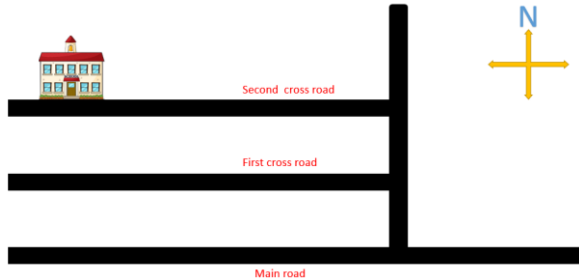
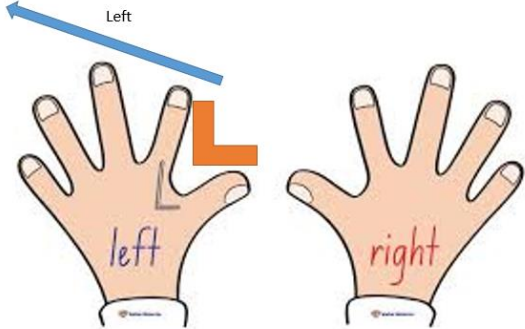


**Topic: Mapping your ways**

**Learning Objectives:**

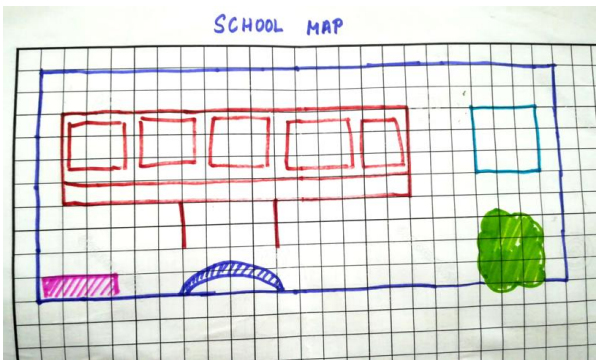
- To understand and use Directions-North South East West in conversations.
- To familiarise with words like Right, left, etc. required for instruction of Route map.
- To be able to create local map: Convert any top view picture of a location into map. Locating and spotting of places.
- To be able to connect 'distance measurement' and 'map'. Reading Km, m, etc.
- To be able to 'scale' the distances in the map.

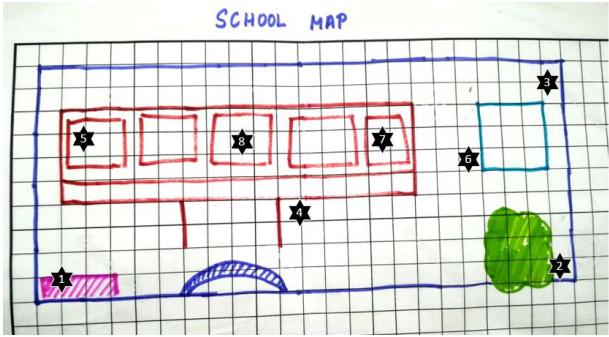
**Learning outcome:** To understand and use Directions-North South East West in conversations.

<p><b>Suggested Strategies</b> (How am I teaching)</p>	<p><b>Continuous Review</b> (How do I know they have learnt?)</p>	<p><b>Resources</b> (What do I need?)</p>
<p><b>Introduction– discussion</b> On the board draw a rough map of the neighbourhood (few streets and the school). Ask “Where is the school?” Have a student come to the board and point it out. Then ask where a few other landmarks are and have students draw and label them on your map.</p> 	<p>Ask students to add some landmarks in the map. If students are able to plot any landmark correctly, this could be the checkpoint in the discussion. (Ask cross questions, with others too)</p>	<p>Board and chalk</p>
<p><b>Directions Vocabulary- right and left</b> Introduce the words ‘right’ and ‘left’. Try to elicit the meaning or translation of these words from the students and write them on the board with arrows demonstrating each direction. If meaning is clear, write the word and pronunciation once or twice.</p> <p><b>Trick to remember right and left:</b></p>  <p>if you hold your arms out in front of you, thumb and index fingers on both hands, the left hand will have a capital L for left.</p>	<p><b>Game- (Ice breaker)</b></p> <ul style="list-style-type: none"> <li>• Make students to stand in their places and close eyes.</li> <li>• Ask a student to “Turn right” or “Turn left”</li> <li>• occasionally instructing them to “Turn left, turn left” or “Turn right, turn right” which should end up with everyone facing the back of the classroom.</li> <li>• After a series of instructions Make them to open the eyes and self-assess.</li> <li>• Student standing in wrong direction gets out.</li> <li>• The students who stay till end is the winner</li> </ul> <p><u>Assessment:</u> <u>Anyone who isn’t facing the correct direction will self-assess themselves.</u></p>	<p>None</p>

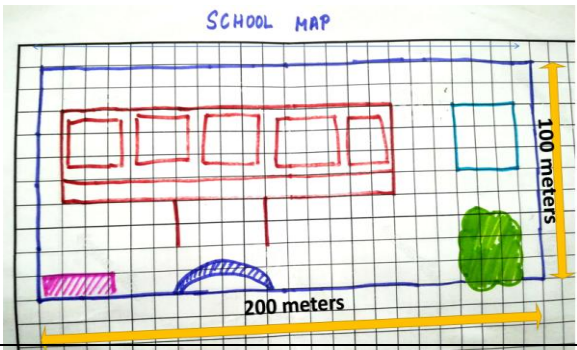
<p><b>Theatre activity for a given map:</b>  <i>Make a Group of two or three.</i></p> <p>1) <i>Give a Map: The map is a simple road map, with supporting vocabulary,</i></p> <p>2) <i>Make students to Create conversation:</i>  <i>Sample:</i>  <i>A: Excuse me. How do I get to the (place in the given map)?</i>  <i>B: Turn left. Turn right at the 2nd corner. You'll see it on your left.</i>  <i>A: Thank you!</i>  <i>B: You're welcome.</i></p> <p>3) <i>Ask the students to Demonstrate:</i>  <i>Students can enact with their creative skill set.</i></p>	<p>Group work          Use of vocabulary correctly</p>	<p>1) route maps(print-out):</p> <p>Teachers could choose to take map of the local places, (keeping their student's understanding level in mind) and print them.</p>
<p><b>Introducing direction Vocabulary-North, South, West, East</b>  <i>Drawing two perpendicular line and ask them to name it. (expected reply: They would tell the name they call or knew through someone).</i></p> <p><i>Introduce the N S W E directions as standard directions.</i></p>	<p>Accuracy of drawing the directions</p>	<p>Board and chalk</p>

**Learning outcome:** To be able to create local map

<p><b>Suggested Strategies</b>  <i>(How am I teaching)</i></p>	<p><b>Continuous Review</b>  <i>(How do I know they have learnt?)</i></p>	<p><b>Resources</b>  <i>(What do I need?)</i></p>
<p><b>Discussion and group Activity:</b>            Convert any top view picture of a location into map:</p> <ul style="list-style-type: none"> <li>• Create groups of 2 or 3</li> <li>• Given them top view photos to convert into map.</li> <li>• Use colours to make it an artistic map</li> </ul> 	<p>Group work            Accuracy of map</p>	<p>Grid paper            Collection of</p>

<p><i>Teacher notes</i></p> <p>Supervision of the activity would help in assessment. Teacher could help the students in the following.</p> <ol style="list-style-type: none"> <li>1) Size of each place with respect to others. (this gradually increases.</li> <li>2) Capturing important details. Like entrance and room, pathway, etc.</li> </ol>		
<p><b>Treasure run game: (GBL)</b></p> <p>The map of school campus with hidden treasure is generated. The team has to spot the right card from each location and complete in order. The first completing team will be winners.</p> 	<p>This is a game and hence does not invite a review.</p>	<p>Generated school map with hidden treasures.</p>
<p><b>Classroom project:</b></p> <p>Make map of school or village. This is a practise drill which students should take up as project</p>		<p>Chart paper</p>

**Learning outcome:** To be able to connect ‘distance measurement’ and ‘map’. Reading Km, m, etc. To be able to ‘scale’ the distances in the map.

<p><b>Suggested Strategies</b></p> <p><i>(How am I teaching)</i></p>	<p><b>Continuous Review</b></p> <p><i>(How do I know they have learnt?)</i></p>	<p><b>Resources</b></p> <p><i>(What do I need?)</i></p>
<p><b>Teach the students the distance scaling of their maps</b></p> <p>for school map- the students could be allowed to measure and write measurement.</p> 	<p>Assessment worksheets.</p>	<p>Measuring tape- notepad for noting the measure.</p>

<ul style="list-style-type: none"> <li>• Teach “1 cm equal how many meters/kilometres”</li> <li>• Demonstrate that scaling differs with different lengths.</li> </ul> <p>Make the students understand with few scaled map: “ the distance would be lesser or greater when the scale is different. When scale is Map 1: scale 1 cm= 10 m → the distance between two points, is more. Map 2: scale 1 cm= 5 m → the distance between two points, is less</p>		
<p><b>Group activity:</b> Practise with different maps scaling.</p> <p>Hand out a map to students in groups. Ask them to find the distance between any two spots on it using the scale. The map should have the scale printed on it. Ask the students to arrange the ascending order of the distance from one single point</p>	<p><b>Activity assessment:</b> Students with scaling idea could give the ascending order of distance</p>	<p>Map with the scale mentioned on it.</p>
<p><b>‘House plan’ Activity:</b> <b>Note: teacher could take up this activity if students understand area measurement (area of square, rectangle)</b></p> <p><b>Draw a house plan in the grid sheet, which has:</b>  <b>3 rooms of 10x10 m</b>  <b>1 hall of 30mx30m</b>  <b>1 kitchen of 20X10m</b>  <b>1 bathroom of 5mx5m</b></p>	<p>Correct dimension and scale denotes the success of the learning objective.</p>	<p>Grid sheet</p>