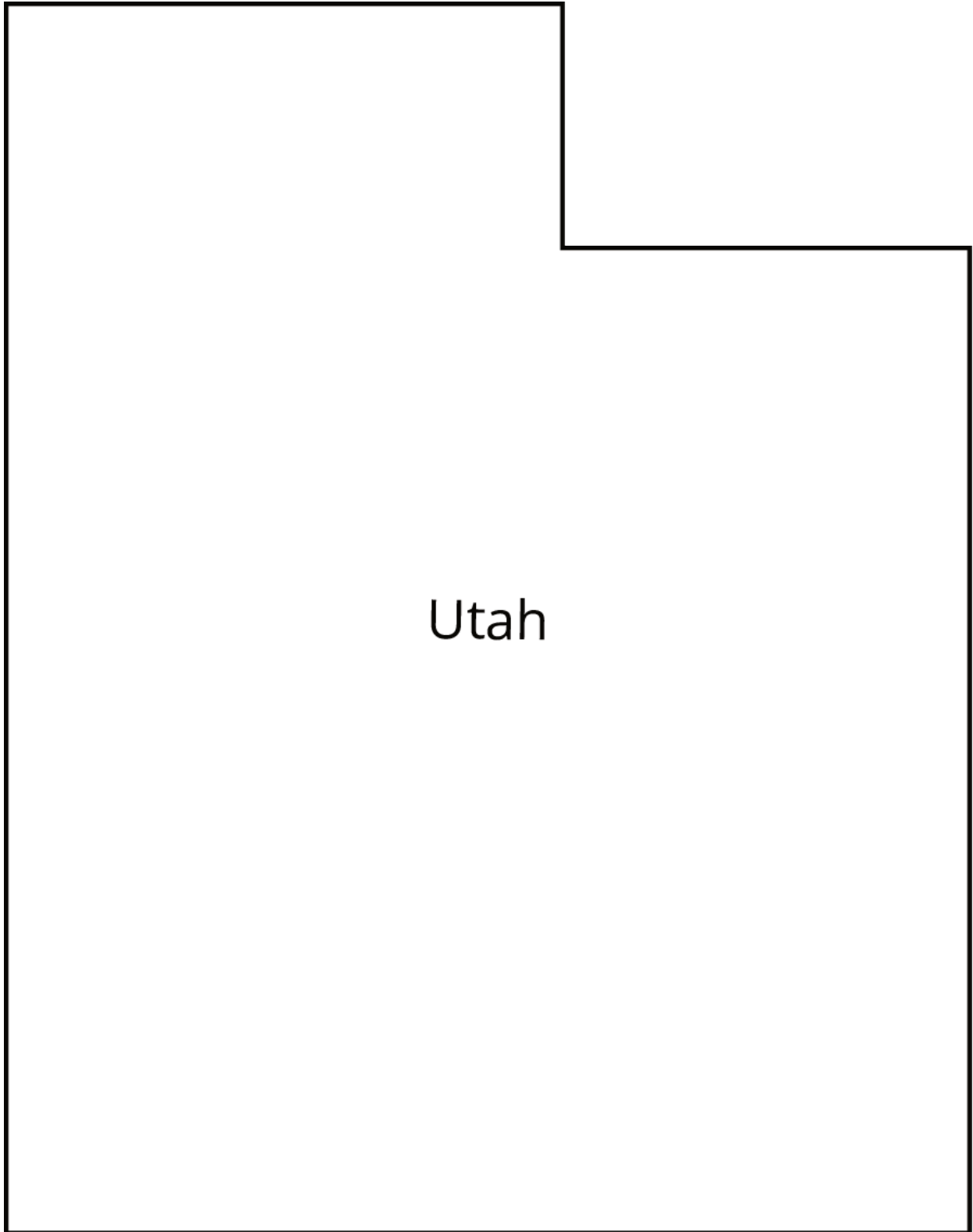


Noah wants to create a floor plan that is a scale drawing.

1. The actual length of Wall C is 4 m. To represent Wall C, Noah draws a segment 16 cm long. What scale is he using? Explain or show your reasoning.
2. Find another way to express the scale.
3. Discuss your thinking with your partner. How do your scales compare?
4. The actual lengths of Wall A and Wall D are 2.5 m and 3.75 m. Determine how long these walls will be on Noah's scale floor plan. Explain or show your reasoning.

3 Two Maps of Utah

Images for Launch



Student Task Statement

A rectangle around Utah is about 270 miles wide and about 350 miles tall. The upper right corner that is missing is about 110 miles wide and about 70 miles tall.

1. Make a scale drawing of Utah where
1 centimeter represents 50 miles. Make a scale drawing of Utah where
1 centimeter represents 75 miles.
2. How do the two drawings compare? How does the choice of scale influence the drawing?