Near and Far, Wherever You Are
Students learn basic geographic concepts of position and collect and describe simple data.

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Grade Level
K
Duration
3-4 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 Geography Strand 4
CONCEPT 1 World in Spatial Terms
PO 3 Determining the relative location of objects using the terms near/far; behind/in front of; over/under; here/there; left/right; up/down.

Arizona Math Standard
STRAND 2 Data Analysis, Probability, and Discrete Math
CONCEPT 1 Data Analysis
GRADE: Kindergarten
PO 2 Interpret a pictograph.
PO 3 Answer questions about a pictograph.

Overview
Students become familiar with the basic terms of near/far, behind/in front of, over/under used in the geographic theme of location.

Purpose
In this lesson students will gain a better understanding of the use of basic words describing location. They will also collect and organize simple data in connection with location.

Materials
- A variety of stuffed animals, 4-8 are helpful
- Two pieces of construction paper, one red and one blue
- Data collection chart – class size
- Data collection chart – small for each student or pair of students
- Near and Far quiz
- Oral Instructions for Quiz
- Near and Far quiz answer key
- Rubric for student data collection
- One class-size data collection worksheet

Objectives
The student will be able to:

1. Describe the location of a particular stuffed animal in the following ways:
   - Near something
   - Far from something
   - Behind something
   - In front of something
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- **Over something**
- **Under something**

2. Count the number of items near, behind, or under given locations.

3. Collect information on items near, behind or under given locations.

Procedures

*Note: The number of sessions required depends on the children’s experience with the concepts.*

SESSION ONE

1. Have children sit in a circle, with space between them. Show the stuffed animals collected and ask students to name each one. They should already be familiar with the animals.

2. Go around the circle, placing a stuffed animal in front of 3 or 4 children, then model for children where each animal is in relation to the child. (For example, “Where is Geo Georgie? Yes, he is in front of Sara.”) Then ask the children to explain where each animal is located. If children do not seem to have the concept of “in front of,” continue to model answers. Repeat with “behind.”

3. Place some animals in front of the children and some behind, then ask where each animal is located. If the children seem to grasp these two concepts, continue to step 4. If not, continue to work on these two concepts and save step 4 for the second session.

4. Place three chairs in the middle of the circle. Put a stuffed animal under two chairs and hold one animal over the third chair. Model for students and then ask them to describe where the animals are located. (For instance, “Where is Ellie Elephant? Yes, she is under the chair.”) Continue placing animals under or over the chairs, in front of or behind, randomly, and asking children to describe the location.

5. Place one chair in the middle of the circle. Distribute the stuffed animals to students. Ask students, one at a time, to place an animal over, under, behind, or in front of a chair. Ask children to tell where the animal is positioned. (For example, “Where has Elena put Jungle Jim? Yes, she put him behind the chair.”)

SESSION TWO

1. Remind students of the first day’s activities. Review/quiz orally by holding a stuffed animal in each of the positions discussed previously.

2. Divide children into four groups and have them sit in various places in the room. Place one or two animals with each group. Model for them the use of near and far. (For instance, “I have placed Geo Georgie with Jose’s group in the kitchen center. Geo Georgie is in the kitchen, close to Jose. I can say he is near Jose. He is not close to John, who is sitting in the art corner. I can say he is far from John.”) Model several times, if necessary. Then ask children to tell the locations of the animals. Move them around as needed for more practice.

3. Position stuffed animals around the classroom: over, under, in front of and behind things, but clearly visible. Label two locations in the room, one with a large blue construction paper and one with a large red construction paper.

SESSION THREE

1. Review all the terms taught in the two days.

2. Tell children to look around the room at the animals you have positioned.
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3. Model for students finding one animal and deciding its position, then recording on your class size graph. (For example, “Here is Sammy Seal at the bookshelf. Where is he? Yes, he is behind the bookshelf. On my paper, I find the picture that shows the smile face behind the chair. That is where I will show Sammy Seal. I will draw Sammy in the box next to the picture with the smile face behind the chair.”) Be sure students understand the term “next to.” Demonstrate or ask where students would draw Sammy if he were over, under, or in front of something.

4. When students understand the task, have them circulate in the room or sit at their desks, and draw the animals where they find them. Be sure they are sketching, not making detailed drawings!

6. Come back together and discuss which animals were where, how many animals were in each position, etc. Collect student papers and assess according to the rubric given.

7. Use the quiz sheet as a more formal measurement if needed.

**Assessment**

Assessment includes anecdotal records made while listening to and watching children as they answer questions and collect data. A recommended way to make these records is to have a sheet of 1” x 3” sticky address labels fastened on a clipboard. Place each child’s name on each label. Carry the clipboard and record any observations. Be sure to date the labels. Later peel it off and place it inside each child’s file.

The student papers may be assessed using the rubric given.

The quiz is additional documentation of learning. Mastery on the quiz is 4 correct of 5 possible.