

# **Position - Stage 1**

**Week 7-8 Term 3, 2021**

## **Overview:**

For the next 2 weeks, you will be learning about position. These lessons will be fun and easy to do around your home! You will be learning new Mathematical language and some of the lessons will require you to collect items, draw, explain and investigate various positions of objects. You could include your siblings to work together with you on some of these tasks.

Some of these lessons will require a device but you won't need to print this resource, simply complete your work on a piece of paper or in an exercise book. Don't forget to take a picture of your work if you are proud of it and want to show your teacher.

## **Outcomes:**

- **MA1-16MG**

Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

- **MA1-1WM**

Represents and describes the positions of objects in everyday situations and on maps

## **Language:**

**Year 1:** Students should be able to communicate using the following language: position, left, right, directions, turn. In Early Stage 1, students used the terms 'left' and 'right' to describe position in relation to themselves. In Stage 1, students use the terms 'left' and 'right' to describe position from the perspective of a person facing in the opposite direction.

**Year 2:** Students should be able to communicate using the following language: position, location, map, path.

# Lesson 1

- **Resources:** Breakfast equipment - some examples are: bowl, spoon, plate, napkin, banana, yogurt tub, toast, cup etc...

## WALT

- To describe the position of objects in relation to each other using positional language.

## Left and Right Positions

### Activities

- Watch the video links below

[Left and Right Song - Bing video](#)

[The Prepositions Song | English Songs | Scratch Garden - Bing video](#)

[Here We Go | Directions Song for Kids | Jack Hartmann Positional Words | Spatial Awareness - Bing video](#)

(You may want to dance to this song - make sure you have a clear space to move in).

- Take a few breakfast items and set up your objects so you can describe them in relation to the other objects.

For example: 'The Weetbix box is next to the spoon', 'The bowl is in front of the milk bottle.' 'The teacup is on the left of the bowl'.

- Make a sketch of your objects or take a photo and put it in a word document.
- Write at least 4 statements below your picture describing the position of the items.
- Write in sentences and underline the position words. Try to use at least 5 items. You could have an adult help you set up your items.

An example is on the following page.

Example:

1. The spoon is on the right of the bowl.
2. The cornflakes are in the bowl.
3. The teacup is on the left of the bowl.
4. The milk is above the spoon.



Post a picture on google classroom in your assigned Week 7 work. We can't wait to see it!

# Lesson 2

- **Resources:** Access to a device, pencils, paper and eraser

## WALT

- To describe the position of objects in relation to each other using positional language.

## Position

### Activities

- Play the [Describing movement using positional language - Studyladder](#) game.
- Answer the following questions.

What is above you?

What is below you?

What is beside you on your left?

What is beside you on your right?

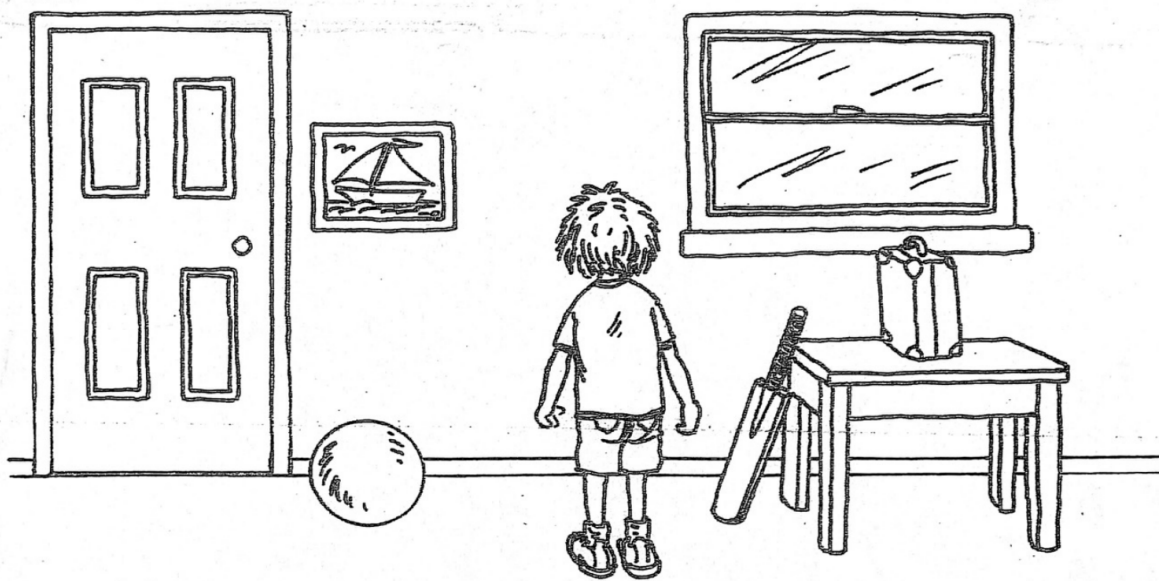
What is in front of you?

What is behind you?

What is next to you?

Use the answers to these questions to help you do your own drawing.

- Choose a familiar room in your house, it could be your bedroom or the room you are currently in. Draw a picture of where objects are placed. Don't forget to draw you and any other family member!



Now we will use our knowledge of positional language to place items on the drawing above.

- Draw a small clock above the boy's head.
- Put a cross above the door.
- Draw a small ball to the left of your foot and to the right of the large ball.
- Draw a light switch beneath the picture.

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If you are unable to print the picture above you can use your own drawing. Make up and follow your own set of instructions, similar to those above.

# Lesson 3

- **Resources:** Access to a device, paper, pencil, eraser and household items.

## WALT

- To interpret simple maps of familiar locations and identify the relative positions of key features.

## Maps and Directions

### Activities

- Complete the Studyladder activities
  - [Interpreting classroom seating plan](#)
  - [Interpreting Zoo Maps](#)
- Play [Jack Hartmann Says](#). When you are done, have a turn at playing Simon Says with your parent/caregiver or sibling.
- Watch the video explaining [how to make a map](#), this will help you with the following task.
- Pretend you are going on a treasure hunt in your house. Choose an item that you are going to use as your treasure and hide it. Now write directions for your parents/caregiver or sibling to follow to find the treasure!

**Tips:** Here are some tips you may want to think about when creating your directions

- You may want to include how many steps to take.
- Don't make it too long but don't make it too short!
- You need to ensure that each direction must be clear.  
E.G. Do not say "go to the tree". Instead say "Walk straight until you get to the big green tree".

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# Lesson 4

**Resources:** Access to a device, pencil, paper, eraser and grid paper.

## WALT

- Interpret simple maps of familiar locations and identify the relative positions of key features.
- To give and follow directions to familiar locations.

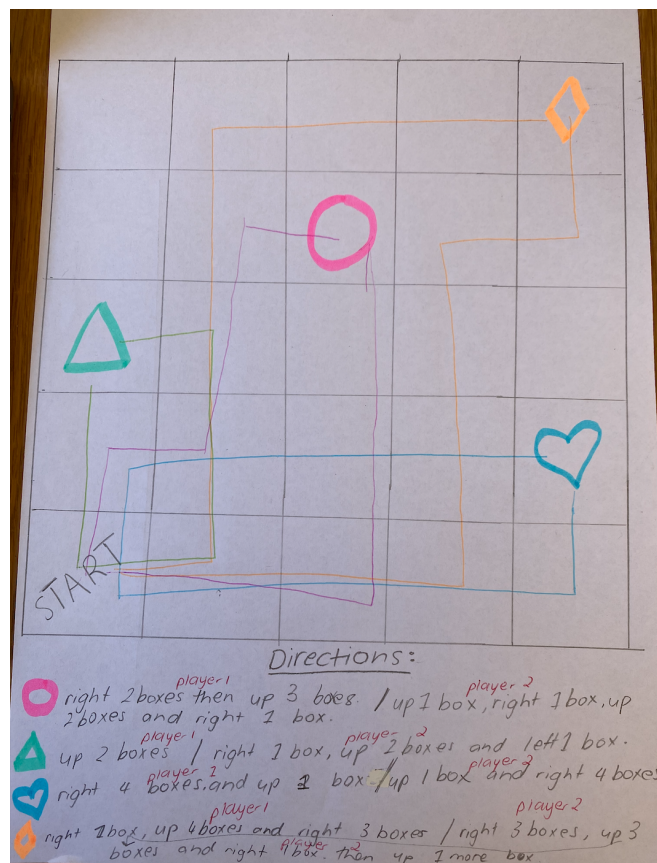
## Giving and Following Directions

### Activities

- Play Blind Man's Bluff. This requires you to close your eyes and get your parent/caregiver or sibling to give you directions. You can also swap roles once you have had your turn. You need to make sure you are sensible and doing this in a safe space. Make sure your directions are clear so the person you are playing with makes it to where you want them to go.
- Using [grid paper](#) follow the instructions below to set up your page for the next activity. If you are not able to print the grid paper, ask a parent or carer to rule up a grid (5x5) using a ruler.
- Draw 4-6 of the shapes below on your grid paper. Each shape should be in its own box and drawn in a different colour. Also draw a starting box at the bottom left of the page. *You don't have to include all of the shapes.* [CLICK HERE TO WATCH AN HOW TO PLAY WITH MISS SHUETRIM.](#) There is also a photo down below of the finished game and what it should look like.
  - Start box
  - Star
  - Circle
  - Love heart
  - Triangle
  - Diamond
  - Rectangle



- Begin at the starting box. Draw 1 way to get to each shape. Then swap with your parent/caregiver or sibling and see if they go a different way.
- As you draw your way to each shape, verbalise what you are doing... For example "I am going 5 up squares then right 4 squares etc..."



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# Lesson 5

- **Resources:** Access to a device, pencils, paper and eraser.

## WALT

- To give and follow directions to familiar locations.

## Directions and Locations

### Activities

- Start the lesson by watching the [location & directions video](#)
- Complete the Studyladder activity on [Giving Directions to Reach a Location](#)
- You are now going to do an activity based on directions and locations.
  1. Draw a map of the inside of your house including the key rooms and features such as furniture.
  2. Go to your front door and walk to the backyard (if you don't have a backyard, then choose another location such as your bedroom). How did you get there?
  3. Choose a colour and record on your map how you did it. Is there another way? Choose a different colour and record another way you can get to the same destination. If there are more than 2 ways, record additional ways using different colours.
  4. Once you have drawn all the ways you can go, choose 1 way and write the directions. Be sure to be explicit and clear!
  5. When you are finished you can give your directions to a parent/caregiver or sibling to try. If they end up elsewhere, where did they end up? Why do you think they didn't end up in the right place? How could you fix this?

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# Lesson 6

- **Resources:** access to a device, tray/tub/box/container, glue, ruler, pencil, toy and eraser, etc..

## WALT

- To give and follow directions to familiar locations.

## Directions and Position

### Activities

- Play the following interactive position and direction games:  
[3D Space Shape Moving](#)  
[Hungry Pirates](#)

Once you have completed both games, share to a parent/caregiver which one you liked more and why.

- Play the remembering positions game.

You will need to collect 5-10 items from around your house that you can use to place in a container/box/tub/tray.

Ask your parent/caregiver to place the items inside. Look at the arrangement of the items for 30 seconds to a minute to observe their location. When your time is up, you must close your eyes while your parent/caregiver removes 1 item from the container. When you look at the items again you should try and work out which item has been removed. If this is too easy for you, ask your parent/caregiver to remove more than 1 item at a time.

Once you have finished playing the game, put all of the items back into the tub where they were and draw a picture.

Post a picture on google classroom in your assigned week 8 work. We can't wait to see it!

# Lesson 7

- **Resources:** Access to a device

## WALT

- Interpret simple maps of familiar locations and identify the relative positions of key features.

## Reading Maps and Following Directions

### Activities

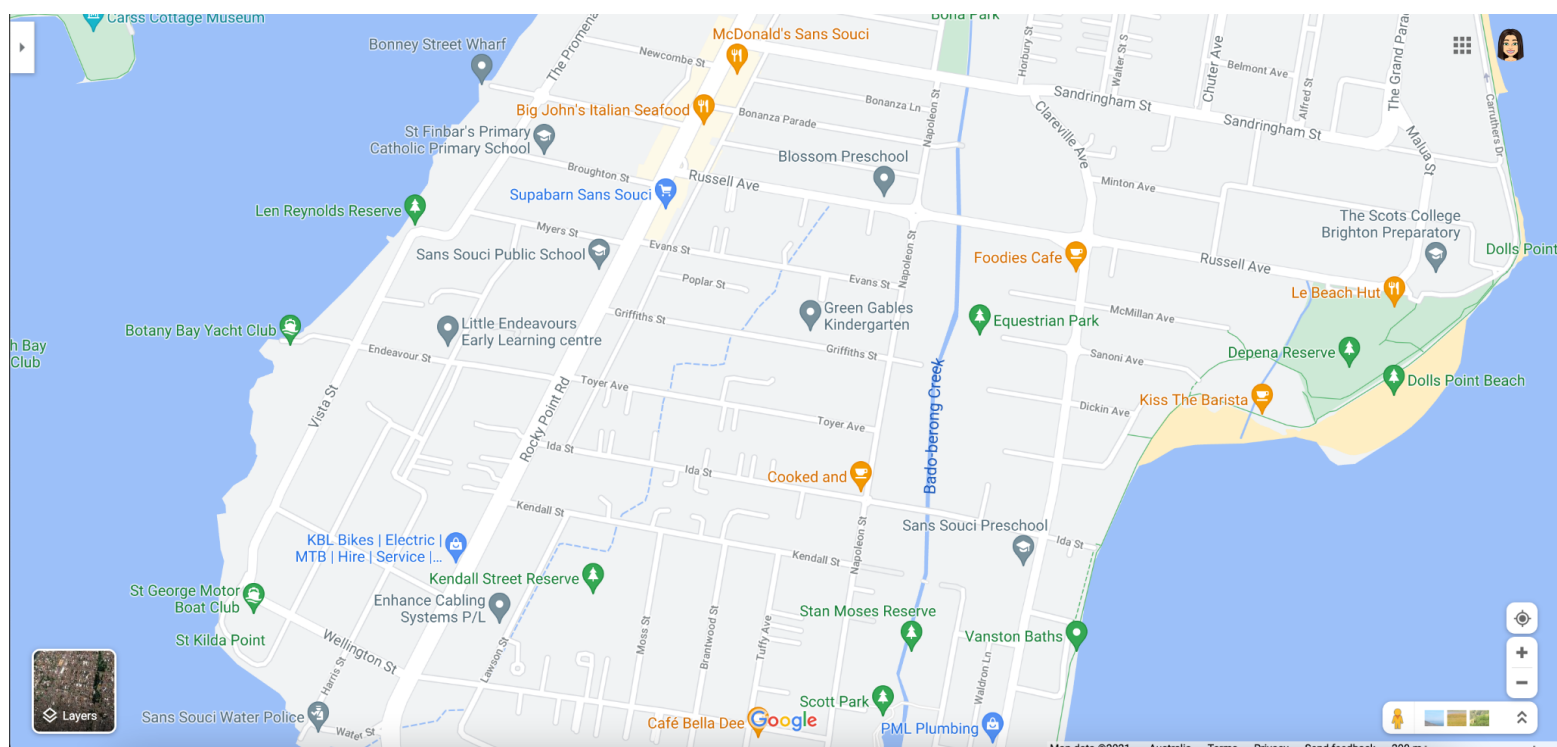
- Watch the video on the [different types of maps and directions](#).
- Watch the video and [learn your directions with Bip!](#)

- Answer the following question:

Do you know other directional words for: up, down, left, right, straight, across etc?

If you said North, South, East and West, you are correct!

- Watch and sing along to [The Direction Song](#).
- We are now going to use real maps of our local area. Look at the following map and follow the directions given down below to help us get to school. If you cannot see this map clearly, [click here](#) to see a full image on google maps.



Directions:

1. Start in the middle of Moss Street and go up.
  2. When you get to the top of the street, turn left onto Kendall Street.
  3. Continue on Kendall Street until you get to the end.
  4. Turn left onto Rocky Point Road and continue until you get to the intersection.
  5. Turn right at the intersection onto Wellington Street and continue going straight.
  6. Go around the bend onto Vista Street.
  7. When you get to the corner of Vista Street and Endeavor Street, turn right.
  8. Take the first left which will lead you to the back of Sans Souci Public School and you have arrived at school for another great day of learning!
- Could you choose another way to get to school from this position? Draw it on the map and give directions. Challenge yourself and try to use North, South, East and West where you can instead of saying turn left, go straight etc.
  - If you are unable to print the map, just write the directions.

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