



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

Author Sandra Cloyd
Grade Level K
Duration 2 class periods

ELL Adaptation by Carol Warren

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.

SIOP Elements		
Preparation Adapting content	Scaffolding Modeling	Grouping Option



Catch Me If You Can: Over, Under

Linking to background Linking to past learning Strategies used	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 English Language Proficiency Standards

Kindergarten

Basic

Listening and Reading

Listening and 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-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.

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

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).

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

Catch Me If You Can: Over, Under

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

rock – a hard piece of natural minerals; stone

Materials

- Any publication of *The Gingerbread Man*
- Vocabulary Cards
- 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 relative location terms 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. 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

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relative locations they identified. **(Integrating Processes: Writing, speaking, Assessment: Individual, Written, Oral)**

Assessment

Before assessing, be sure students know their colors and the vocabulary used in the assessment.

Geography and ELA

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, 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.

Use the vocabulary cards to quiz the students. 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.

ELA

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. ISBN 05904105