



Where Am I? Determining Relative Location

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Grade Level Pre-K, K-1
Duration 2 class periods

ELL Adaptation by Carol Warren

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

AZ Standards

ELA

Vocabulary Acquisition and Use

K.L.6 and 1.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to graphing local weather and mapping the classroom.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

SIOP Elements

| Preparation | Scaffolding | Grouping Option |
|---|--|---|
| Adapting content Linking to background Linking to past learning Strategies used | Modeling Guided practice Independent practice Comprehensible input | 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

Kindergarten
 Basic
 Listening and Reading

Where Am I? Determining Relative Location

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: identify key details from read-alouds, picture books, and/or oral presentations.

B-3: retell familiar text

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1 tell or dictate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.

Language

Standard 10 By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.

B-1: recognize and use frequently occurring regular plural nouns, verbs, and prepositions in shared language activities.

Grade 1

Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text.

B-2: identify key details in a variety of literary texts and presentations.

B-3: sequence a series of events using key words and phrases

Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: communicate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.

Language

Standard 10 By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.

B-10: using a wider range of prepositional phrases (e.g., *after lunch*) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.

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.

Purpose

In this lesson, students will learn relative location words by making puppets and then following oral directions to show their understanding of relative location words. This lesson contains strategies for diverse learners (ELLs).

Materials

- Story book using relative location terms: nearby, far away, under, over, above, below, corner, middle, on top of, underneath, next to, between, etc. (See Sources for suggestions)
- Crayons
- Craft sticks
- Puppet patterns xeroxed on card stock
- Glue
- Location Flashcards
- Familiar items in the classroom (book, eraser, clock, chair, etc.)
- Observation Checklist for Relative Location Words

Objectives

The student will be able to:

Where Am I? Determining Relative Location

- Use position words to tell where things are located.
- Dictate or write captions that explain relative location of people and things in drawings.

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, Application: 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.") **(Application: 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 will be considered regularly knowing at least 4 of the 6 categories of relative location words (#2) and #1 and #3. **(Assessment: Oral, Individual)**

Extensions

Use a camera or cell phone and take pictures of students at school (in the classroom, on the playground, etc.). Create a class book with the students. The students should provide the text (i.e. Sam is on the slide).

Sources

The following is a sample of books appropriate for use in this lesson:
Hutchins, P. (1968). *Rosie's Walk*. New York: Simon & Schuster/Aladdin Paperbacks. ISBN 0-02-043750-1
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

