

BATTLESHIP DETAILS

WHAT YOU (THE TEACHER) NEEDS TO PREP:

- This game needs to be played at the END of your unit on longitude and latitude. So, before you play this game, you need to prep by teaching and practicing longitude and latitude. If students don't have a good basis, this game will not be successful.
- You will need to print both versions of the game sheet. (I created four different versions so you can print two versions or all four versions. I gave half of my class an "a" game board and half of my class will need a "b" game board.
- Each student will also need a recording page.
- Each student will need a pencil and a highlighter.
- Manilla folders can be used as the "barrier" if you have them available.

HOW TO PLAY:

DAY 1:

- On day one, I explained the real game of battleship to my students and told my students that we were going to play a longitude/latitude version.
- I passed out the game boards and we labeled our equator and prime meridian. (If you only have your students using two game boards, you could print one of the other game boards to use as an example.) We also identified north and south of the Equator and east and west of the Prime Meridian. Lastly, we filled in any lines that didn't have labeled degrees.
- Students then worked independently to identify and correctly record the coordinates of their own ships. I made sure to remind my students that we read and write latitude first, and that we must always include north, south, east, or west when writing down coordinates.

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DAY 2:

- We played battleship on day two. I pulled a student with an "a" game board and a student with a "b" game board and they played two rounds out loud as I walked them through the steps so that the class could watch. (You could also print versions you aren't using in order to model.)
 - Student A called out a pair of coordinates and student B checked his/her game board to see if student a had hit anything. As student B checked his game board, student A recorded what he/she had guessed on his recording page.
 - If he/she did not hit anything, student B would get the chance to make a guess and the same process is repeated as above.
 - If student a hit a ship, student B highlighted the the "hit" coordinate on his/her game board. Student A highlighted the "hit" coordinates on his/her recording sheet and placed an X on his/her game board at the appropriate location.
 - I learned that students needed to place an "x" on their own game board when they hit a ship on their partner's game board so that they could visualize where the ship was so that they would have a better idea where to "guess" next.
 - The process continues until all four ships are sunk

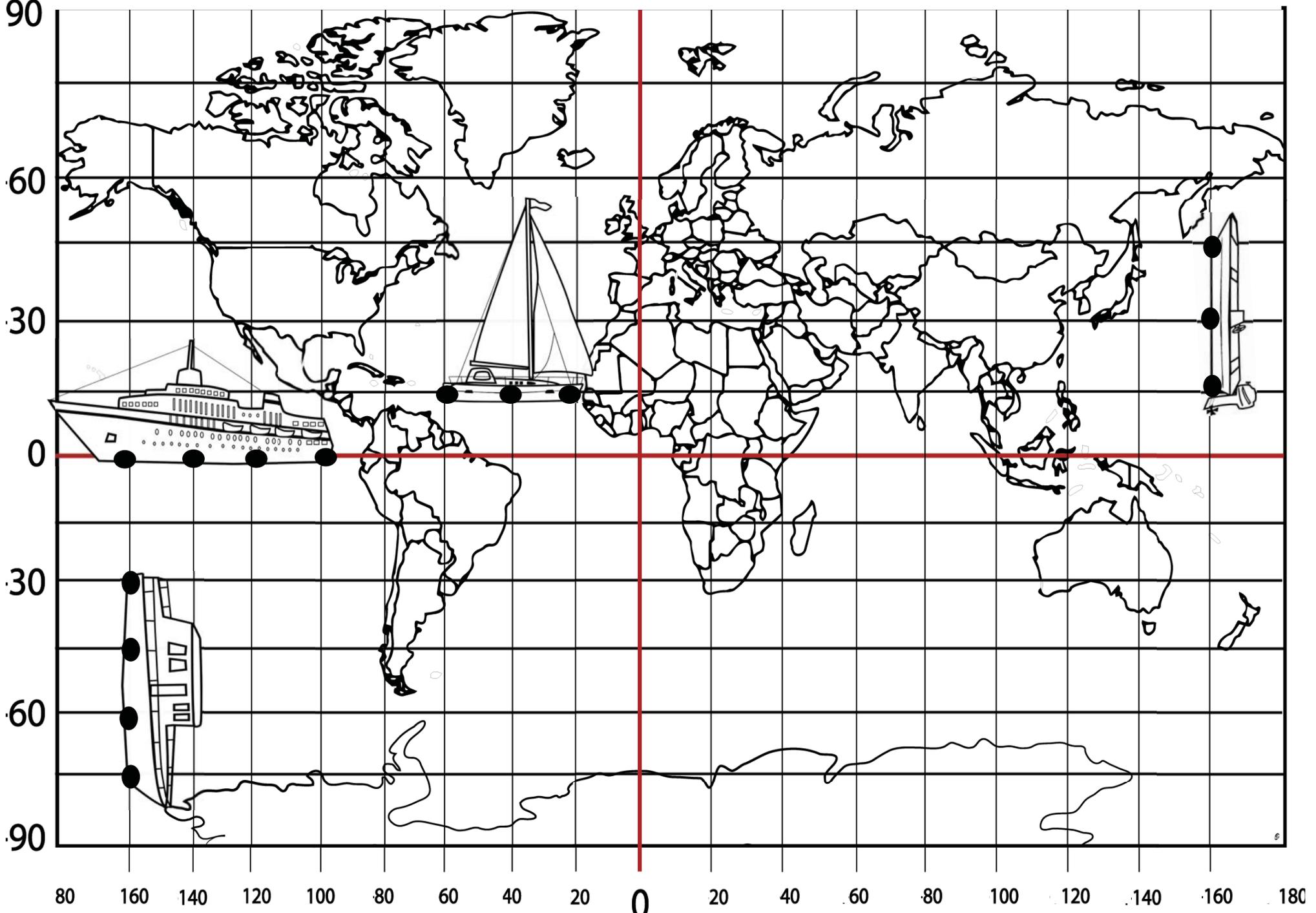
DAY 3:

- During our 30 minutes for social studies, no one sunk all four ships, so we continued playing on day three.

NAME _____

LONGITUDE/LATITUDE BATTLESHIP

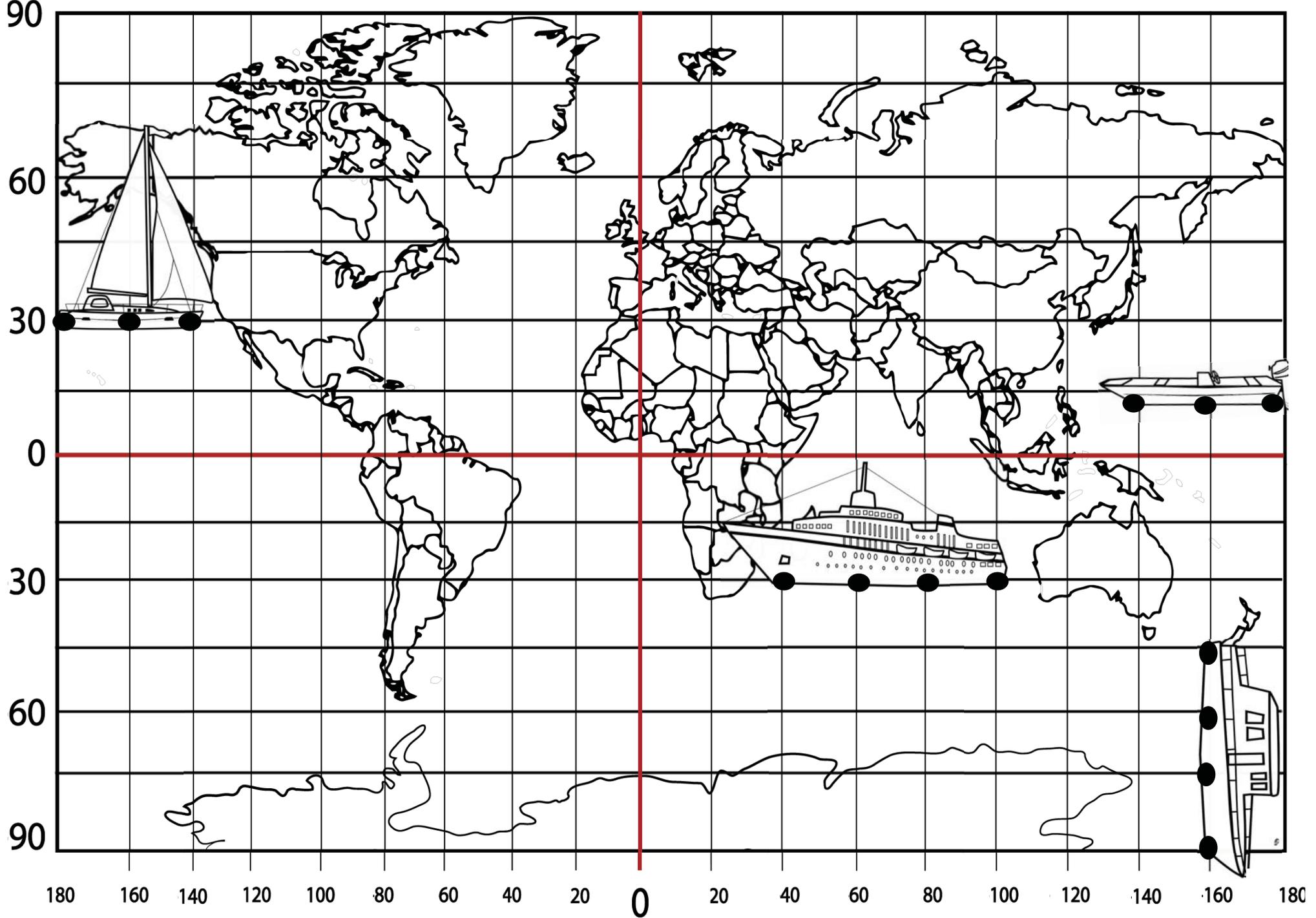
A



NAME _____

LONGITUDE/LATITUDE BATTLESHIP

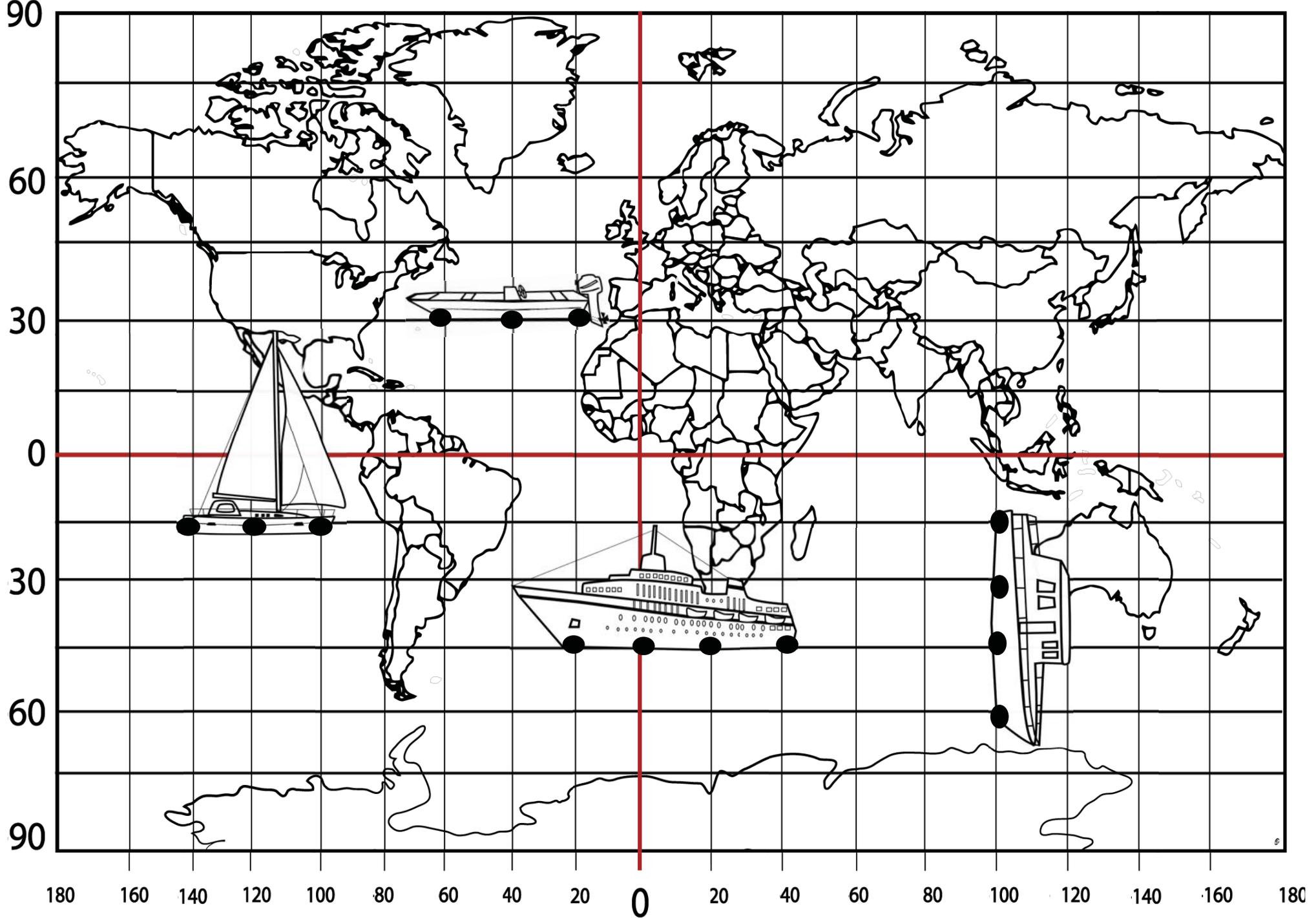
B



NAME _____

C

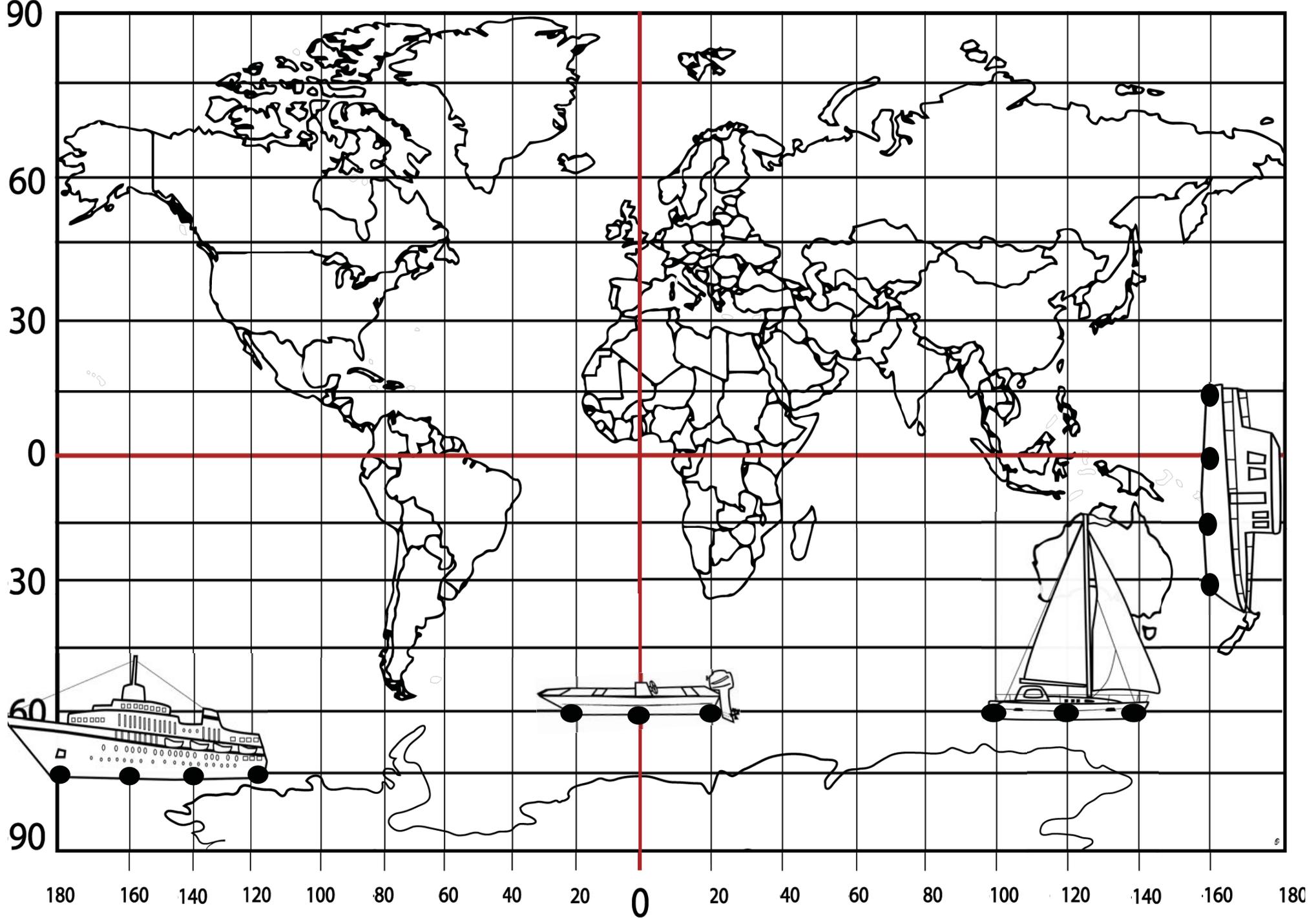
LONGITUDE/LATITUDE BATTLESHIP



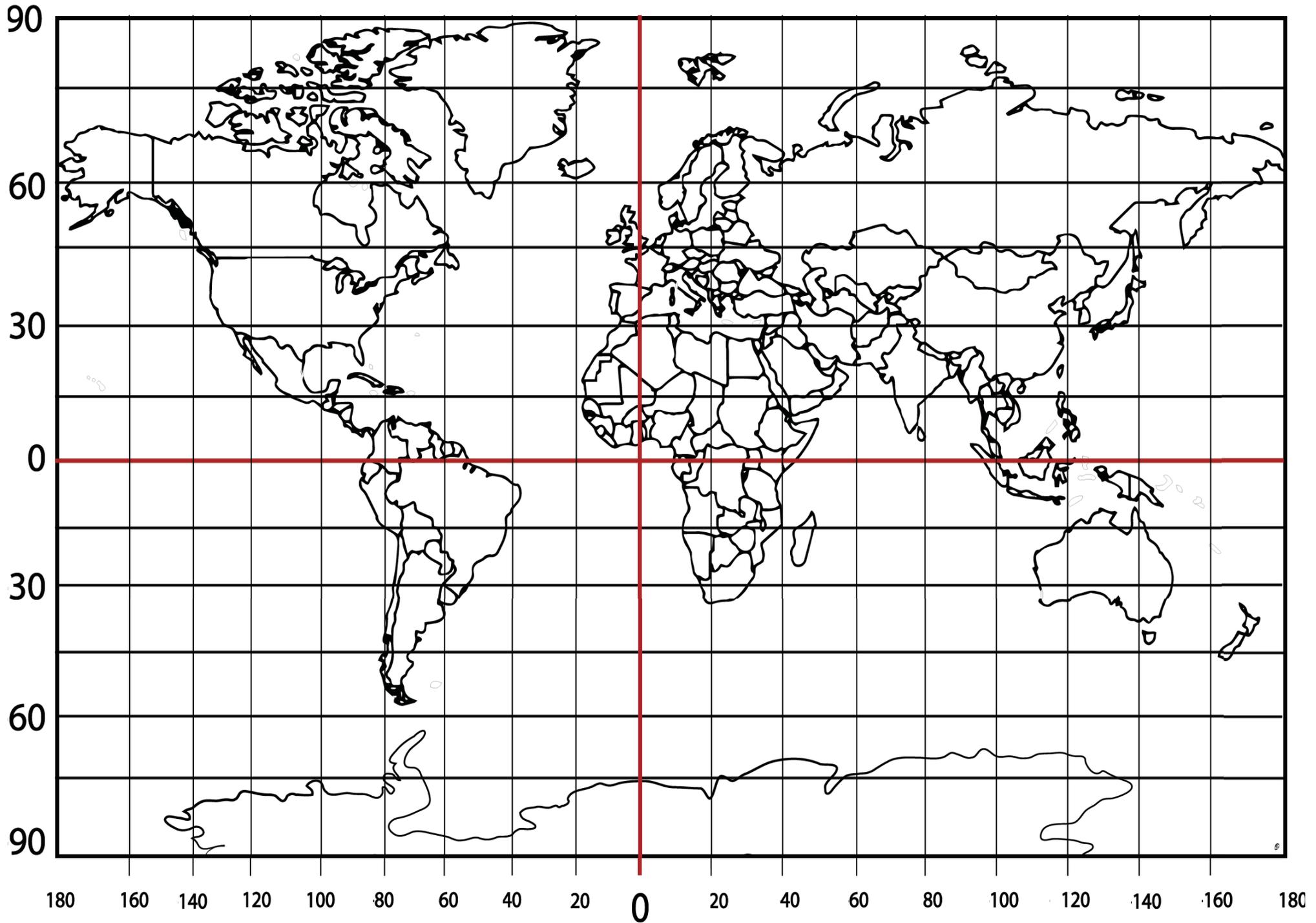
NAME _____

LONGITUDE/LATITUDE BATTLESHIP

D



NAME _____



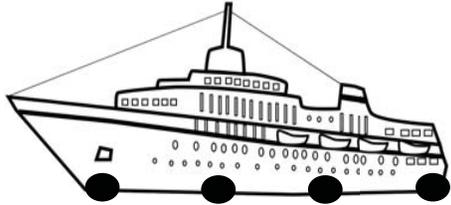
STEP 1: DETERMINE ALL OF THE COORDINATES FOR THE SHIPS ON YOUR PLAYING BOARD.

LATITUDE & LONGITUDE BATTLESHIP

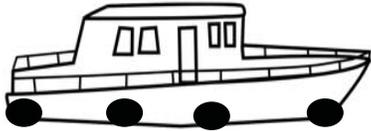
STEP 2: FIND A PARTNER WITH A DIFFERENT GAME BOARD AND PLAY BATTLESHIP. RECORD YOUR GUESSES ON THIS SIDE OF THE PAGE.



(_____, _____)
(_____, _____)
(_____, _____)



(_____, _____)
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(_____, _____)



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(_____, _____) (_____, _____)

Name _____

STEP 1: DETERMINE ALL OF THE COORDINATES FOR THE SHIPS ON YOUR PLAYING BOARD.



(15°N, 60°W)

(15°N, 40°W)

(15°N, 20°W)

(0°, 160°W)

(0°, 140°W)

(0°, 120°W)

(0°, 100°W)

(30°S, 160°W)

(45°S, 160°W)

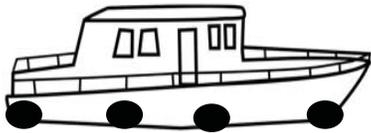
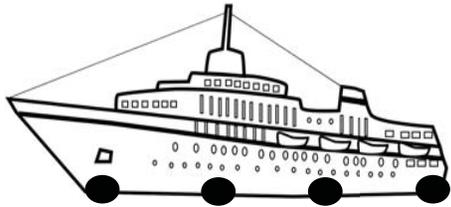
(60°S, 160°W)

(75°S, 160°W)

(45°N, 160°E)

(30°N, 160°E)

(15°N, 160°E)



LATITUDE & LONGITUDE BATTLESHIP

GAME-BOARD A KEY

(_____, _____)	(_____, _____)
(_____, _____)	(_____, _____)
(_____, _____)	(_____, _____)
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(_____, _____)	(_____, _____)
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(_____, _____)	(_____, _____)
(_____, _____)	(_____, _____)

NAME _____

