

Position 1			
Outcome	Teaching and Learning Activities	Notes/ Future Directions/Evaluation	Language / Date
<p>A student:</p> <p>› describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols MA1-1WM</p> <p>› represents and describes the positions of objects in everyday situations and on maps MA1-16MG</p> <p>Syllabus reference: Page: 116</p>		<p>Background Information</p> <p>Being able to describe the relative positions of objects in a picture or diagram requires interpretation of a two-dimensional representation.</p> <p>Locations that are familiar to Aboriginal students may not be limited to their home environments and may also include other locations within the community, eg local landmarks and organisations.</p>	<ul style="list-style-type: none"> • position, • left, • right, • directions, turn.

Activities		
<p>Ignition Activity Working with partner give directions to go to a place without using direction words (to emphasise need for direction words) Variation: Students describe where something is in the room without using direction words.</p>		
<p>Find my Special Place In pairs, students select a 'special place' near the classroom or in the school. They write instructions using left and right turns and include references to special features and landmarks to lead to their special place. Students swap instructions and then try to locate their partner's special place.</p>		
<p>Left Foot, Right Foot Students make re-usable tags from coloured lengths of wool, a strip of fabric or pipe cleaners that can be attached to shoelaces when playing games or dancing. A coloured tag can be attached to clothing with a safety pin to mark the left or right side of the body. Students participate in activities involving left and right concepts, such as:</p> <ul style="list-style-type: none"> ■ kicking a ball using the left or right foot only. ■ dancing the 'Hokey Pokey'. ■ acting out songs and rhymes that use left or right body parts. 		
<p>Partner Left and Right - Sample Units of Work p. 80 - 82 In pairs, facing each other, students follow a pattern for clapping eg 'Clap right hands together, left hands together, then both hands together.' Possible questions include:</p> <ul style="list-style-type: none"> ■ what do you notice when you both clap left hands together? <p>Students learn some dances involving a clapping sequence with students facing each other in pairs eg 'Heel and Toe Polka'. Students could also learn other dances involving linking arms and moving right or left.</p>		
<p>Moving to the Left or Right The teacher identifies situations that are part of normal routine where the students turn left or right to reach a destination. For example, 'Turn right off the assembly area to go to our room', 'Turn right at the corner</p>		

<p>to go to the library.' In pairs, students record a series of instructions using left and right to move around the school and then back to the classroom. They give the instructions to another pair of students to follow. Students then discuss the effectiveness of their instructions.</p> <p>Left Hand, Right Hand Students make re-usable wrist tags or bracelets in an identifying colour to use when playing games and dancing eg lemon for left and red for right. Students participate in games and dances involving left and right concepts eg catch and throw a ball using the left or right hand only.</p>		
<p>Making Models Making models and drawing simple sketches of their models is the focus at this Stage. Students usually concentrate on the relative position of objects in their sketches. The relationship of size between objects is difficult and will be refined over time, leading to the development of scale drawings in later Stages. Accepting students' models and sketches is important. Being able to describe the relative position of objects in a picture or diagram requires interpretation of a two-dimensional representation.</p> <p>Questioning Was it easiest to get there without or with the direction words? How do the direction words make it easier? Why is it easier to know where to go when we use left and right?</p>		
<p>Model from a Photograph or Map The teacher accesses an aerial photograph or a tourist-style map eg a map of the zoo, a local town. Students make a simple model from the photograph or map using small toys, blocks and junk materials. Students discuss the position of objects in relation to other objects. Possible questions include: ■ can you plan a route that takes you from one location to another? Discuss the differences and similarities between various routes. ■ what difficulties did you encounter when you built your model?</p>		
<p>Treasure maps: Have a pre-made treasure map on grid paper, student work in pairs and one student</p>		

<p>hides the treasure somewhere on the map and then they give instructions to their partner so that they place their treasure in the same location on their map.</p>		
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Extension: Write instructions to find the treasure and give them to partner to find.