



# Directions to Familiar Places

1.4.8

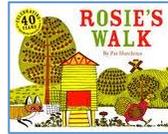
**Word Wall:** near, next to, between, across, around, over, pass through, under

## Introduction

Students will give and follow simple directions for familiar locations using the language of position such as, clockwise, anti clockwise, forward and under.

## Resources

- Rosie's Walk by Pat Hutchins
- Rosie's Walk Activity Cards
- Grid paper, pens
- 5x5 Grid for positions and directions A3



## Time / Classroom Organisation

Each part of the activity process may be introduced to the whole group or small groups. As a 20---30 minute focused teaching and learning event. Allow me for students to explore the materials and discuss and explain their reasoning.

## Australian Curriculum Year One

Give and follow directions to familiar locations (ACMMG023)

Proficiency Strand:

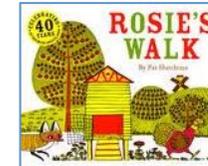
Problem Solving – giving and receiving directions to familiar places

## Activity Process---Pathways 1

1. After reading a familiar text like *Little Red Riding Hood* or *Rosie's Walk* have students suggest events and landmarks that describe the path taken by the characters as the teacher draws the events and connects them, making a story map. For example: *Where was Rosie at the beginning of the story? What happened next? What do I need to draw to show that she walked around the pond?*

### Words of the text Rosie's Walk:

Rosie the hen went for a walk across the yard, around the pond, over the haystack, past the mill, through the fence, under the beehives, and got back in time for dinner.



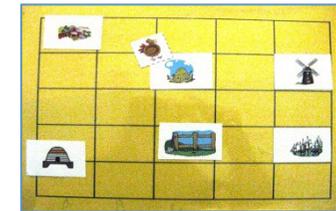
2. Students can use pictures from *Rosie's Walk Activity Cards* to retell the story describe the path Rosie took.

## Activity Process – Pathways 2

1. Revisit the language **clock wise** and **anti--clockwise** and demonstrate to the students. Which way (direction) does the hand on the clock move? This is called *clock wise*. The opposite direction in which the hand of the clock moves, is called *an>---clockwise*. Have students stand up and follow your directions, for example: *take three steps forward turn clockwise and then take two steps, now turn an>---clockwise. What are you next to?*

2. Put the *Rosie's Walk* picture cards on the 5x5 grid and retell the story using the terms clockwise, anti---clockwise, full turn, half turn. Ask questions like: *What path could the fox take if he wanted to get the windmill first?*

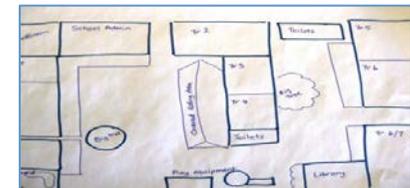
3. Students can play a barrier game using the 5x5 grid for positions and directions and the pictures from *Rosie's Walk Activity Cards* to retell the story describing a different path Rosie could take.



Source: First Steps. 2005. *First Steps in Mathematics: Space*. Rigby:Port Melbourne p28

## Activity Process –Guess Where I'm going?

1. Draw a map of the school on A3 grid paper. Show it to the students and tell them you are going to play a game called '*Guess Where I Am Going*'. Think of a building in the school, and describe how to get there. The students then guess where your directions are going to, for example: *I'm leaving the classroom and turning right. I'm going under the Year 3 room and then turning left.. Where am I going?*



Catholic Education  
Diocese of Cairns

*Learning with Faith and Vision*

2. When familiar with the game, students can use an A4 copy of the map you drew. In groups of four each student has a turn at choosing an area and describing the directions of how to get there. The other students have to guess the destination.

### Variations & Extensions

#### 1. Playground Directions

Resources: Paper, pens, location cards, grid paper  
Have students help make a map of the school playground on a large sheet of grid paper in the classroom, using 3D representations of the playground equipment and using their memory and language, for example: *near, next to, between,* to establish positions. When they are satisfied with the placement, mark each with a cross and label each piece of equipment on the map. Discuss and mark where they think other key features will be on the map, for example: *Where will our classroom be? Where will the big tree be?*

Take students to the playground with their map to match it to the actual equipment. Ask: *Where are the swings on your map? Which way do you have to look to see the classroom door when you're on the swings? Pretend you are tiny and can sit where the swings are on our map. Where would you be sitting on the map? What would be in front of you? What would be next to you?*



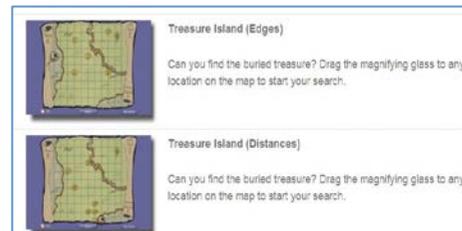
With students' help, make corrections on the map while in the playground in response to their suggestions. When back in the classroom, redraw the map more carefully, marking and labelling locations more accurately. Copy it and laminate it. Make picture cards of all the key features.

In groups of two. Each student makes a small cardboard representation of themselves or uses a counter of some kind. Have one student choose a location card. The other student follows the directions to get to a specific location on the playground map. The student giving directions needs to use language that includes clockwise and anti-clockwise. Once the student has reached the location it is their turn to give the other student directions.

Source: First Steps. 2005. *First Steps in Mathematics: Space*. Rigby:Port Melbourne p29

#### Digital Resources

<http://www.ideal---resources.com.au>



#### Illuminations – maths website Turtle Pond

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=83>



#### Contexts for Learning

**Play: Barrier Games:** Using language such as, clockwise and anticlockwise.

#### Investigation:

**Treasure Hunt:** Prepare a class treasure hunt using positional language in the clues. Leave clues at different collection points around the school that describe the next collection point before students locate the position of 'X' marks the spot.

**Real life experience:** In pairs students take turns leading each other through a simple obstacle course. One student is the speaker and will verbally give instructions to the student who is blindfolded. Repeat allowing the other student to have a turn at being the speaker.

**Routines and Transitions:** As students leave the classroom gives directions on how to move towards the door, for example: *half turn, full turn, turn clockwise, turn anti-clockwise, walk forward 10 spaces.*

#### Assessment

Throughout the activity process, teachers observe the students ability to follow and give directions. Use anecdotal notes and observations to record students' ability to give and follow directions using language of position and direction.

**Achievement Standard:** can follow simple directions

#### Background Reading

Students need regular opportunities to hear the language of position and have an opportunity to respond to the language in a real context and for a real purpose. Use positional and directional language (between, beside, to the left of) when finding and placing objects in the classroom or around the school. This will help students to respond to the language and begin to use specific language of position for themselves.

Source: First Steps. 2005. *First Steps in Mathematics: Space*. Rigby:Port Melbourne p23

#### Year three NAPLAN --- Numeracy test links

[Position and Direction](#)

#### Links to Related MAGs

- 1.2.7 Grid Directions
- 2.2.9 Position and Pathways
- 2.4.8 Maps
- 3.3.8 Maps

