



Where Am I? Determining Relative Location

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

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).

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.

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
- Observation Checklist for Relative Location Words

Objectives

The student will be able to:

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

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Procedures

SESSION ONE

1. Introduce the lesson by asking students to describe where the teacher is sitting using relative location words. Prompt students to get answers such as the teacher is near the desk, on a chair, close to Mary, etc. Record the relative location words where the students can see them.
2. Read a story that uses position words in the text. Have student retell the story using the position words. (I.e. The bird is over the tree.)
3. Project the Location Flashcards and add to the list already generated.
4. Distribute the materials needed to make the stick puppets. Model how to color the pattern, cut it out and glue it to the craft stick. Have students store puppets in a safe spot for Session Two.

SESSION TWO

1. Have students retrieve their stick puppets. Play a modified game of Simon Says with the stick puppet using many position words. (i.e. "Simon Says: put your puppet under your chair.")
2. Distribute some drawing paper and crayons. Instruct the students to now draw a picture of themselves in relation to an object. The student writes or dictates to the teacher captions for these drawings. (i.e. Sam is standing behind the tree.)
3. Have students share their drawings and then display the drawings on a bulletin board with the caption "Where Am I?" or turn 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.

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