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Investigating Perimeter in Relation to Location and Mapping



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Central Idea: We can apply our knowledge of different mathematical concepts to help us learn new ones.

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Aim: To learn how to measure perimeter accurately with a trundle wheel and apply the measurements to a drawing of reduced scale.

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Inquiry Questions:

1. How can we effectively describe where things are?
2. How can we use our knowledge of grids, coordinates, keys, and compass points to help us draw things to scale?
3. How do we read and interpret maps?

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Whole Class:

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1. Measure the perimeter of the school grounds.
2. On a piece of paper draw the perimeter of the school grounds to a scale.
3. Discuss an appropriate scale reduction with the students. For example, if using grid paper it could be 1cm^2 represents 1m^2 .
4. Draw the perimeter of the school grounds on the paper.
5. Choose a school building i.e. the school hall. Measure the distance from the fence to the perimeter of the building and draw it on the school plan.
6. Students work at their own pace to complete a scaled drawing of all the school grounds and buildings.

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Share Time: What has challenged you today? What can you do to make it less challenging next time?

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