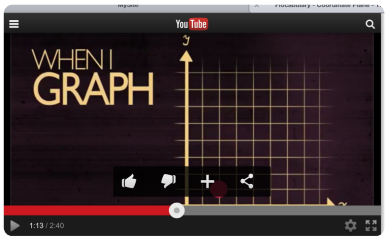
Curriculum Expectations:
Geometry and Spatial Sense ~ Location and Movement:

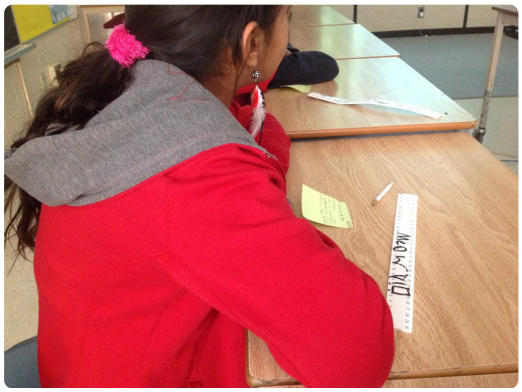
OE: identify and describe the location of an object, using the cardinal directions

SE: locate an object using the cardinal directions (i.e., north, south, east, west) and a coordinate system (e.g.,"If I walk 5 steps north and 3 steps east, I will arrive at the apple tree.");

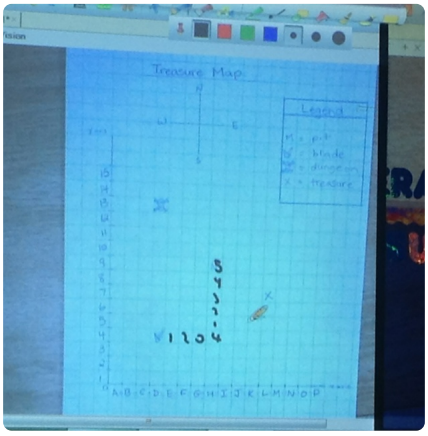
SE: compare grid systems commonly used on maps (i.e., the use of numbers and letters to identify an area; the use of a coordinate system based on the cardinal directions to describe a specific location);

Minds On:
Flocabulary video: Treasure Hunt: http://m.youtube.com/watch?v=oMKWvyTMv0c

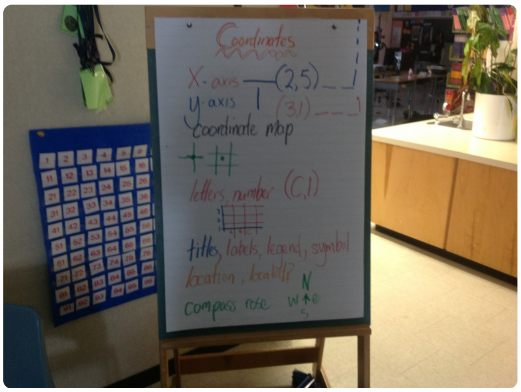




Students record 'important' ideas on Post-it while watching video



Example grid: "What do you notice?" - Assessment for learning: What do the students already know?



Teacher creates Anchor Chart during Minds On - recording key terms that are surfaced from the students

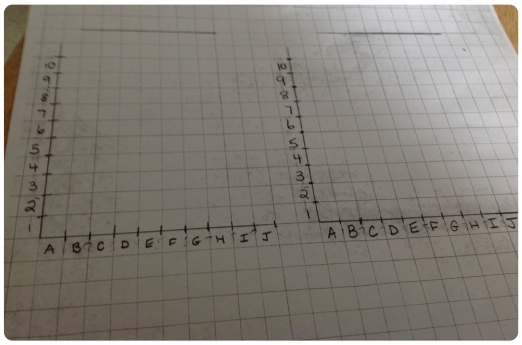
Action:

Learning Task:

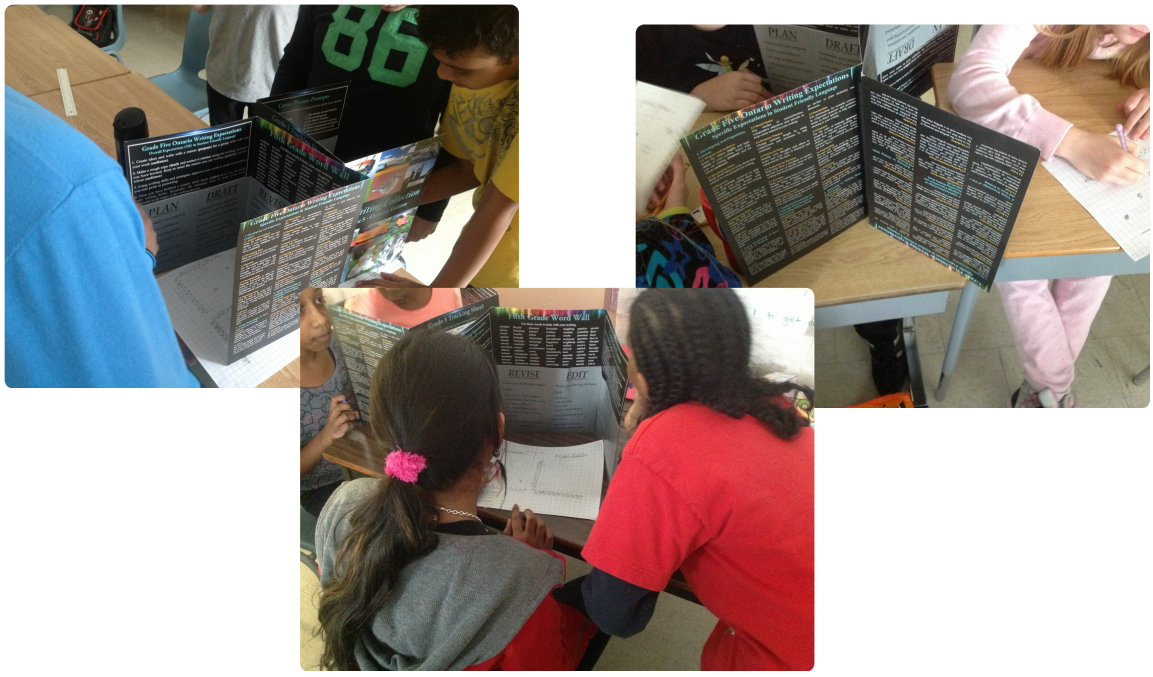
*Students are given 2 blank grids (Treasure Map). In partners they place 4 objects on their "Treasure Map".

*Partner groups join another partner group.

*Barrier Game: Oral directions for first object and cardinal directions to next object (e.g. There is a pit at B, 6. Go four blocks west and draw a D for dungeon)

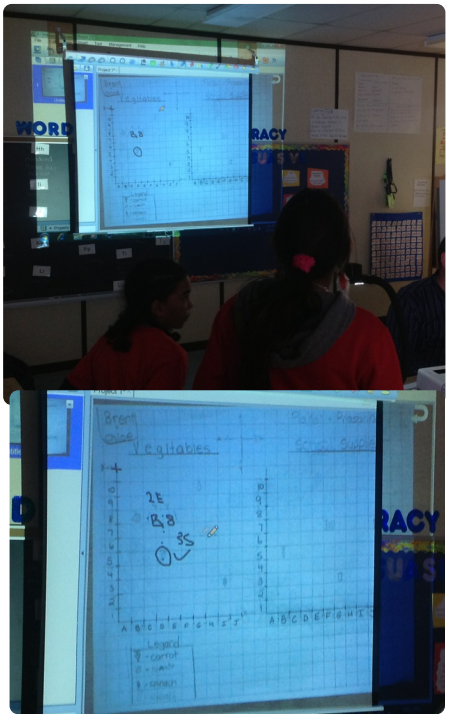


Partners create their own Treasure Map to share with another partner group



Students orally share directions with partners to replicate map.

Misconception observed:
Students are mis-counting grid boxes - counting initial box when giving location movement directions.



Debrief:
Math Congress
* 2 students shared treasure map using document camera
* students modelled grid location and movement directions
* Turn and talk strategy: students in class describe the movement from one object to another

Exit Ticket: record 3 things you learned today.