



Where Am I? Determining Relative Location

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Grade Level PreK, K-1
Duration 3 class periods

ELL Adaptation by Carol Warren

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

Arizona ELP Standards
Stage I Basic Comprehension of Oral Communications Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. B-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.
Stage II Basic Comprehension of Oral Communications Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. B-6: following multiple-step directions for classroom and other activities.

Overview

Before students learn about finding absolute locations (exact points) on a map, they should first know how to describe a relative location. Relative location words include near, east of, far from, over, under, etc. These relative location words are useful

not only in map reading and locating places but in everyday language.

Key Vocabulary

relative location terms such as:
 nearby, far away

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under, over
above, below
corner
middle
on top of, underneath
next to, between

Additional Materials Needed for ELLs

- Familiar Items in the classroom (e.g., book, erasure, clock, calendar, stuffed animal, etc.)
- Classroom chair

Procedures

SESSION ONE

1. Show one of the items from the classroom and the chair. Have all students say the name of the item (book). **(Preparation: Linking to past learning)** Introduce the relative location words *under/over* by placing the item under the chair and saying, "The book is *under* the chair." Have children repeat the sentence. **(Scaffolding: Modeling)**
2. Repeat step 1, placing another classroom item under the chair.
3. Repeat steps 1 and 2, this time holding the item over the chair, emphasizing the word *over*.
4. Introduce rest of the relative location words in the same way, giving the students the opportunity to repeat the phrases. **(Scaffolding: Modeling)**
5. Now have students act out the relative location words. Have each child state their location to their partner using the correct relative location words. Give all the children the opportunity to participate. Model the correct phrases as needed. **(Grouping Option: Partners, Hands on: Promotes engagement)**
6. Introduce the book to be read and any new vocabulary. Read the story, emphasizing the relative location words and using the pictures/drawings to help explain what they mean. **(Scaffolding: Comprehensible Input)**
7. After reading, have students help retell the story using the pictures and position words (i.e., "The bird is over the tree.")

SESSION TWO

1. Review the position words Location Flashcards. Have students repeat and or say the phrases.
2. As a group, retell the story from Session One having individual students practice using the relative location words as shown in the pictures/drawings. **(Preparation: Linking to past learning)**
3. Model how to make a stick puppet of a child by drawing a picture of yourself. Have students copy

what you are doing and draw a picture of themselves. Then model how to cut it out and glue it to the craft stick. Play a modified game of Simon Says with the stick puppet using relative location words introduced in the lesson (i.e., "Place your puppet *under* your chair.") **(Hands on: Promotes engagement, Scaffolding: Modeling)**

SESSION THREE

1. Review the relative location words by showing the Location Flashcards and using examples in the room. **(Scaffolding: Comprehensible Input)**
2. Ask students to draw a picture of themselves in relation to an object. **(Application: Linked to Objectives)**
3. Have students dictate to the teacher a caption for their drawings. (i.e., "Sam is standing behind the tree.")
4. Ask children to share their drawings with their classmates and tell what is shown using the terms introduced in the lesson. (Integrated Processes: Speaking and Listening)
5. Display children's drawings on a bulletin board with the caption "Where Am I?" Another suggestion might be to compile the drawings into a class book.

Assessment

ELA and Geography

As students are performing the Simon Says and other activities, use the Observation Checklist for Relative Location Words and assess the students. The Checklist has the option to add any other relative location words that the class might be learning. Mastery for ELLs will be considered regularly knowing at least 3 of the 6 categories of relative location words (#2) and regularly knowing either #1 or #3.