



Kindergarten – Math/Social Studies/PE

Standards:

CCSS.MATH.CONTENT.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.***

SS.K.4.1.

Determine the relative locations of objects using the terms *near/far, left/right, and behind/in front.*

PE.1.8

Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of* by using the body and an object.

Objective(s):

- Students will practice using position words as they give and receive clues and directions.

4Cs:

- Communication - Students may take turns giving a clue or direction to class. (For example, "I Spy something green that is under the tree.")
- Collaboration - Students may work with a partner to demonstrate a pair of words. (For example, one student is near the tree, while their partner is far from it.)
- Creativity - Students must think creatively to come up with clues for their classmates.
- Critical Thinking - Students will demonstrate critical thinking skills as they decide which position word to use and how best to give their clue or direction.

Materials:

- None

Prerequisite Knowledge (Vocabulary, part of trail, technology, etc):

- Some knowledge of directional/positional words



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Lesson Summary:

- After modeling from the teacher, students will have the opportunity to give directions and/or clues to the teacher and other students, using positional words.
- Students partner up and take turns giving partners clues or directions.
- Students work with a partner to demonstrate a pair of words, i.e. behind/in front, while another partner group attempts to guess which words they are demonstrating. Partner groups take turns.

Map of Trail (state if zone specific): All Zones

Additional Resources:

- [Rosie's Walk](#) by Pat Hutchins (or another book with directional/positional words)