|  |
| --- |
| **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** |
|  |  |  |  |

|  |  |
| --- | --- |
| 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 andrelative location to find and describe the position of objects.**(Activity 21)** |  |  |  |  |  |  |  |  |  |
| Student can locate a hidden object on a map.**(Activity 21)** |  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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: