√GEOMATH

Near and Far, Wherever You Are

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Grade Level	K
Duration	3-4 class periods

National Standards	**AZ Standards**	**Arizona Social Science 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	**MATHEMATICS** **Geometry** K.G.A.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	**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. K.G1.2 Explore locations in stories shared.

Overview

Many people use relative location words like "near the, south of, or five miles from" when locating a place for others. Often, students learn these relative location terms at home or in pre-school.

Purpose

In this lesson, students will review or learn basic words describing location. These words include near, far, behind, in front of, over and under.

Materials

- A variety of stuffed animals
- Data collection chart
- Rubric for Student Data Collection
- Oral Instructions for Quiz
- Near and Far Quiz and Answer Key

Objectives

The student will be able to:

1. Recognize the location of an item.
2. Tally items into categories.

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. Display the stuffed animals. Ask students to name each one.
2. Go around the circle, placing a stuffed animal in front of 3 or 4 children, then model for children where each animal is located in relation to the child. (For example, "Where is George Giraffe? 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

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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 Jaguar Jim? Yes, she put him behind the chair.")

6. Conclude when everyone has had a turn or students seem to know the terms.

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 Georgie Giraffe with Jose's group in the kitchen center. 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. Practice the location concepts including near and far.

SESSION THREE
Prior to class: Reposition stuffed animals so 2 animals are behind, in front of, below, and above items in the room.

1. Review all the terms taught in the two days.
2. Tell children to look around the room at the animals you have positioned.
3. Project a copy of the Near and Far Data Collection Worksheet. 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.

5. 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.

6. Refer to the Oral Instruction for Quiz. Distribute the Near and Far Quiz. Proceed to give the oral quiz.

Assessment

Geography and Mathematics
The Near and Far Data Collection Worksheet may be assessed using the rubric given. Mastery would be 2 or higher on the rubric.

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