

Positional Words – Kindergarten, Level 1

Lesson Overview

In this lesson, students will use position words to describe positions of objects.

Alignment

Standard/Indicator Addressed

Math (K.G.1) Describe positions of objects by appropriately using terms including *below, above, beside, between, inside, outside, in front of, or behind*.

Standards for Mathematical Practice

6. Communicate mathematically and approach mathematical situations with precision.
 - c. Use appropriate and precise mathematical language

Lesson Plan

Time Required – One 45-minute Class Period

Disciplinary Vocabulary – positional words, below, above, beside, between, inside, outside, in front of, behind

Materials Needed: Students need to bring their favorite stuffed animal

Formative Assessment Strategies: Teacher questioning and observation, Positional Word Checklist, Student dialogue

Misconceptions: Students may confuse positional words at first, modeling is important.

Engage

- Ask the children to name some words that tell where an object is or its position.
- Listen for the responses and record them on the board.
- Tell students that today we will be working with words that tell position or where something is located.

Explore

- Ask the children to take out their stuffed animal and tell them they are going to play a game with their stuffed animal. Tell the children you are going to give them a set of directions and they are to follow by putting their animal in the identified position.

- Give these directions to students one at a time and allow them to complete the action:
 1. Place your animal below your desk.
 2. Place your animal above your desk.
 3. Place your animal beside your desk.
 4. Place your animal inside your desk.
 5. Place your animal outside your desk.
 6. Place your animal between your desk and your neighbor’s desk.
 7. Place your animal in front of your chair.
 8. Place your animal behind your chair.
- During this time, the teacher should observe the students’ actions and adjust instruction as needed.

Explain

- Ask the children, “Why do you think it is important that we use positional words?” Listen to the responses and write them on the board.
- Now state, “Now, let’s look at the chart with the positional words that you gave earlier. Listen as I read the words. If there are words we need to remove or add, raise your hand.” As a class, mark out any words that are not positional words after the discussion.
- Afterwards, call a student up to the board and turn their back to the class. Instruct another student to place the student’s (with back turned) animal somewhere in the room. The child with his back turned will ask the rest of the students questions about the position of the animal. The students will either answer yes or no to the following questions: Examples: Is my animal below the table? Is it beside my desk?
- Wrap up the lesson by asking the students, “Where is your animal?”
- Positional Words Checklist: best conducted one-on-one. Interview each student while using the following checklist and playing the game “I SPY.” For example, “I spy something above the door. What do you think I see?” Use the checklist below to record the results. Vary as needed.

Task	Rating	Comments
I spy something below...		
I spy something between...		
I spy something inside...		
I spy something beside...		
I spy something outside...		
I spy something in front of...		
I spy something behind...		
Student Created I Spy Statements Describing Positions of Objects Using Positional Words		

Other information on this indicator(s) can be found in the support documents/resources on the SC State Department website.

www.ed.sc.gov (Instruction → Standards and Learning → Mathematics or Science → Support Documents and Resources)

Content Area (Disciplinary) Literacy strategies and descriptions can be found on the S2TEM Centers SC website:

s2temsc.org (Resources → Disciplinary Literacy Virtual Library → Strategy Warehouse)

Computational Thinking Reference:

<https://csta.acm.org/Curriculum/sub/CurrFiles/CompThinkingFlyer.pdf>

<https://csta.acm.org/Curriculum/sub/CompThinking.html>

Additional Information

Level 1 lessons contain a realignment to the 2014 Science and/or the 2015 Mathematics Standards.

Level 2 lessons contain Level 1 information and Content Area Literacy and Disciplinary Literacy Strategies.

Level 3 lessons contain Level 1 and 2 information and Computational Thinking Connections.

Level 4 lessons contain Level 1, 2, and 3 and integration of at least 2 content areas.