**Math in Measuring and Locating**

Measuring things and locating things are two important applications of mathematics. For this exercise you are to develop an activity(ies) that your students can use to explore measurement of things and determining locations of things. The activity needs to guide the students through using math concepts and skills to complete their tasks of measuring and locating. The activity should act as a model for a real-world situation. Below are some ideas that may help stimulate your creativity:

* Search and rescue
* Shopping in a large mall
* Tracking big-game
* Finding a cabin in the woods

Your activity(ies) need to have an element of measurement (distance, volume, temperature, time, etc.) as well as an element of location (finding something, co-ordinate geometry, relative positioning, etc.). You are free to use any scenario you wish, be it classroom, field trip, virtual, etc. I do ask that it exists within the realm of practicality (for example, no travelling to Spain to collect a kilogram of sand☺).

Being this is an activity that you could use in a classroom setting you will need to directly address a specific curriculum outcome (s) (SCO). You will also need to include an assessment plan showing how you will measure student understanding and comprehension of the SCO’s.

SCO Math connection Math quality

Grade-level Real-world Assessment

Your own

**Rubric for the “Measuring & Locating” Assignment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** | **Total** |
| Specific Curricular Outcome - connection | None addressed. | Attempted but activity does not actually address desired outcome. | Somewhere between previous and next. | Activity clearly covers desired outcome. |  |
| Measuring & Locating | Activity(ies) do not cover either measuring nor locating. | Activity(ies) attempts to cover measuring or locating, but not both  **OR**  Attempts to cover both but both ineffective. | Activity(ies) attempts to cover both measuring and locating but effective for only one of them. | Activity(ies) effectively covers both measuring and locating. |  |
| Quality of mathematical connection | Does not illustrate the mathematical concept desired. | Illustrates the SCO poorly and/or inaccurately. | Illustrates the SCO but in a way superfluous to activity. | Illustrates SCO as the main thrust of the activity. |  |
| Accessibility of activity(ies) | Activity beyond the expected comprehension of target grade. |  | Activity(ies) within the expected comprehension of target grade. |  |  |
| Real-world application | none | Application present but not reasonable for real-world situations. | Reasonable real-world application. | Reasonable real-world applications relevant to target students |  |
| Assessment plan | No assessment plan included | Assessment plan present but only evaluative | Formative assessment plan attempted but inadequate. | Formative assessment plans included for all of the illustrations showing how your illustrations may be used to help assess student learning. |  |
| Your own evaluation of your assignment |  |  | <please describe> |  |  |
|  |  |  |  |  | /19 |