Maps

2.4.8

Word Wall: *map, compass, north, south, east, west, directions, orientate, mark, legend, grid, positional language-beside, between, to the left of*

Introduction

Students will use simple maps of familiar locations to show the relative position of key features, such as locating key features on maps and using them as reference points for the accurate placement of other objects.

Resources

- Labels – North; South; East; West
- Labels with key objects and areas of the classroom, for example. teacher's desk; computers; book trolley; maths cupboard; door; mat area; tables; prayer table; timetable; weather chart.
- Large piece of paper with outline of classroom
- People models
- Mystery object, for example: classroom mascot

Time / Classroom Organisation

This activity may be introduced in a small group as a 20 minute focused teaching and learning event.

Australian Curriculum
Year level: Two
Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)
Proficiency Strand:
Problem Solving – Planning routes on maps.

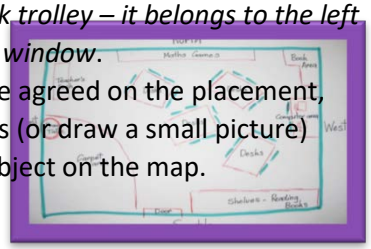
Activity Process---Compass Walls

1. Label the walls or corners of the classroom with north, south, east and west.

2. Refer to these directions incidentally and when giving directions in the classroom.
3. Hide a mystery object (classroom toy) somewhere in the classroom.
4. Have one student leave the room while a mystery object is hidden.
5. When the student returns, the other students give clues using north, south, east and west e.g. *to find the mystery object you need to be facing North.*

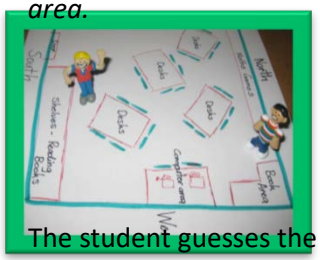
Activity Process – Map of the Classroom

1. Place a large piece of paper in the centre of the group. Say*: We're going to make a map of our classroom.* Have the outline of the classroom and key features like doorways, teacher desk and bookshelf marked as reference points.
2. Ask students to choose an object or area of the classroom and describe the position of each object or area on the map using directional and positional language e.g. *The book trolley – it belongs to the left of the door, under the window*.
3. When the students are agreed on the placement, mark each with a cross (or draw a small picture) and label each area/object on the map.



Activity Process – Mystery map

1. Place the map of the classroom on the floor, correctly oriented to the classroom.
2. Students work in pairs – one student takes a model person and the other student takes an object/area card. The student keeps the object/ area card hidden from his/her partner.
3. One student in each pair takes a turn placing the model person on the map.
4. The other student gives directions for the model person to get to the selected object/area using directional and positional language e.g*. turn to the north; walk forward; go to the right of the book area.*



5. The student guesses the mystery part of the classroom and checks whether this is the same as the object/area card.
6. Continue until each child has had a turn of both giving directions and guessing the mystery area.

Variations & Extensions

1. Pointing – North, South, East or West

Resources: Classroom, Students, North/South/ East/West cards

Divide the class into groups of 4 students. East student in the groups selects a card. The teacher then indicates which part of the room is north. The groups then organises themselves so that the 'north' child is pointing north and the other children are all in the correct positions, pointing to the correct position. The fastest group is the winner!

2. Classroom Positions

Resources: Class map, grid references, 5x5 transparent grid

Overlay a A3 5x5 grid on the classroom map. Use grid reference positions to locate the object/areas on the map.

3. Corners

Resources: North, West, South, East labels Label your classroom with north, south, east, west and play "4 Corners". Teacher starts by covering her eyes and counting to 10 or to 100 by tens and students must all go to one of the four places. Teacher calls out one direction and whomever is there, is out. Those students return to their seats and watch as the game is played again. Teacher covers eyes and counts out again, students move quietly to a new direction. When only 4-6 students are left, have them try to split up to separate directions (only 1 or 2 at a place) so they won't all be knocked out at once and to determine a winner. Winner gets to count and call out directions for the next round.

Digital Resources

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

Contexts for Learning:

Play:

•*Barrier Games:* Battle Ship

•Play the grid games in pairs

Investigation:

Treasure Hunt: Prepare a class treasure hunt using positional language in the clues.

Real life experience:

Place North, South, East and West in appropriate positions on the wall in the classroom. When giving directions to get materials, encourage students to use the compass points, for example: *the felt pens are on the bench along the northern wall.* **Routines and Transitions:**

As students leave the classroom gives directions on how to move towards the door, for example: *quarter turn left, walk forward 10 spaces.*

Assessment

Observe students:

- Giving and following directions – using directional language
- Following directions

Achievement Standard: Interpret simple maps of familiar locations.

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

Measurement - Position and direction

Links to Related MAGs

P.3.7 – Obstacle Course

1.2.7 – Grid Directions

1.4.8 – Directions to Familiar Places

2.2.9 – Position and Pathways

3.3.8 - Maps