



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

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Grade Level	K
Duration	2 class periods

National Standards

GEOGRAPHY
Element 1: The World in Spatial Terms
3. How to analyze the spatial organization of people places, and environments on Earth's surface

AZ Standards

ELA
Reading Literature
Key Ideas and Details
K.RL.2 With prompting and support, retell familiar stories, including key details.
Integration of Knowledge and Ideas
Writing
Text Types and Purposes
K.W.3 With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Language
Conventions of Standard English
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
f. Produce and expand complete sentences in shared language activities.
Vocabulary Acquisition and Use
K.L.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.G1.2 Explore locations in stories shared.

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.

Purpose

Catch Me If You Can: Over, Under

This lesson will enable students to demonstrate an understanding of location. Students must learn the relative location of objects using the terms near/far, behind/in front of, and over/under. This lesson will practice these terms. This lesson contains adaptations for diverse learners (ELLs).

Materials

- Any publication of *The Gingerbread Man*.
- Flannel Board, white board, or any surface to which you can adhere and remove adhesive tape.
- Flannel cut-outs representing characters and objects in the story such as a rock, log, tree, house, etc. (Or simple drawings on paper with flannel glued on the back or looped adhesive tape.)
- Colored pencils or crayons
- Assessment Sheet and the Oral Prompts

Objectives

The student will be able to:

- Demonstrate knowledge of the positions of near/far, over/under, in front of/behind, beside, between, and beyond.
- Demonstrate knowledge of the sequence of events in the story.

Procedures

SESSION ONE

1. Read the story *The Gingerbread Man*.
2. Show students the cut-outs of the characters. Place the cut-outs on the flannel board.
3. Explain the terms near/far, behind/in front of, over/under, using the Gingerbread Man (G. M.) and the characters from the story.
4. Follow the sequence of the story. For example, place the boy near the G. M. Then tell the students how the G. M. ran faster and shouted, "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man." Then move him away from the boy and say that he is now far from the boy. Do the same with the other characters of the story using, behind/in front of. Use the objects in the story to demonstrate over/under with the Gingerbread Man.

5. Check for understanding by having the students place the G. M. on the flannel board following the sequence of events in the story. Then the students can place the G.M. using the different sets of terms for additional practice.

SESSION TWO

6. Students can 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 or explain which of the above relative locations they identified.
7. Complete the assessment.

Assessment

Geography and ELA

1. 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.
2. Each student will need a copy of the assessment sheet--the drawing of the bridge, rock, fence etc. Teacher will direct the assessment using the prompts found on the Assessment Sheet. Students who miss 0 to 1 term receive an excellent score. Students missing 2 terms receive a satisfactory. Students missing more than 2 terms receive a needs improvement score.

ELA

3. Student sentences can be graded for correct use of prepositions.

Extensions

Take the class outside and have the students place themselves near/far, behind/in front of, etc. various objects on the playground.

Hide the Gingerbread Man inside the classroom. Have students find it by telling them that the G. M. is near/far, etc., from various locations or objects in the room.

Sources

Any version of *The Gingerbread Man*-- a suggested book is by Karen Schmidt.
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