Where Am I? Determining Relative Location
Children learn over/under, near/far, behind/in front with the use of literature and puppets.

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Grade Level: K
Duration: 2 class periods

National Geography Standards
ELEMENT ONE
THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Arizona Social Studies Standard
Kindergarten
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 3 Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right, up/down

Arizona Language Arts Standards
READING STANDARD
Grade K
Strand 1 Reading Process
Concept 4 Vocabulary
PO 1 Determine what words mean from how they are used in a sentence, heard or read.
PO 3 Describe familiar objects and events in both general and specific language

Concept 6 Comprehension Strategies
PO 2 Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy

Strand 2 Comprehending Literary Text
Concept 1 Elements of Literature
PO 1 Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud
PO 3 Retell or re-enact a story, placing the events in the correct sequence

Strand 3 Comprehending Informational Text
Concept 1 Expository Text
PO 2 Restate facts from listening to expository text
PO 3 Respond appropriately to questions based on facts in expository text, heard or read

Concept 2 Functional Text
PO 1 Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues
PO 2 Identify signs, symbols, labels, and captions in the environment

WRITING STANDARD
Grade K
Strand 1 Writing Process
Concept 1 Prewriting
PO 1 Generate ideas through class discussion.
PO 2 Draw a picture about ideas generated through class discussion

Concept 2 Drafting
PO 1 Communicate by drawing, telling, or writing for a purpose

Strand 2 Writing Elements
Concept 1 Ideas and Content
PO 1 Use pictures that convey meaning.
PO 2 Use pictures with imitative text, letters, or recognizable words to convey meaning

Concept 2 Organization
PO 1 Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together)

Concept 3 Voice

ARIZONA
GEOGRAPHIC ALLIANCE
Where Am I? Determining Relative Location

Overview

Children at this age begin to understand relative location and the terms to describe it. This lesson addresses that readiness.

Purpose

Children will determine the relative location of objects using terms such as, near/far, behind/in front, and over/under.

Materials

- Book for shared reading
- Crayons
- Index cards
- Craft sticks
- Puppet pattern
- Glue
- Construction paper
- Chart paper
- Student assessment

Objectives

The student will:
- Use position words to tell where things are.
- Listen for position words in "Simon Says" or another type of guessing game.
- Dictate captions that explain positions in drawings.

Procedures

SESSION ONE

1. Brainstorming: Ask the children to describe where the teacher is sitting using position words. (If students do not understand, provide an example: "I am on the chair.")
2. Record student responses on chart paper.

SESSION TWO

3. Read a story that uses position words in the text.
4. Have student retell the story using the position words. (I.e. The bird is over the tree.)
5. Students make a stick puppet of a child by coloring the pattern, cutting it out and gluing it to the craft stick.

Assessment

As an assessment tool, the teacher can ask, "Where Am I?" and record the student responses. The students should complete the drawing and the caption with 100% accuracy.

Use the more formal observation in the individual student assessment. This can be used when you observe students during "Simon Says." Satisfactory will be considered 2 checks in the "regularly" category.
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**Extensions**

Use a camera and take pictures of students at school (in the classroom, on the playground, etc.). Have the students decide where to take their pictures. Create a class book with the students. The students should provide the text (i.e. Sam is on the slide). Use this class book as the shared reading and for other reading/language arts activities.

**Sources**

The following is a sample of books appropriate for use in this lesson:


*Over, Under, and Through* by Tana Hoban
ISBN 0689711115

*Up, Down, and All Around* by Sharon Street
ISBN 1575842734

*In the Space of the Sky* by Michael Lewis
ISBN 0152531505