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| **Locating Objects on a Map Behaviours/Strategies** | | | |
| Student is having difficulty using and understanding positional language. | Student has some knowledge of positional language but has difficulty using it to communicate the location of objects. | Student requires too much precision of the location. | Student locates the hidden treasure on the map with ease. |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student is able to visualize objects from different perspectives.  **(Activity 19)** |  |  |  |  |  |  |  |  |  |
| Student can use positional language to describe the relative location of objects.  **(Activities 19–21)** |  |  |  |  |  |  |  |  |  |
| Student can build a  3-D model from a 2-D map.  **(Activity 20)** |  |  |  |  |  |  |  |  |  |
| Student can interpret a  2-D map.  **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student can use positional words and  relative location to find and describe the position of objects.  **(Activity 21)** |  |  |  |  |  |  |  |  |  |
| Student can locate a hidden object on a map.  **(Activity 21)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Visualizes objects from different perspectives.  **(Activity 19)** |  |  |  |
| Uses positional language to describe the relative location of objects.  **(Activities 19–21)** |  |  |  |
| Builds a 3-D model from a 2-D map.  **(Activity 20)** |  |  |  |
| Interprets a 2-D map.  **(Activities 20, 21)** |  |  |  |
| Uses positional words and relative location to find and describe the position of objects.  **(Activity 21)** |  |  |  |
| Locates a hidden object on a map.  **(Activity 21)** |  |  |  |

Strengths:

Next Steps: