Make a route plan

Learning Notes

First, trace each move on a two-row plan.

Unit 1 / Use this map to trace the worked route

Left column	Middle column	Right column
Gym	Hall	Pool
Gate	Café	Shop

Your learning route

01 Follow a route in words p. 1
Build the rows ·Make one move at a time

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Name _____ Class _____

Date _____

01 Follow a route in words

Learning goal Trace each move on a two-row plan.

Key idea

Read each row from left to right. Above and below mean the place in the same column of the other row. Mark the start, carry out just one move, then make the next move from your new position.

Worked example

Top row: Gym, Hall, Pool. Bottom row: Gate, Café, Shop. Start at Gate; move up one place, then right one.

Where do you finish? Name the place.

1 **Build the rows** Write Gym, Hall, Pool in one row. Put Gate directly below Gym. Place a finger on Gate.

2 **Make one move at a time** Move up from Gate to Gym. Only now move right to Hall. Start each move where the last one ended.

Worked answer Hall. Gate is below Gym. From Gym one step right lands on Hall.

Use this map to trace the worked route

Left column	Middle column	Right column
Gym	Hall	Pool
Gate	Café	Shop

Common mistake “Café, because it is right of Gate.”

Check your thinking That move skips up. After going up, your finger is in the top row.

Unit 1 • Guided practice

Top: Office, Library, Lab. Bottom: Gate, Yard, Hall. Start at Lab; move left one, then down one.

Where do you finish? Name the place.

Hint Note the place reached after move one.

02 Choose fewer or less

Learning goal Compare countable items and uncountable amounts.

Key idea

Check the noun after the gap. Count separate items such as tickets with fewer. Use less for an amount such as water. The same drink can be compared as less juice or fewer bottles of juice.

Worked example

We bought ___ cartons and drank ___ milk.

Fill each gap with fewer or less.

1 **Find the noun** Read the word after each gap. A carton is a separate container. You can count one carton, two cartons.

2 **Choose the measure** Milk names an amount here. Say fewer cartons but less milk. If the noun changes to bottles, count the bottles.

Worked answer fewer; less. Cartons can be counted. Milk here names a liquid amount.

What exactly is being measured?

Count the containers	Measure the contents
fewer cartons	less milk
fewer jars	less jam

Common mistake “We bought less cartons.”

Check your thinking Count the cartons one by one. For this comparison, fewer goes with that plural countable noun.

Unit 2 • Guided practice

The cook used ___ flour and baked ___ rolls.

Fill each gap with fewer or less.

Hint Look at whether you are counting containers or comparing their contents.

03 Send a plan to a friend

Learning goal Tell a friend one arranged activity and the meeting details.

Key idea

An arranged plan needs an action and useful practical details. Use be going to plus a plain verb. Include a time and a place so your friend can actually join you. We are going to meets mixes two forms.

Worked example

Activity: draw birds. Meet: 9 am, park gate.

Write a message to your friend. Use going to for the arranged activity and give both meeting details.

1 **Tell your friend the plan** We are going to draw birds answers “What are we doing?”Keep draw in its plain form after going to.

2 **Give a meeting point** At the park is a large area. The park gate and 9 am tell a friend exactly where and when to find you.

Worked answer We are going to draw birds. Meet me at the park gate at 9 am. The first sentence gives the plan; the second tells the friend how to join.

Common mistake “Meet me at 9 am to draw birds.”

Check your thinking Your friend still needs the meeting place. Include the park gate in the message.

Unit 3 • Guided practice

Activity: make cards. Meet: 2 pm, art room.

Write a message to your friend. Use going to for the arranged activity and give both meeting details.

Hint Check action, meeting time and place.

Apply what you learned

Unit 1 • New context

Top row: Art, Lab, Hall. Bottom row: Gym, Gate, Shop. From Gate go up one, then left one. Where are you?

Unit 2 • New context

Our class used ___ sheets of paper and ___ glue today. Choose fewer or less.

Unit 3 • New context

Text a friend. You plan to photograph boats. Meet: 4 pm, ferry pier. Use going to.

Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

Task 1

Top: Pond, Shed, Swing. Bottom: Gate, Lawn, Bench. Start at Bench; go up one, then left one.

Where do you finish? Name the place.

Task 2

Our team used ___ paper and printed ___ posters.

Fill each gap with fewer or less.

Task 3

Activity: plant beans. Meet: noon, garden shed.

Write a message to your friend. Use going to for the arranged activity and give both meeting details.

Check your practice

Unit 1 Follow a route in words

Guided practice Yard. Lab to Library, then down to Yard.

Application Art. Gate is below Lab; Art is to the left of Lab.

Unit 2 Choose fewer or less

Guided practice less; fewer Flour is measured; individual rolls can be counted.

Application fewer sheets of paper; less glue.

Unit 3 Send a plan to a friend

Guided practice We are going to make cards. Meet in the art room at 2 pm. The message includes all three details.

Application We are going to photograph boats. Meet me at the ferry pier at 4 pm.

Revisit a task Choose one task. Copy a clue or rewrite one part of your answer.