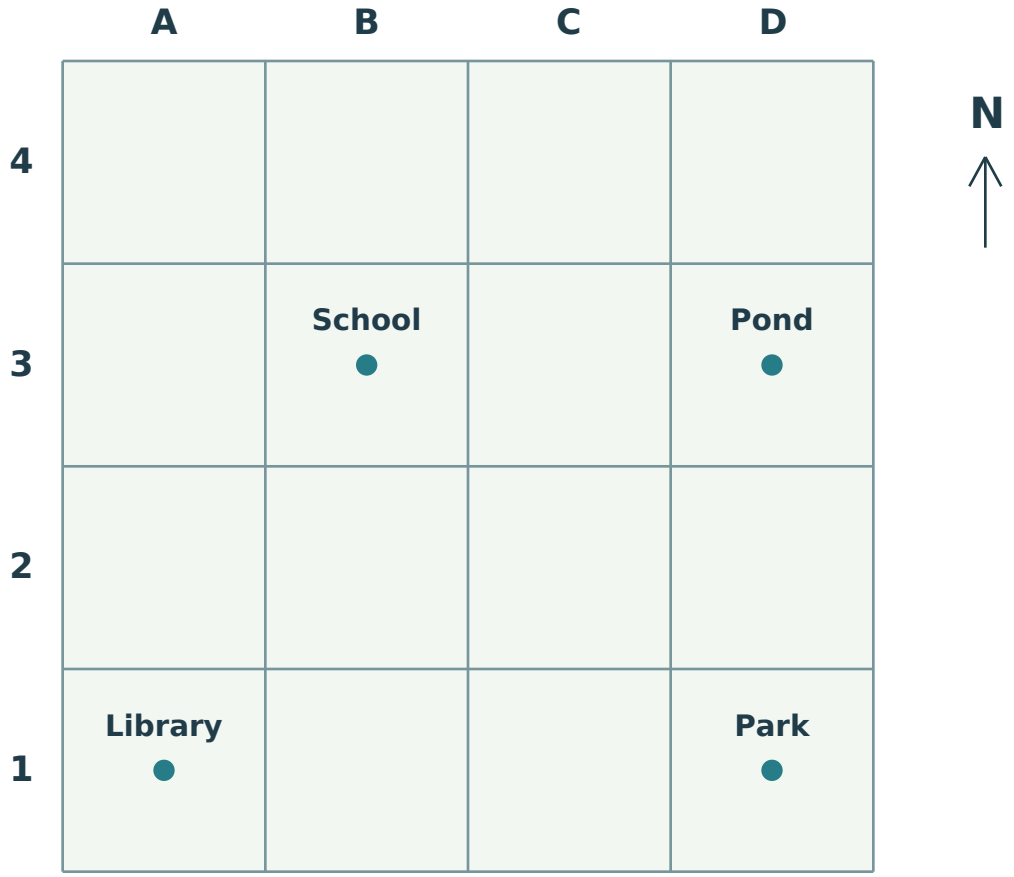
Explore a fictional map

Sheet label (optional): _____ Date: _____

Columns A-D run west to east. Rows 1-4 run south to north.
Each place is a point at the center of its square.



Adjacent cell centers are 100 m apart (about 328 ft).
For routes, move horizontally or vertically, not diagonally.

1. Which cell contains the School? _____

2. From School to Pond, which direction? _____

3. From Library to Park, which direction? _____

4. School to Library: ____ square west + ____ squares south.

   Total distance: _____ m

5. Library to Park: ____ squares. Total distance: _____ m

This is an invented learning map, not a real neighborhood or route.
The cell labels are a classroom coordinate system, not a national grid.

Draw a classroom plan

Sheet label (optional): _____ Date: _____

Imagine looking straight down at your classroom.
Draw the room, door, tables and one other feature.
Use symbols and explain them in the key.

KEY: symbol and meaning

Does your plan show north? Mark it only if you have checked.
Otherwise write “north not checked” beside your plan.

This page has no fixed scale. Do not use it to measure real distances.

Observe, then explain

Sheet label (optional): _____ Date: _____

Observation place: _____

Observation: something you notice or measure.

Inference: an explanation you think might fit your observations.

What I observed	What I infer / why I think so

Observe weather on three separate occasions at the same place.

Record each date and time. Note clouds, wind or measured temperature.

1. Date: _____ Time: _____

Weather observed: _____

2. Date: _____ Time: _____

Weather observed: _____

3. Date: _____ Time: _____

Weather observed: _____

A short weather record does not establish the local climate.

Climate describes weather patterns over a much longer period.

Observe from a safe, teacher-approved place. Do not look at the Sun.

Do not leave the supervised area to collect an observation.

Teacher answers and guidance

Keep this page separate if learners should work without the answers.

PAGE 1: exact answers for this invented map

1. School is in B3.

2. School to Pond: east.

3. Library to Park: east.

4. One square west and two squares south: 3 × 100 m = 300 m.

5. Three squares east: 3 × 100 m = 300 m.

Why these distances work

The stated scale applies between adjacent cell-center points.
Distances are for the specified horizontal/vertical grid routes.
They are not the straight-line diagonal distance from School to Library.
Other shortest orthogonal orders have the same 300 m total.

PAGES 2-3: answers vary

Classroom plans depend on the real room and chosen symbols.
Check that the key matches the symbols and the view is from above.
Observations and inferences should be clearly distinguished.
Weather entries are local, time-specific observations, not climate data.
Do not award a fixed “north” direction unless it was actually checked.

Printing and use

Designed on US Letter with generous print margins.
On A4 or US Letter, choose Fit to printable area if needed.
Use the stated map scale, not a ruler on a resized printout.
Original resource; technically checked, not trialed with real children.