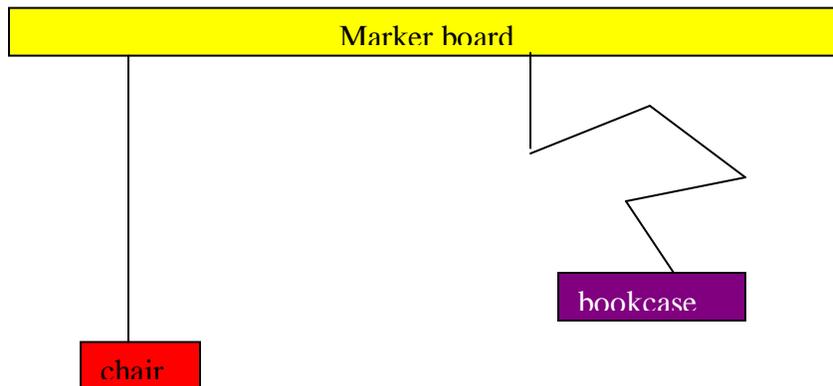


Paths Handout

1. The teacher describes a path she took in the school today. As she describes the walk include directions, and turns. Note special landmarks along the path.
2. Ask the students to close their eyes and imagine walking from the classroom to the cafeteria (or another location in the school). Open their eyes and tell a classmate about the imagined trip.
3. Before class mark several paths with masking tape or painter's tape on the floor of the classroom. For example mark a path from a table to the window or the door to the bookshelf. Walk the path and describe your movements.
4. Have students walk the path as other students describe the movements.
5. Have students imagine walking a path in the school, possibly the room to the playground or to the media center. Have students write or draw their path.
6. Students then walk the path and check their drawings or written description. They may want to correct drawings along the way.
7. The teacher can have paths marked around the classroom that students walk during center time. The students draw a representation of the path and write directions.
8. Emphasize vocabulary words related to proximity, position and direction.

Measuring Paths

1. Cut strips of paper, uniform lengths. For example cut strips 12 inches long.
2. Mark two paths. These paths should both start at the same location. One path should cover a shorter distance than the other but the path for the shorter distance should have several turns thus making it longer.



3. Have students measure the two paths using the paper strips. They will say that the bookcase (above example) is closer to the marker board than the chair.
4. They will determine the distance of the two paths. The path with the turns requires more strips so it is longer. Students focus on the endpoint and may have difficulty understanding this concept.
5. Brainstorm paths in the classroom. For example, door to window, marker board to globe, sink to table.
6. Each pair of students will choose one of these paths.
7. They will build two paths—straight path and path with turns. They use the paper strips to build the path.
8. Use the paper strips to determine the length of the two paths.
9. Extension: Have students cut a string that marks each path. Compare the strings.