

<b>Lesson Focus:</b> Introduction to grid maps		<b>Learning Area:</b> Mathematics	<b>Year Level:</b> 3	<b>Implementation Date:</b>
<b>Duration:</b> 30mins				
<b>Prior knowledge of learners (What do they already know?):</b> Maps show us places, spaces and locations of objects or features. Locations and positions can be described with directional words including left, right, clockwise and anticlockwise.				
<b>Curriculum Links (* provide Content Descriptors with guidance of the class teacher):</b>				
<b>Lesson objective/s:</b> Students will... locate positions and objects on a map interpret simple grid maps to describe position				
<b>Declarative Knowledge</b>			<b>Procedural Knowledge</b>	
<b>A grid map represents</b> a place within a grid of regular squares.  <b>Grid maps can</b> be used by looking down the column and across the row to find the meeting point.			<b>Identify</b> objects on a simple grid map.  <b>Use</b> the columns and rows to describe positions on a simple grid map.	
<b>Evidence of learning (checks for learning/assessment):</b>				
Can the students locate positions and objects on a map?		[Work sample Q 1, 2, 3, 4, 5, 8, 9]		
Can the students interpret simple grid maps to describe position?		[ Work sample Q 6, 7, 10]		
<b>Resources:</b>				
Masking taped floor grid 4 x 4		Cards with letters A - I	Cards with numbers 1 - 8	
Bag of toys		Coordinate worksheet x 25		
<b>Lesson Introduction (Introduce the topic and engage the learners)</b>				
<b>Time</b>	<b>What will you do</b>			<b>What the learners will do</b>
3 mins	<b>Establish expectations</b> Communicate and clarify behavioural expectations for lesson <ul style="list-style-type: none"> <li>▪ Whole body listening (eyes, ears, body)</li> <li>▪ Hands in laps</li> </ul> <b>Engage</b> Questioning Q- <i>Who can describe what you can see on the floor today?</i> <i>A grid made up of squares</i> <b>Explain</b> <ul style="list-style-type: none"> <li>▪ A grid can be used like a map to help show locations / positions</li> </ul>			Identify and use whole body listening  Think about what they are can see  Listen to an explanation of a grid map



3 mins	<p><b>Guided</b></p> <p>Questioning</p> <p>Q- <i>What is the first thing you need to do?</i></p> <p><i>Use the letters to look across the top of the columns to identify the column labelled with the letter.</i></p> <p>Q- <i>What do you need to do next?</i></p> <p><i>Look down the side to identify the row labelled with the number.</i></p> <p>Q- <i>What is the last step?</i></p> <p><i>Look down the column and across the row to find the meeting point</i></p> <p><b>Check for understanding</b></p> <p>Questioning</p> <p>Q- <i>How do you find a position on a grid map?</i></p> <p><i>Look down the column and across the row to find the meeting point</i></p> <p><b>Give instructions</b></p> <p>Explain coordinate worksheet (some questions ask you to find what is located on the map, some questions require you describe the location of some items on the map)</p> <p>Give three instructions-</p> <ol style="list-style-type: none"> <li>1- Pencil and rubber</li> <li>2- Name at the top</li> <li>3- Independent work</li> </ol> <p><b>Transition</b></p> <p>Instruct boys to move to desks quietly, then girls</p> <p><b>Manage resources</b></p> <p>Distribute small bundles of worksheets to learners and ask them to take on and pass it on</p> <p><b>Independent learning (You do)</b></p> <p>Complete coordinate worksheet [Work sample]</p> <p>Monitor students and provide support through questioning if needed</p>	<p>Think about how to use a grid map</p> <p>Explain how to find position on a grid map</p> <p>Identify the activity requirements</p> <p>Move to their desks</p> <p>Take a worksheet and pass the rest on</p> <p>Participate in how to find position on a grid map</p>
<b>Lesson Conclusion (concluding activities, review, check for learning)</b>		
<b>Time</b>	<b>What will you do</b>	<b>What the learners will do</b>
4 mins	<p><b>Give instructions</b></p> <p>Provide a 3-minute pack up warning</p> <p><b>Give instructions</b></p> <p>Instruct students to glue worksheet into maths scrapbook</p> <p>Leave scrapbooks open to dry</p> <p>Return to the carpet when ready</p> <p><b>Behaviour Management</b></p> <p>Allow some time to glue in worksheet then start countdown from 10 to prompt students to finish quickly and return to the carpet</p>	<p>Complete their activity</p> <p>Glue worksheet into maths scrapbook and sit on the carpet</p>

<p>4 mins</p>	<p><b>Check for understanding</b> [Questioning]  Q - Hands on heads if you can tell me what a grid map is (select student)  <i>A grid map represents a place within a grid of regular squares</i>  Q- <i>How do you find a position on a grid map?</i>  <i>Look down the column and across the row to find the meeting point</i></p> <p><b>Link to future learning</b></p> <ul style="list-style-type: none"> <li>▪ Focus tomorrow – create our own grid maps to show pathways</li> </ul> <p><b>Give instructions</b>  Ask students to stand quietly and walk to collect their lunches for break</p>	<p>Think about what a grid map is, and how to use it</p> <p>Make connection with next lesson</p> <p>Transition to lunchbreak</p>
<b>Evaluation of Teaching Practice</b>		<b>Plans for Improvement</b>
<p>My modelled think aloud was very effective, as students then used similar language from my explanation when using their own grid maps.</p> <p>I had to repeat my instructions several times because some students did not know what to do. This was quite disruptive as some students were ready to get started and others had no idea where to start. I realised that I did not wait until I had everyone's attention and because I was giving instructions while some students were not listening, those who were not listening did not know what to do.</p>		<ul style="list-style-type: none"> <li>▪ I will continue to utilise the modelled think aloud strategy to show students my thought processes</li> <li>▪ I need to use the ESCM more consistently. I need to wait and scan before giving instructions and I may need to ask the students to repeat the instructions back to me to check for understanding</li> </ul>
<b>Were the Objectives Achieved? [Formative Assessment]</b>		<b>Learning Adjustments for Next Lesson</b>
<p>Most students were successful in completing the work sheet independently, with minimal guidance and error.</p> <p>Alex, Jo, Jill, Bobby, Jane and Sue had difficulty locating positions and objects on a map, and interpreting the simple grid map to describe position – their work samples indicated limited understanding because they had many errors.</p>		<ul style="list-style-type: none"> <li>▪ During the independent phase in the next lesson, work with Alex, Jo, Jill, Bobby, Jane and Sue to revisit how to find a position on a grid map. Use modified worksheet to provide further guided practice.</li> </ul>