

Position of an Object in Relation to Another Object.

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Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

POSITION OF AN OBJECT IN RELATION TO ANOTHER OBJECT.

EXPLICIT TEACHING PLAN OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES: SHAPES, A SMALL TOY, FOR EXAMPLE, A TEDDY, PENCIL, PAPER

WHAT COULD WE DO?

Children:

- place objects in positions and describe their positions, for example,



WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children:

- ask questions about the position of an object in relation to another object using positional language, for example,
 - where is the teddy?
 - how could we describe the position of the teddy?
 - how else could we describe the position of the teddy?

POSITION OF AN OBJECT IN RELATION TO ANOTHER OBJECT.

EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

WHAT COULD WE DO?	WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?
<p>Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.</p> <p>Display a paper square, a circle, a rectangle and a triangle.</p> <p>Display a small toy, for example, a teddy.</p> <p>A child places the teddy in the circle.</p>	<ul style="list-style-type: none">▶ Today brings an investigation of position.▶ What do you already know about position?▶ Talk to a friend about position.▶ Is anybody ready to share what they are thinking about position? ▶ What shapes are these?▶ Is this a square?▶ Is this a triangle?▶ Is this a circle?▶ Is this a rectangle? ▶ Here we have a teddy.▶ We're going to move the teddy to different positions.▶ And each time we're going to describe the teddy's position.▶ Who could place this teddy in the circle?▶ What did we do?▶ Did we place the teddy in the circle?

Record, for example,

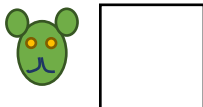
in



A child places the teddy next to the square.

Record, for example,

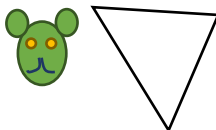
next to



A child places the teddy beside the triangle .

Record, for example,

beside



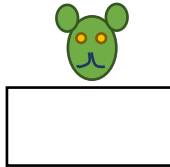
- ▶ Where is the teddy?
- ▶ Is the teddy in the circle?
- ▶ How could we record this?
- ▶ Could we draw the teddy in the circle?

- ▶ Who could place this teddy next to the square?
- ▶ What did we do?
- ▶ Did we place the teddy next to the square?
- ▶ Where is the teddy?
- ▶ Is the teddy next to the square?
- ▶ How could we record this?
- ▶ Could we draw the teddy next to the square?

- ▶ Who could place this teddy beside the triangle?
- ▶ What did we do?
- ▶ Did we place the teddy beside the triangle?
- ▶ Where is the teddy?
- ▶ Is the teddy beside the triangle?
- ▶ How could we record this?
- ▶ Could we draw the teddy beside the triangle?
- ▶ Are 'next to' and 'beside' the same descriptions of position?

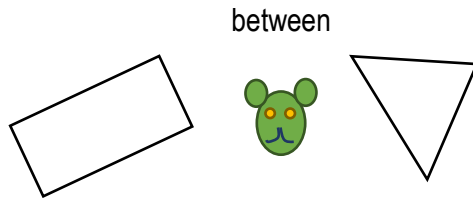
A child places the teddy above the rectangle.

Record, for example, above



A child places the teddy between the triangle and the rectangle.

Record, for example,



- ▶ Who could place this teddy above the rectangle?
- ▶ What did we do?
- ▶ Did we place the teddy above the rectangle?
- ▶ Where is the teddy?
- ▶ Is the teddy above the rectangle?
- ▶ How could we record this?
- ▶ Could we draw the teddy above the rectangle?

- ▶ Who could place this teddy between the triangle and the rectangle?
- ▶ What did we do?
- ▶ Did we place the teddy between the triangle and the rectangle?
- ▶ Where is the teddy?
- ▶ Is the teddy between the triangle and the rectangle?
- ▶ How could we record this?
- ▶ Could we draw the teddy between the triangle and the rectangle?