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This lesson was created by a teacher participating in a Wisconsin ESEA Improving Teacher Quality grant entitled Inquiry Based Technology-Mediated Teacher Professional Development and Application.

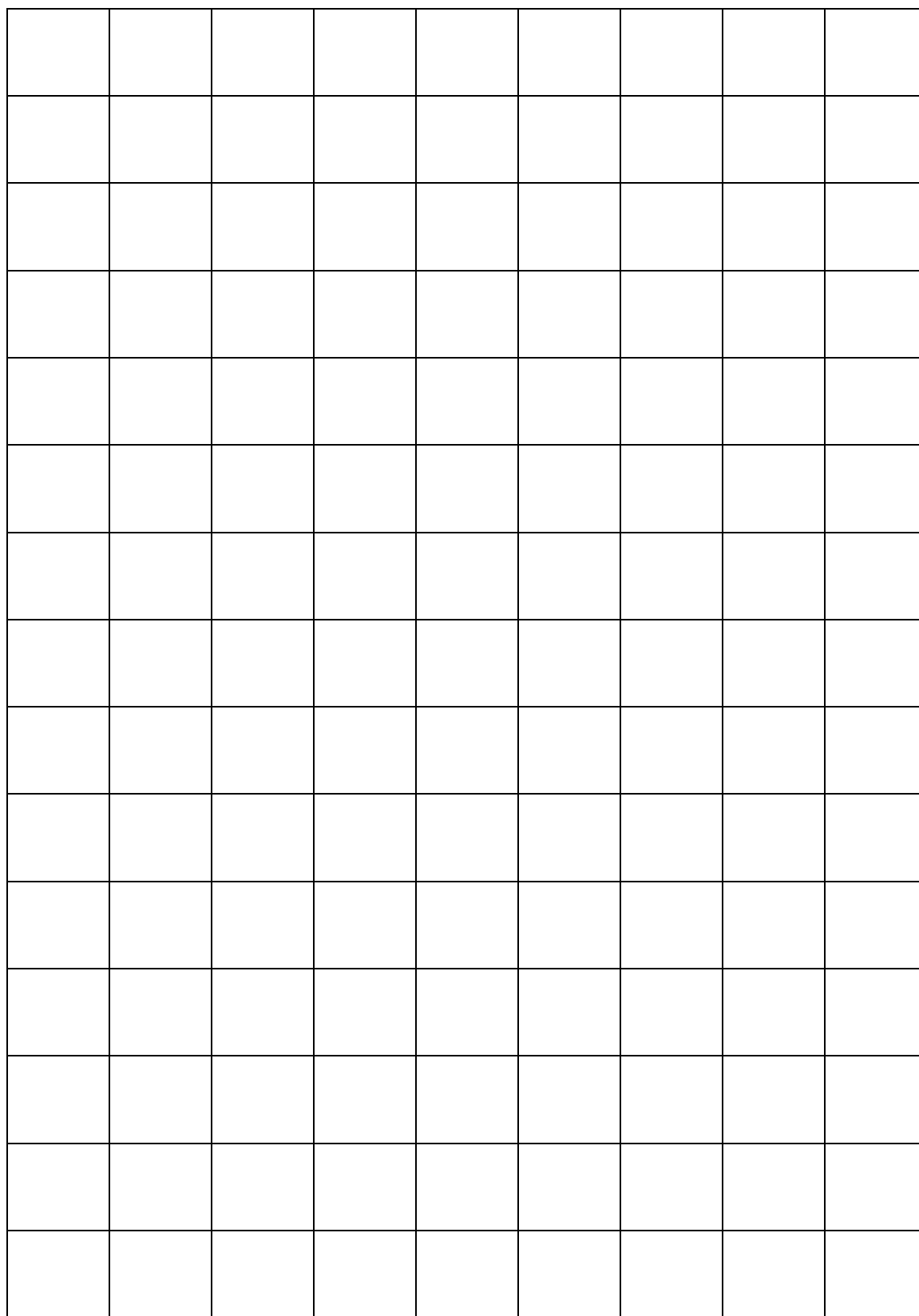
- Title: Where is it?
- Submitted by: Patty Finger
- Grade Level: 4<sup>th</sup> – 5<sup>th</sup>
- Subjects: Math, Social Studies
- Objectives: Students will be able to use a coordinate grid to locate and position objects.
- Duration: 30 - 45 minutes
- Materials/Supplies: Overhead, coordinate grid transparency, teacher created overlay of classroom, Where is it? worksheet
- Vocabulary: Coordinate - any of a set of two or more numbers used to determine the position of a point with respect to a system of lines or other fixed references.
- Background: When archaeologists excavate a site and collect artifacts, the information is gone forever, unless very careful records are kept of the location of items found. One way to do this is to create a rectangular grid with coordinates and record what is found in each section. Future archaeologists can study these records and perhaps make other inferences about the site.
- Setting the Stage: Have the students look around the room. Notice how everything has a specific location. Certain things must be in certain places, other things can be moved around.
- Procedure:
1. Project the coordinate grid using the overhead. Starting from the lower left corner, write in coordinate markings.
  2. Place teacher created overlay of classroom “site” on top of grid. Demonstrate the use of coordinates by moving right, then up, to find

objects. Ask students to find objects on the grid.

**Closure:** Using the Think-Pair-Share method ask students to think about and discuss what caused certain objects to be in specific places. (example: Why might computers be found here?, Why would we find pieces of chalk along this wall and not over there?, What else might be found where the books are?, If we found a bunch of pencils here, what would that tell us?)

**Evaluation:** Students turn in their completed “Where Is It At?” worksheet for evaluation.




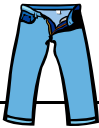








**Links/Extension:** Students could choose a room in their home to map and place objects in specific locations.



# Where Is It At?

Name \_\_\_\_\_

Number your coordinate grid, starting in the bottom left corner.

Use the grid on the other side to answer these questions?

1. Where is the teddy bear? \_\_\_\_\_

2. What do you find in 7,5? \_\_\_\_\_

3. Where is the CD player? \_\_\_\_\_

4. What else is located in that area? \_\_\_\_\_

5. At what coordinate is that item? \_\_\_\_\_

6. What things are in 1,10 and 1,11? \_\_\_\_\_

7. What room feature might be located here? \_\_\_\_\_

8. Where are the books? \_\_\_\_\_

9. Use the clues to predict what might be done in this area of the room?

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10. What other electronic devices might be located near 5,13 and 6,12? \_\_\_\_\_

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11. Why do you think the snacks are located close to this area? \_\_\_\_\_

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12. What is in 3,1? \_\_\_\_\_ 5,1? \_\_\_\_\_

13. What activity is done here? \_\_\_\_\_

14. What sport is this person interested in? \_\_\_\_\_

15. Write a complete sentence telling why you believe that? \_\_\_\_\_

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