



# Catch Me If You Can: Practicing Relative Location Words Using Literature

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**Grade Level** K  
**Duration** 2 class periods

**ELL Adaptation by** Carol Warren

SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning <b>Strategies used</b>	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> Independent practice Comprehensible input	<b>Grouping Option</b> <b>Whole class</b> Small groups <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b> <b>Reading</b> Writing Speaking <b>Listening</b>	<b>Application</b> <b>Hands on</b> Meaningful Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> Group Written <b>Oral</b>

## Arizona English Language Proficiency Standards

**Stage I**

**Basic**

**Reading**

**Comprehending Text**

**Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.**

B-3: answering comprehension questions to respond to text heard or read.

B-9: identifying the key events of a story heard or read.

**Writing**

**Writing Applications**

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.

**Standard English Conventions**

**Standard 2: The student will identify and apply conventions of standard English in his or her communications.**

B-11: using noun and/or prepositional phrases in sentences.

## Overview

What students learn in kindergarten is essential to their success in mastering the foundation skills taught in Grade One. This lesson builds vocabulary skills that will be used for years to come in geography activities.

## Key Vocabulary

*Note: Additional vocabulary may be required depending on the version of *The Gingerbread Man* that you use.*

**gingerbread** – a kind of cookie, sometimes shaped like a man

**catch** – to run after and hold on to someone

**near-** close by

**far** – not close by

**fence** – a structure used to enclose or create a barrier

**bridge** – a structure used to pass over something like a river

**rock** – a hard piece of natural minerals; stone

## Additional Materials Needed for ELLs

- Vocabulary Cards

## Procedures

### SESSION ONE

1. Tell students that they will be reading a story called *The Gingerbread Man*. Explain that the Gingerbread Man is a cookie that acts like a real person. Show a picture of a gingerbread man or show the flannel cutout. Ask if anyone has seen or eaten a cookie that was shaped like an animal or person. Has anyone ever eaten a gingerbread man? (**Preparation: Linking to background, linking to past learning**)
2. Project and read the story to the children explaining any new vocabulary words in the story. Project the Vocabulary Cards to help students visualize the words. (**Integrating processes: Reading, listening**)
3. Show students the cut-outs of the characters. Place the cut-outs on the flannel board.
4. Show the meaning of the terms *near/far* on the flannel board using the Gingerbread Man (G. M.) and the characters from the story. Have pairs of students model *near/far* in the classroom or with the flannel board. (**Grouping: Partners**) Continue until all students have had the opportunity to practice the

terms. (**Scaffolding: Guided practice;**

**Application: Promotes engagement, hands on**)

5. Show the meaning of the terms *behind/in front of* on the flannel board using the Gingerbread Man (G. M.) and the characters from the story. Have pairs of students model *behind/in front of* in the classroom or with the flannel board. (**Grouping: Partners**)

Continue until all students have had the opportunity to practice the terms. (**Scaffolding: Modeling, guided practice; Application: Hands on**)

6. Show the meaning of the terms *over/under* on the flannel board using the Gingerbread Man (G. M.) and the characters from the story. Have pairs of students model *over/under* in the classroom or with the flannel board. (**Grouping: Partners**) Continue until all students have had the opportunity to practice the terms. (**Application: Hands on**)

7. Reread the story emphasizing each time the terms *near/far*, *behind/in front of*, *over/under*, are used in the story. Have students act out the prepositions. (**Application: Hands on, Promotes engagement**)

### SESSION TWO

1. Discuss the story read the day before. Ask students about the characters and what happened in the story. Review any vocabulary as needed.
2. Review the terms *near/far*, *behind/in front of*, *over/under* using the flannel board cut outs to show examples.
3. Using the flannel board, follow the sequence of the story. For example, place the boy near the G. M. Then tell the students that the G. M. is *near* the boy and that he ran fast and shouted, "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man." Have students repeat the refrain with you. (**Application: Meaningful**) Then move him away from the boy and say that he is now *far* from the boy.
4. Repeat the process with the other characters of the story using *behind/in front of*.
5. Use the objects in the story to demonstrate *over/under* with the Gingerbread Man.
6. Check for understanding by having the students place the G. M. on the flannel board using the different sets of terms. (**Grouping: Independent**)
7. As an assessment, have students draw a picture of the Gingerbread Man jumping over an object, running under an object, standing near/far from an object and behind or in front of an object. Have students write, dictate, or explain which of the above relative locations they identified. (**Integrating Processes: Writing, speaking, Assessment: Individual, Written, Oral**)

## Assessment

### ELA and Geography

Use observation techniques and have the student explain the sequence of the story by having him or her move the G. M. around the objects on the board.

Each student will need a copy of the assessment sheet--the drawing of the bridge, rock, and fence found in the original lesson.

*Before assessing, the teacher will need to make sure that students know their colors and introduce the vocabulary used in the assessment. Use the vocabulary cards to quiz the students. Teacher will direct the assessment using the prompts found on the Assessment Sheet. Students who miss 0 or 1 term receive an excellent score. Students missing 2 terms receive a satisfactory. Students missing more than 2 terms receive a needs improvement score.*