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OVER, UNDER, ALL AROUND SPATIAL WORDS CAN BE FOUND

Grade Level: PreKindergarten, Head Start
Presented by: Matti Friedt, PreK Specialist, Dr. Nanette Rodgers, PreK Supervisor
Polk County Schools, Bartow, Florida
Length of Unit: On-going classroom practices

I. ABSTRACT
The oral language of the teacher can provide multiple opportunities for the young child to use new terminology. This unit places a focus on spatial language and its use throughout the day in all areas of the classroom. The teacher’s role is to provide the model and opportunity to further expand the child’s vocabulary.

II. OVERVIEW
A. Orientation in space
B. Understand and use the language of space
C. 3-4 years: Situate child in space objects in relation to one another according to the spatial words as noted on point IV A 4 a.
4-5 years: Situate child in space objects in relation to one another according to the spatial words as noted on point IV A 4 a.
Follow or give oral, spatially referenced directions to move from one location to another, within a familiar environment.

III. BACKGROUND KNOWLEDGE

IV. RESOURCES
A. Materials for centers:
1. wooden puzzles, six-20 pieces
2. parquetry blocks, giant sized
3. transportation vehicles
4. toy car garage
5. collection of small rubber farm animals
6. wooden play barn
7. counting bears (small, middle, and large size, if possible)
8. small baskets (the plastic strawberry baskets do nicely)
9. geoboards with bands and pegs
10. twist ties and pipecleaners
11. canisters for housekeeping center
B. Trade books with a focus on spatial relations are listed on Appendix A.
C. Storage containers for manipulatives and art materials, and the storage shelves are to be labeled with
D. Materials for emergent writing opportunities such as pencils, markers, and notepads should always be available for student and adult use.

V. LESSONS: Understand and Use the Language of Space
Formal lesson will occur during small group and circle times; informal lessons will occur during transitions, center times and outdoor play times.

A. Objective/Goal:
1. Use the language of space to correctly identify spatial relations.

B. Materials
1. twist ties or pipecleaners
2. large (18” x 24”) colored construction paper
3. sponges cut into shapes, finger paint (assorted colors), fingerprint paper, and note paper and marker (latter two items for teacher to use in taking student dictation)
4. assorted color markers, 18”x 24” assorted color construction paper
5. peanut butter, tongue depressor, crackers, dictation materials (for teacher use)
6. lesson requires no manipulative materials.
7. Hawaiian lei
8. baby receiving blanket
9. instant film and camera

C. Prior Knowledge for Students
Determine prior knowledge by asking the child to complete a task using a few of the spatial words listed (i.e.: Sue, please place this book under your chair.) or by classroom observation.

D. Key Vocabulary
1. 3-4 years
   there here
   near far
   next to away from
   in on
   in front of behind
   at the top in the middle
   to the side in the middle
   under at the bottom
   around
   in a line/row
   in a circle

2. 4- 5 years
   in on
   inside outside
   under over
   between
   at the corner of
   towards against
   before after
   above below
   high low
   left right
   face to face back
   back to back
   front

E. Activities
Activities listed match the materials list by number.

(Small group time)
1. Each child is given a bundle of twist ties or pipecleaners to arrange. During the activity the children are to describe what they are doing with the materials and the teacher models new ideas while giving it a verbal label. Ex: “Jamie has made a big circle around her wrist with the pipecleaners.” “Salio, put the twist ties together to form a long row.”
2. Each child is given a large sheet of paper. The teacher asks “How many ways can you fold this paper? How does it change shape as you fold it?”
3. Use sponges cut into shapes and finger paint to produce pictures. Be sure to talk about the pictures during the process and model the use of spatial words. Write the words the child uses so he/she can give it to the parent at the close of the day.
4. Give each child markers and large paper to trace different body parts: hand, foot, arm, leg, etc. Converse with the child using spatial terminology.
5. Have the children spread peanut butter on shape crackers. Discuss the event. Be sure to write the child’s language down so it can be read later.

(Circle Time)
6. Play “Simon Says” using body parts, i.e. Simon says put your elbow on your toes.
7. Give each child a Hawaiian lei then divide the children into pairs. Encourage them to copy their partner and put the lei on, over, under, around, etc. legs, arms, fingers and toes.

(Transitions)
8. While walking to other locations on campus, ask the children to use their hands to explore spatial positioning. Ex: Put your hands on your hips. Put your hands under your chin. Put your hands inside your pockets.
9. While cleaning up, use verbal labels for all the children’s actions such as “John is putting away the blocks under the red shelf.” “Mary put the egg carton inside the refrigerator.”

(Center Time)
10. Add a receiving blanket to the housekeeping area and demonstrate its use. As the children use it, put verbal labels on what they are doing to help extend the language of space. Try to use a variety of spatial terms.
11. While the children are building with blocks and/or table toys, snap an instant photo of their work. Encourage a dictation event that is laden with the language of space.

(Outdoor Time)
12. Describe what the children are doing while playing on the jungle gym. “You are hanging upside down. Does the world look different? How?” Taking pictures of this event will allow you to use it for a language experience story later in the day. The children need to see the words written as well as spoken.
13. Ask the children to roll down the hill, tumble over, run around the tree, etc.

F. Evaluation/Assessment
1. Teacher observation with anecdotal records for parent conferences using student observation cards.
2. Portfolio may include work samples of experience stories and pictures of tasks

VI. CULMINATING ACTIVITY
The language of space is a high frequency vocabulary. The use and understanding of spatial words and the ability to place items spatially is an ongoing process.

VII. HANDOUTS/STUDENT WORKSHEETS
Appendix A: Trade books dealing with the language of space
Appendix B: Student observation record

Appendix A:

Trade Books with a Focus on the Language of Space

Appendix B:
Note: This form is actually printed on legal sized paper to allow more room for observation notes.

Student Observation Record
PreK Early Intervention / Migrant PreK
Polk County Schools

Student ________________________ DOB_________ Week of
________________________________

Initiative/Social Relations:

Creative Representation:

Music and Movement:

Language/ Emergent Literacy:

Emergent Mathematics:

Classification:

Seriation: