



Makes Maths Fun

Level 1 Position

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

By Rachel McCann (B.Teach; B.Ed Hons; M.ED (Special Ed.))

BLOOMSMATH

Makes Maths Fun

Also Available in the Level 1 Program

Whole Number
Addition
Subtraction
Multiplication & Division
Fractions & Decimals
Probability
Patterns & Algebra
Data
Length
Area
Volume
Mass
Time
3D Shape
2D Shape

Position

Level 1 is designed for students in their first year at school. The Position strand allows students to describe an objects position using language and grids.

Knowledge: Students use ordinal numbers to identify the position of various cars in a line and answer questions related to these cars.



Students who demonstrate proficiency in this activity move on to Comprehension.



Students stop here as they require additional teacher support to master this activity.

Comprehension: Students must follow position directions to place items in their correct location so that they will create a complex house picture.



Students who demonstrate proficiency in this activity move on to Application.



Students stop here if time has run out or they require additional support with this activity.

Application: Students must follow position directions to place items in their correct location and answer location questions related to the picture provided.



Students who demonstrate proficiency in this activity move on to Analysis.



Students stop here if time has run out or they require additional support with this activity.

Analysis: Students use alpha numeric grid references to locate and place shapes on the grid.



Students who demonstrate proficiency in this activity move on to Synthesis.



Students stop here if time has run out or they require additional support with this activity.

Synthesis: Students must record alpha numeric grid references for items they locate on the grid.

Evaluation: Suggested questions and activities provide a starting point for discussions related to Position such as showing students a street map reference book and how locations used to be looked up before the internet.



Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.

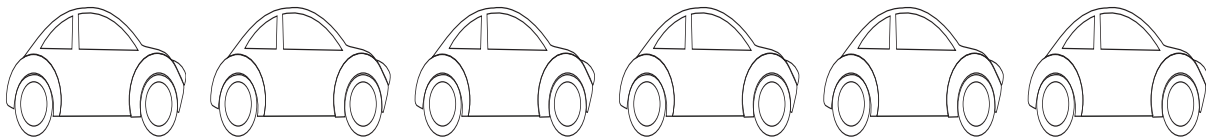


All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

Name: _____

Which One Am I?

Use the directions below to colour the cars and then answer the questions about them.



1. Colour the first car **red**.
2. Colour the fifth car **blue**.
3. Colour the second car **orange**.
4. Colour the last car **purple**.
5. Colour the third car **yellow**.
6. Colour the remaining car **green**.
7. What colour is the car before the blue car? _____
8. What colour is the car after the red car? _____
9. What colour is the car between the orange and green cars? _____
10. What colour is the sixth car? _____
11. What colour is the car before the orange car? _____
12. What colour is the car after the orange car? _____
13. What colour is the car between the green and purple cars? _____
14. What colour is the car between the red and yellow cars? _____
15. What colour is the car before the purple car? _____



Let's Try This Again

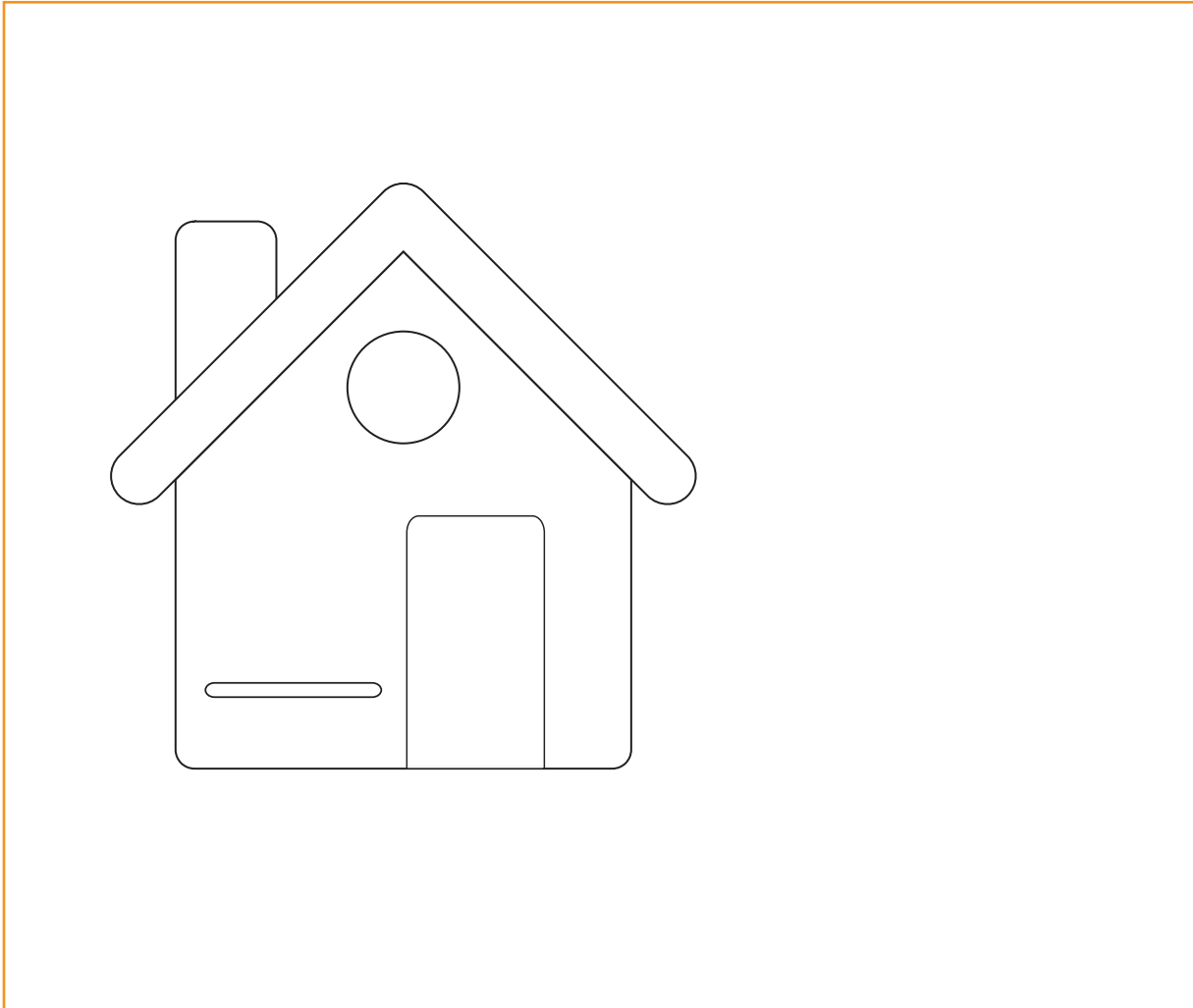


Progress To Comprehension

Name: _____

Draw It In


Draw each object in its correct place.




1. Draw a path in front of the front door. 


2. Draw a cross in the middle of the circle. 


3. Draw a window next to the door on the window ledge. 


4. Draw a small circle on the door near the new window. 


5. Draw a big tree on the right side of the house. 

6. Draw 6 apples in the tree. 

7. Draw smoke coming out of the chimney. 

8. Draw a sun in the top left corner. 

9. Draw 3 small clouds above the tree. 

10. Draw 4 flowers under the window ledge. 



Let's Try This Again



Progress To Application

Name: _____

Shelf Locations

Answer the questions and complete the activities related to the bag rack below.

Kindy Rainbows' Bags			
Tom	Meg	Harry	Sarah
Sue	James	Kim	Ben
David	Reg	Luke	Denise
Ethel	Faruk	Isla	Joe

1. Whose bag space is above Faruk's? _____
2. Whose bag space is next to David's? _____
3. Whose bag space is under Meg's? _____
4. Whose bag space is below Ben's? _____
5. Whose bag space is between David's and Luke's? _____
6. Draw an apple in Sue's bag space.
7. Draw a pencil in Isla's bag space.
8. Draw a book in the bag space below Sarah's.
9. Draw a banana in the bag space beside James'.
10. Draw a cross on the bag space above Sue's.



Let's Try This Again









Progress To Analysis

Name: _____

Grid References

Find each item on the grid below.

D				
C				
B				
A				
	1	2	3	4

1. Draw the shape which is at 1B? _____
2. Draw the shape which is at 3B? _____
3. Draw the shape which is at 4B? _____
4. Draw the shape which is at 1D? _____
5. Draw the shape which is above the hexagon? _____
6. Draw the shape which is below the heart? _____
7. Draw the shape which is next to the triangle? _____
8. Draw the shape which is next to the circle? _____
9. Draw the shape which is below the star? _____
10. Draw the shape which is beside the heart? _____

Position - Level 1 - Students will describe an objects position using language and grids.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation



Let's Try This Again









Progress To Synthesis

Name: _____

More Grid References

Use the grid to find the reference for each shape.

D				
C				
B				
A				
	1	2	3	4

1. Give the grid reference for the star? ____, __
2. Give the grid reference for the circle? ____, __
3. Give the grid reference for the heart? ____, __
4. Give the grid reference for the triangle? ____, __
5. Give the grid reference for the square? ____, __
6. Give the grid reference for the hexagon? ____, __
7. What is the grid reference 2 spaces above the heart? ____, __
8. What is the grid reference 1 space below the triangle? ____, __
9. What is the grid reference 3 spaces left of the hexagon? ____, __
10. What is the grid reference 1 spaces above the rectangle? ____, __



Let's Try This Again



Progress To Evaluation

Position Discussion

The following questions and activities are provide as a starting point for fun discussions related to Position. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Position activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.



Show the students an old street directory and explain how grid references are used.



Discuss whether we really need to use grid references anymore?



When do we use positional language?



Ask students to find things around the classroom using positional language.



Play a game of word noughts and crosses or connect four where students must tell you where they want you to place their cross or circle using only positional language.

Position - Level 1 - Students will describe an objects position using language and grids.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

