**MATHEMATICS WEEKLY/UNIT PLANNER**

**Level:** Gr 3/4     **Term:**4 **2018       Weeks: 4-5**

**Teachers:** Sinead, Fran and Marg

**Dimension:** Measurement and Geometry

**Specific Focus for Unit:** Location

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| **Victorian Curriculum Content Descriptions**[**http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/rationale-and-aims**](http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/rationale-and-aims) | **Key Concepts**[**https://drive.google.com/file/d/0B3ydL4IWBSAbbk5laWtLOEprYXc/edit**](https://drive.google.com/file/d/0B3ydL4IWBSAbbk5laWtLOEprYXc/edit) |
| Gr 2: Interpret simple maps of familiar locations and identify the relative positions of key featuresGr 3: Create and interpret simple grid maps to show position and pathwaysGr 4: Use simple scales, legends and directions to interpret information contained in basic mapsGr 5: Use a grid reference system to describe locations. Describe routes using landmarks and directional language | **Position*** The position of an object in a plane or in space can be specified and described.

**Direction*** Movement in relation to the position can be indicated and described.

**Coordinate systems*** Systems used to locate points in space in relation to their distance from an origin.
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| **Learning Intentions** **We are learning to use compass points and the language of direction and distance to give locations and describe paths**I will be successful if…I can learn the compass points and how they are set outI can use direction and distance language to give locations and describe paths**We are learning to use co-ordinates to give locations and describe paths**I will be successful if…I am able to use co-ordinates to find and give locationsI am able to use co-ordinates to track a path**We are learning to draw and interpret simple scale maps and learn what the symbols on maps mean.**I will be successful if…I am able to understand maps to answer questions about direction and location. |

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| **SESSION NUMBER****KEY IDEA****LEARNING INTENTION** | **TOOL SESSION** A short, sharp task relating to fluency in mental computation or the focus of the lesson.**WHOLE CLASS FOCUS**Sets the scene/context for what students do in the independent session. | **INVESTIGATION SESSION**Extended opportunity for students to work in pairs, small groups or individually. A time for teacher to probe children’s thinking or work a small group for part of the time. | **REFLECTION**Focused teacher questions and summary to draw out the mathematics and assist children to make link/s. | **TEACHER ASSESSMENT**We are looking for... |
| **Session 1** **LEARNING INTENTION****We are learning to use compass points and the language of direction and distance to give locations and describe paths**I will be successful if…I can learn the compass points and how they are set out | **TOOL SESSION****Matific****20 Sum Challenge****WHOLE CLASS FOCUS**Introduction of topic and guidance through the learning intentions on the cover sheet.**Tuning In: Videos**<https://www.youtube.com/watch?v=f2I81_BFb-s>Cardinal Directions Song<https://www.youtube.com/watch?v=Te0Td0QVoj0>North South East West | Cardinal Directions | Geography for Kids **Game: Simon Says**Go North South East WestPoint North South East West(over unit, play with half directions included) | **INVESTIGATION** **Task:  Compass Rose**Students draw a compass rose and label. Use the mnemonic ‘Never Eat Soggy Wheaties’ or make their own to write under **Task: Where’s North?**Students take a compass and explore the school grounds, locating north in different parts inside and out.   | **REFLECTION**Share mnemonics that have been invented | **ASSESSMENT** Check that roses are correctCheck mnemonics spell out NESW |

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| **Session 2****LEARNING INTENTION****We are learning to use compass points and the language of direction and distance to give locations and describe paths**I will be successful if…I can use direction and distance language to give locations and describe paths | **TOOL SESSION****Matific****20 Sum Challenge** **WHOLE CLASS FOCUS****Review and Extend: Videos**<https://www.youtube.com/watch?v=pIuVN5GcB60>North South East West | Directions For Kids | Geography Videos For Grade 3 Kids | KidsClassroom (the one from last year) Get 2 kids to write the direction words on the white board as they’re watching. | **INVESTIGATION** **Demonstration** – **Logo** Teacher demonstrates how to use the programming language of logo to draw objects**Task: Logo** <https://turtleacademy.com/lessons/en><https://www.transum.org/software/Logo/>Students use logo to draw shapes, paths and letters**Worksheets: Targeting Maths**‘Simple Directions’‘Following Directions | **REFLECTION**What was hard?What do you need to remember to be successful?What would you do differently next time?Keep working for 10 more minutes then we’ll finish | **ASSESSMENT** Worksheet correction |

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| **Session 3****LEARNING INTENTION****We are learning to draw and interpret simple scale maps and learn what the symbols on maps mean.**I will be successful if…I am able to understand maps to answer questions about direction and location. | **TOOL SESSION****Logo** **WHOLE CLASS FOCUS****Tuning In: Videos**<https://www.youtube.com/watch?v=L_JGxJgq980>Maps and Cardinal Directions -Reading Maps for kids - different types of maps and symbols of maps | **INVESTIGATION** **Task** – **Which Room is This?** Given a map of one of the classrooms in the school, student must work out which room it is. | **REFLECTION**Revisit success criteria  | **ASSESSMENT** Check logo paths drawn for improvement since last session |

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| **Session 4****LEARNING INTENTION****We are learning to use co-ordinates to give locations and describe paths**I will be successful if…I am able to use co-ordinates to find and give locationsI am able to use co-ordinates to track a path | **TOOL SESSION****Logo****WHOLE CLASS FOCUS****Tuning In** – You Tube<https://www.youtube.com/watch?v=h26o9GKusK4>Dr. Nagler's Laboratory: Plotting Coordinates<https://www.youtube.com/watch?v=d6vhjpnfd3c&t=3s> Coordinate Plane and Ordered Pairs Song Discuss the use of letters and numbers to make co-ordinates easier**Game: Battleships** | **INVESTIGATION** **Worksheets: Targeting Maths**‘Positions on Maps’‘Map Coordinates’‘Position and Mapping 1’‘Position and Mapping 2’ | **REFLECTION**What was easy?Was there anything that was confusing?Revisit success criteria Keep working for 10 more minutes then we’ll finish  | **ASSESSMENT** Worksheets  |