Understanding and Using the Language for Orientation in Space

Special Area: Preschool Level II
Written by: Lori Dawn Montanez, Cesar Chavez Academy, Pueblo, Colorado
Length of Unit: Eleven Lessons (approximately 15-20 minutes each)

I. ABSTRACT
A. The following lessons are written to give students a sense of position by manipulating objects and self according to the following words: in-on-outside; inside-outside; under-over; between; at the corner of; towards-against; before-after; above-below; high-low; left-right; face to face-back to back; front-back.

II. OVERVIEW
A. Orientation in Space
B. Situate himself or herself in space or situate objects in relation to one another according to the following words: in-on-outside; under-over; between; at the corner of; towards-against; before-after; above-below; high-low; left-right; face to face-back to back; front to back p.78 (4KD-OS-A1)
C. Follow or give oral, spatially referenced directions to move from one location to another, within a familiar environment. P.78 (4KD-OS-A2)

III. BACKGROUND KNOWLEDGE
A. For Teachers
2. Core Knowledge Preschool Assessment Tool, Core Knowledge Foundation, Charlottesville, VA.

IV. PREREQUISITE KNOWLEDGE FOR STUDENTS
A. Situate himself or herself in space or situate objects in relation to one another according to the following words: there-here; near-far; next to-away from; in-on; in front of-behind; at the top-in the middle-at the bottom; to the side-in the middle; under; around; in a line/row; in a circle; up-down. (p. 78)
B. On a simple map of a single room showing furniture arrangement, indicate one’s own position with an “X”. (p. 80)
C. Indicate whether an object belongs to a given collection. (p. 63)
D. Understand and use increasingly varied and complex vocabulary and syntax, color: red, blue, green. (p. 36)
V. RESOURCES
A. Core Knowledge Preschool Sequence, Core Knowledge Foundation, Charlottesville, VA. ISBN 1-890517-21-6. (Lessons 1 - 11)
B. Core Knowledge Preschool Assessment Tool, Core Knowledge Foundation, Charlottesville, VA. (Lessons 1 - 11)
F. Greg and Steve We All Live Together, CD, Youngheart Records, 1978. ASIN: B00000AG62. (Lesson 8)

VI. LESSONS
Lesson One: Right (15-20 minutes)
A. Daily Objective
1. Situate objects in relation to one another according to the following words: right
B. Grouping
1. Whole group instruction
C. Materials and Preparation
1. One United States flag (preferably hanging in your classroom)
2. Seven United States flag stickers per student (small enough to fit on the top of the student’s hand)
3. One small basket to hold the U.S. flag stickers
4. One pencil
5. Appendix A – Lesson One Assessment (one per student)
6. Appendix B – Lesson One Assessment Checklist (one per teacher)
D. Language of Instruction
1. Teacher: right
2. Students: right
E. Procedures/Activities
1. Gather students together in front of the United States flag hanging in your classroom.
2. Tell students, “Every day we will recite the Pledge of Allegiance. When we recite the Pledge of Allegiance, we stand in front of the United States flag and place our right hand over our heart.”
3. Say, “I am going to place a sticker of the United States Flag on each of your right hands to help you remember which hand you need to place over your heart.
4. Place a flag sticker on each of the student’s right hand.
5. Say, “Please place your right hand over your heart.” Do a quick observation to make sure everyone’s right hand is over his or her heart.
6. Recite the Pledge of Allegiance.
7. Holding the small basket and the flag stickers in your hands, say “I am going to place these United States flag stickers in this small basket and place the basket on my desk.
8. Say, “When you arrive in the morning I want you to get one United States flag sticker and stick it on your right hand so you will be ready when it’s time to say the Pledge of Allegiance.”
9. Continue having students stick a flag sticker on their right hand for four more days. Monitor students to make sure they are putting the flag on the right hand.

10. On the fifth day, assess students using Appendix A.

F. Go a Little Further
1. If students are having difficulty, parents can assist their child stick on the flag sticker to their right hands as part of the sign in or drop off procedure. Ask them through out the day to show you which hand is their right hand.
2. For students who excel, it may be natural to want to monitor the other students. Take advantage of this as a way for them to help others who are having difficulty. (Suggest students help only if they are asked.)

G. Assessment/Evaluation
1. Appendix A – Lesson One Assessment (Save students’ assessments to put into book format at the end of Lesson Three)
2. Appendix B – Lesson One Assessment Checklist
3. Xerox Appendix A and staple to Appendix B for further reference when transferring assessment information into the Core Knowledge Preschool Assessment Tool.

Lesson Two: Left (15-20 minutes)

A. Daily Objective
1. Situate objects in relation to one another according to the following words: left

B. Grouping
1. Whole group instruction

C. Materials and Preparation
1. One capital ‘L’ stamp
2. One stamp pad (any color)
3. One washable marker (any color)
4. One small basket to hold the stamp and stamp pad
5. Appendix C - Lesson Two Assessment (one per student)
6. Appendix D - Lesson Two Assessment Checklist (one per teacher)

D. Language of Instruction
1. Teacher: left
2. Student: left

E. Procedures/Activities
1. Gather students together in your circle area.
2. Say, “We have been learning about our right hands.”
3. Say, “Raise your right hand if you can tell me the name of your other hand?” (left)
4. Say, “Your other hand is called your left hand.”
5. Say, “When you hold your left hand up, your pointer and your thumb make the capital letter ‘L’. (Hold up your left hand up so that students can see that the pointer finger and thumb on your left hand forms the capital letter ‘L’.)
6. Using a washable marker, trace the letter ‘L’ formation on your left hand so that students can easily distinguish.
7. Say, “Hold your left hand up so that you can see the capital letter ‘L’ your pointer finger and thumb makes.” Observe students to make sure they are holding up their left hand.
8. Say, “I am going to stamp your left hand with a capital letter ‘L’ stamp to help you remember which hand is your left hand.”

9. Stamp each student’s left hand.

7. Holding the small basket with the stamp pad and stamp in your hands, say, “I am going to place this basket on my desk. When you arrive in the morning I want you to stamp your left hand with the capital letter ‘L’ stamp.”

8. Continue having students stamp their left hand for four more days. Monitor students to make sure they are stamping their left hand.

1. On the fifth day, assess students using Appendix C.

F. Go a Little Further

1. If students are having difficulty, parents can assist their child stamp their left hand as part of the sign in or drop off procedure. Ask students through out the day to show you their right hand.

2. For students who excel, it may be natural to want to monitor the other students. Take advantage of this as a way for them to help others who are having difficulty. (Suggest students help only if they are asked.)

G. Assessment/Evaluation

1. Appendix C – Lesson Two Assessment (Save students’ assessments to put into book format at the end of Lesson Three)
2. Appendix D – Lesson Two Assessment Checklist
3. Xerox Appendix C and staple to Appendix D for further reference when transferring information onto the Core Knowledge Preschool Assessment Tool.

Lesson Three: Left and Right

A. Daily Objective

1. Situate objects in relation to one another according to the following words: left-right

B. Grouping

1. Whole group instruction

C. Materials and Preparation

1. One pencil (per student)
2. One box of crayons (16 count per student)
3. One United States Flag sticker (one per student)
4. One capital ‘L’ stamp
5. One stamp pad (any color)
6. Appendix E – Finger play Right Hand, Left Hand (one per teacher/one per student)
7. Appendix F - Lesson Three Assessment (one per student)
8. Appendix G - Lesson Three Assessment Checklist (one per teacher)

D. Language of Instruction

1. Teacher: left, right
2. Student: left, right

E. Procedures/Activities

1. Gather students together in your circle time area.
2. Say, “We have been learning about our left and right hands. Today I would like to teach you a finger play about them. It’s called Right Hand, Left Hand and it goes like this.”
3. Recite the finger play and do the accompanying hand movements from Appendix E.
4. Say, “I’ll recite a verse and then we will recite it together.”
5. Recite the first verse and do the accompanying hand movements. Repeat the first verse again, encouraging students to join in.
6. Repeat this procedure through out the rest of the verses until you have covered all the verses.
7. Say, “Let’s do the whole finger play together.” Recite the entire finger play and do the movements. Encourage students to join in.
8. Continue to recite this finger play and do the movements during your circle time routine for four more days.
9. On the fifth day, assess students using Appendix F.
10. After assessing, gather each student’s original appendices (A, C, & F) together and staple a copy of Appendix E to the front so that each student has a Right Hand-Left Hand book to take home.

F. Go a Little Further
1. For students who are having difficulty, record the finger play onto a cassette tape. Take photos of students performing the movements that go along with each verse and post them in the listening center. Students can listen to the tape and practice the hand movements during center time.
2. For students who excel, set out a basket of child sized mittens and have them sort them into left and right piles.

G. Assessment/Evaluation
1. Appendix F – Lesson Three Assessment
2. Xerox Appendix F and staple to Appendix G for further reference when transferring information onto the Core Knowledge Preschool Assessment Tool.
3. Appendix G – Assessment Checklist for Lesson Three

Lesson Four: At the Corner of (15-20 minutes)
A. Daily Objectives
1. Situate himself or herself in space or situate objects in relation to one another according to the following words: at the corner of
2. Follow or give oral, spatially referenced directions to move from one location to another, with in a familiar environment.

B. Grouping
1. Groups of Two

C. Materials and Preparation
1. An outline map of your classroom (one per student)
2. A small tube of white frosting to use as glue (one per student)
3. M&Ms (1 lb. bag - divided up between each group)
4. One Box Fruit Roll Ups (per group)
5. One bag of Pretzel logs (divided up between each group)
6. One box Vanilla Wafers (one wafer per group) plus (one Vanilla Wafer per student for assessment)
7. 9 x 12” Cardstock (one sheet per student)
8. Various picture books of your choice, about maps (one per group)
9. Appendix H is a list of various children’s books about maps
10. Appendix I – Lesson Four Assessment Checklist (one per teacher)

D. Language of Instruction
1. Teacher: at the corner of, map
2. Student: at the corner of
E. Procedures/Activities
1. Before preparing or distributing any food in the classroom, make sure you are aware of children’s allergies or dietary restrictions and caution children about choking hazards.
2. Xerox outline map of your classroom onto the cardstock.
3. Group students into two. Explain your rules for working in groups.
4. Pass out a cardstock map to each group of students.
5. Say, “Today you are going to make maps of our Classroom.”
6. Say, “You may place items on your classroom maps however you choose but you must place a Vanilla Wafer at the corner of your map. The corner is the place where two sides meet.” (This activity can be used as a precursor to the introduction of a compass rose in kindergarten)
7. Hold up a copy of your classroom map, point to each corner and say, “This is where these two sides meet.”
8. Say, “I will be passing out various materials for you to use.”
9. Say, “M&Ms can be used to represent tables or desks, Fruit Roll Ups can be used to represent rugs, and Pretzels can be used to represent shelves.” “However you chose to make your map is fine but remember you must place a Vanilla Wafer at the corner of your map.”
10. Say, “The small tube of frosting can be used as glue to attach your M&Ms, Fruit Roll Ups, Pretzels and Vanilla Wafer.”
11. Say, “You may not eat any of the foods that you are using to make your map now, but you will be able to eat your map at snack time.”
12. Say, “I will be walking around the room observing what you are doing. If you need any help please, raise your hand. You may begin now.”
13. Walk around the room and give help as needed.
14. Remind students to put their Vanilla Wafer at the corner of their map.
15. As students are finishing, encourage them to clean up their area. Once they are done cleaning up, invite them to your library area where you have map books set out for them to look at.
16. Set student maps in an area where they can dry.
17. Assess one student at a time using Appendix J, while other students are looking at map books.
18. Let students eat their maps at snack time.

F. Go a Little Further
1. For students having difficulty, encourage them through out the day, to find the corners of your classroom, play ground, library, cafeteria, etc.
2. For students who excel, encourage them to make corners using various materials from the art center, (pipe cleaners, popsicle sticks and glue) during center time.

G. Assessment/Evaluation
1. To assess students you will need a copy of the outline classroom map and one Vanilla Wafer per student. Invite students up individually to your desk. Show student the copy of the classroom map and ask them to place the Vanilla Wafer at the corner of the map.
2. Record observation onto Appendix I - Lesson Four Assessment Checklist.
3. Let the student eat the Vanilla Wafer.
4. Record assessment information into the Core Knowledge Preschool Assessment Tool.
Lesson Five: In-On-Outside (15-20 minutes)

A. Daily Objective
   1. Situate himself or herself in space or situate objects in relation to one another according to the following words: in-on-outside

B. Grouping
   1. Whole group instruction

C. Materials and Preparation
   1. One 1’ x 3’ Flannel Board
   2. One Disposable Camera (27 pictures)
   3. 30 Velcro squares to attach to the back of the pictures so that they stick to the flannel board
   4. 1 Roll of Masking Tape
   5. Use six pictures from each group, in-on-outside, for large group activity and three of the pictures from each group for assessment
   6. One gallon sized zip lock bag to hold pictures
   7. One med. sized sock
   8. One small block (small enough to fit inside the sock)
   9. One book (any picture book will do)
   10. Appendix J – Lesson Five Assessment Checklist (one per teacher)

D. Language of Instruction
   1. Teacher: in-on-outside
   2. Student: in-on-outside

E. Procedures/Activities
   1. Day 1 - Gather students to the circle time area of your classroom.
   2. Say, “Today we are going to talk about the word ‘in’.” Raise your hand if you can tell me what ‘in’ means.” Accept all answers.
   3. Say, “In can mean that something is inside. For example, my feet are in my shoes.”
   4. Today we are going to go on an ‘in’ hunt and take pictures of things that show ‘in’.
   5. Walk with students around the room and find items that depict ‘in’ and take 9 pictures of these. Example – scissors in a scissor caddy, a student sitting in a box, stuffed animals in a toy-box.
   6. Encourage students through out the day to find items that depict ‘in’.
   7. Day 2 - Gather students to the circle time area of your classroom.
   8. Say, “Today we are going to talk about the word ‘on’.” Raise your hand if you can tell me what ‘on’ means.” Accept all answers.
   9. Say, “On can mean that something is sitting on top of something. For example, we are sitting on top of the circle time rug.”
   10. Today we are going to go on an ‘on’ hunt and take pictures of things that show ‘on’.
   11. Walk with students around the room and find items that depict ‘on’ and take 9 pictures of these. Example – a student sitting on a chair, a Kleenex box sitting on the desk, a cup sitting on the dramatic play table.
   12. Encourage students through out the day to find items that depict ‘on’.
   13. Day Three - Gather students to the circle time area of your classroom.
   14. Say, “Today we are going to talk about the word ‘outside’.” Raise your hand if you can tell me what ‘outside’ means.” Accept all answers.
   15. Say, “Outside can mean that something is not in. For example, if I take off my shoes, my feet are not in my shoes, they are outside of my shoes.”
16. Today we are going to go on an ‘outside’ hunt and take pictures of things that show ‘outside’.
17. Walk with students around the room and find items that depict ‘outside’ and take 9 pictures of these. Example – crayons that are dumped out of the crayon box, a tissue that is pulled out of the tissue box, a student standing outside of the classroom door.
18. Encourage students throughout the day to find items that depict ‘outside’.
19. Take in the film and have it developed.
20. Divide a flannel board into three equal spaces using masking tape.
21. Label the left hand side, top of the board with the word ‘in’, the middle, top of the board with the word ‘on’ and the right side, top of the board with the word ‘outside’.
22. Gather students to the circle time area of the classroom.
23. Say, “We have been talking about the words in, on, and outside.”
24. Hold up the flannel board, point to the left hand side of the board and say, “This is the word in.”
25. Show an example of ‘in’ by putting a small block inside a sock. Hold up the sock and say, “The block is in the sock.”
26. Point to the middle section of the board and say, “This is the word on.”
27. Show an example of ‘on’ by putting a small block on a book and say, “The block is on the book.”
28. Point to the right hand side of the board and say, “This is the word outside.”
29. Show an example of outside by taking the block out of the sock and saying, “Now, this block is outside of the sock.”
30. Say, “I had the pictures we took developed and we put them on the board where they belong.” (Remember to save three pictures from each group for the assessment piece.)
31. Say, “When I hold up a picture, raise your hand if you know where the picture belongs.”
32. Hold up the pictures one at a time until all the pictures have been placed on the flannel board where they belong.
33. Set the board and pictures in the literacy area of your classroom so students can play the game during center time.

F. Go a Little Further
1. For students having difficulty, work one on one with them using the game board and pictures. Let them be the teacher and you play the student. Reverse roles and play again.
2. For students who excel, let them cut out pictures from magazines depicting, in, on, and outside. Cover them with contact paper, place a Velcro square on the back of them and add them to the board pieces.

G. Assessment/Evaluation
1. Using the extra three pictures from each group ask student to place them on the game board where they belong.
2. Record observations onto Appendix J - Lesson Five Assessment Checklist.
3. Record assessment information into the Core Knowledge Preschool Assessment Tool.

Lesson Six: Inside-Outside
A. Daily Objective
1. Situate himself or herself in space or situate objects in relation to one another according to the following words: **inside-outside**

B. Grouping
1. Whole group instruction

C. Materials and Preparation
1. Ten socks
2. Ten 12 oz. Plastic cups (stuff cups into socks to make “feel-and-guess” socks’)
3. One object per student and teacher small enough to be placed in the “feel-and-guess” sock
4. Appendix K - Lesson Six Assessment (one per student)
5. Appendix L – Lesson Six Assessment Checklist (one per teacher)

D. Language of Instruction
1. Teacher: **inside-outside**
2. Student: **inside-outside**

E. Procedures/Activities
1. Set up the ‘feel and guess socks’ by placing cups into socks.
2. Place a small object into each feel-and-guess sock.
3. Gather students to the circle time area.
4. Show students the ‘feel and guess sock’ and say, “Today we are going to play a guessing game. I have made some ‘feel-and-guess socks’. Each one has something inside it. You will each get a turn to put your hand inside the sock, feel what is inside and guess what it is.”
5. Before beginning the game ask, “When the objects are inside the socks can you see them?” (No).
6. Say, “Raise your hand if you can tell me, when are you able to see the objects?” (When they are outside of the sock)
7. Say, “We are able to see the objects when they are outside of the sock.”
8. Hold up a sock. In front of the students put an object inside the sock. Say, “Raise your hand if you can tell me if the object is inside or outside of the sock.” (Inside the sock)
9. Take the object outside of the sock and say, “Raise your hand if you can tell me if the object is inside or outside of the sock.” (Outside the sock)
10. Pick up another sock and say, “I am going to go first.” Place your hand inside the “feel-and-guess” sock.
11. Say, “I feel …” Describe the object inside the sock to students.
12. Make a guess about what the object is. Say, “I think the object inside this sock is a (name the object).”
13. Say, “Let me bring it outside of the sock and see if I am right.” Take the object out and show students.
14. Say, “Now it’s your turn to feel inside a sock and guess what it is. After you guess what’s inside, bring it outside of the sock so everyone can see.” Give each student a chance to play. If time does not allow you to give everyone a turn, play the game over a period of days until everyone has had a chance to play.
15. Use the words inside and outside often through out the game as students are placing their hands inside the socks and taking objects outside of the sock.
16. Place the ‘feel-and-guess socks’ in the library area of your room so that students can play with them during center time.
17. Assess students using Appendix K – Lesson Six

F. Go a Little Further
1. For students who are having difficulty, encourage them to find and place objects inside the feel and guess socks during center time. Play with them and use the vocabulary, inside and outside as often as possible and ask questions that encourage students to answer using these vocabulary words as you play.
2. For students who excel, ask questions throughout the day that would encourage students to answer using the vocabulary words, inside and outside. For example, “Where are your feet? (Inside my socks/inside my shoes.) When you put on your coat, where do you put your arms? Inside the sleeves. When we go to the playground are we inside or outside of the building?”

G. Assessment/Evaluation
1. Assess students using Appendix K – Lesson Six Assessment
2. Record observations on Appendix l – Lesson Six Assessment Checklist
3. Record assessment information into the Core Knowledge Preschool Assessment Tool.

Lesson Seven: Under-Over, Between, Above/Below

A. Daily Objective
1. Situate himself or herself in space or situate objects in relation to one another according to the following words: over-under; between; above-below.

B. Grouping
1. Whole group instruction

C. Materials and Preparation
2. One hot air balloon (directions on Appendix M) (one for activity and one for assessment)
3. Two small elephant toys (Small enough to fit inside hot air balloon basket)
4. Appendix M (on per teacher) Directions for making a Hot Air Balloon
5. Appendix N (one per student) Lesson Seven Assessment
6. Appendix O (one per teacher) Assessment Checklist

D. Language of Instruction
1. Teacher: under-over, between, above-below
2. Student: under-over, between, above-below

E. Procedures/Activities
1. Using the directions in Appendix N, make one hot air balloon.
2. Gather students in circle time area.
3. As you hold up the book Elephants Aloft say, “Today I would like to read you a book titled Elephants Aloft. The author is Kathi Appelt and it was illustrated by Keith Baker.”
5. Read the book.
6. After reading the book, say, “Raise your hand if you can tell me what this book was about.” (Elephants who take a ride in a hot air balloon. Where the hot air balloon is.)
7. Hold up the hot air balloon you made and say, “I have made a hot air balloon for us to use. It even has two elephants in the basket.”
8. Say, “Let’s take our hot air balloon on a trip around the room.”
9. Gather students into a line.
10. Hold the hot air balloon in the air over your head. Say, “over”.
11. Walk to a desk/table and hold the hot air balloon under it and say, “under”.
12. Walk to two students and hold the balloon between them and say, “between”.
13. Walk to a shelf and hold the balloon above it and say, “above”.
14. Walk to a window and hold the balloon below it and say, “below”.
15. Gather students back into the circle time area.
16. Show students the page in Elephants Aloft that has above written on it. Say, “Raise your hand if you can tell me where the hot air balloon is.” (above, over)
17. Say, “The hot air balloon is above the houses.”
18. Show students the page in Elephants Aloft that has between written on it. Say, “Raise your hand if you can tell me where the hot air balloon is.” (between the rocks, mountains)
19. Say, “The hot air balloon is between the rocks.”
20. Show students the page in Elephants Aloft that has below written on it. Say, “Raise your hand if you can tell me where the elephants are.” (below the hot air balloon)
21. Say, “The elephants are below the hot air balloon.”
22. Show students the page in Elephants Aloft that has under written on it. Say, “Raise your hand if you can tell me where the elephants are.” (under the water)
23. Say, “The elephants are under the water.”
24. Leave the hot air balloon in the block area of the room so that students can play with it during center time.
25. Assess students using Appendix N

F. Go a Little Further
1. For students having difficulty, read the book Elephants Aloft with them (one on one) and discuss the pictures. During center time, encourage them to play with the hot air balloon and place it in various positions according to the vocabulary words, under-over, between, above-below.
2. For students who excel, have them make their own book that illustrates the words, under-over, between, above-below.

G. Assessment/Evaluation
1. Assess students using Appendix N – Lesson Seven Assessment
2. Record observations on Appendix O – Lesson Seven Assessment
3. Record assessment information into the Core Knowledge Preschool Assessment Tool.

Lesson Eight: Before-After
A. Daily Objective
1. Situate himself or herself in space or situate objects in relation to one another according to the following words: before-after

B. Grouping
1. Whole group instruction

C. Materials and Preparation
1. 26 small milk cartons with the tops cut off to make ‘train cars’
2. Colored paper in various colors to cover the carton train cars
3. Clear contact paper to cover the colored paper on the carton train cars
4. A copy of Appendix P (One to use to make train cars) (One per student for assessment)
5. Using Appendix P enlarge each letter to 91/2 x 11 to make a wall freeze.
6. One black permanent marker
7. Black yarn to link the 26 carton train cars together
8. 56 small cardboard circles (wheels) to attach to both sides of the carton train cars as wheels
9. 56 brass fasteners to attach the cardboard wheels
10. One toy train engine to attach to the train cars
11. One set of small wooden alphabet blocks
12. One small draw sting bag to hold the wooden alphabet blocks

D. Language of Instruction
1. Teacher: before-after
2. Student: before-after

E. Procedures/Activities
1. Cut the tops off the small milk cartons; cover the outsides with colored construction paper.
2. Cut out letters from Appendix P and glue them to the sides of the train cars (One letter per train car).
3. Use contact paper to cover the train cars for durability.
4. Add the cardboard wheels with the brass fasteners and write the letters of the alphabet on the ‘floor’ inside the train cars (one letter per train car).
5. Attach the train cars together with the yarn to the train engine.
6. After enlarging the letters, print them out and cover with contact paper.
7. Gather students together in your circle time area.
8. Show children the train and say, “Today we will be doing an activity using this toy train. This train has 26 train cars.” Count the train cars.
9. Say, “Each train car has an alphabet letter written on the sides of it.”
10. Say, “Let’s sing the alphabet song.” While singing the alphabet song, point to each letter on the train car’s floor.
11. Say, “I also have a bag with wooden alphabet blocks inside it.”
12. Say, “We are going to play a game where you will be placing the alphabet block in the train cars where they belong. Each of you will get a turn to reach into the bag and pick out a block. Once you pick out a block tell the class what letter you have, then you must tell us what letter comes before it and what letter comes after it in order to place it in the train car where it belongs.”
14. Say, “I’ll take the first turn.” Pick out a wooden alphabet block from the bag. Hold it up so all students could see it and say, “I picked the wooden block with the letter ‘b’ on it.”
15. Say, “The letter that comes before the letter ‘b’ is ‘a’ and the letter that comes after the letter ‘b’ is the letter ‘c’.” Place the wooden alphabet block into the train car where it belongs.
16. Now that you have given the students an example of how to play the game, continue playing until all the blocks have been placed in the train cars.
17. Say, “Use the letters on the sides of the train cars to help you decide which letter comes before and which letter comes after the letter on the wooden block you have chosen.”
F. Go a Little Further
   1. For students who are having difficulty, using the wall freeze encourage students in a discussion about the alphabet. Talk about the first letter in the student’s name. What letter comes before that letter, what letter comes after?
   2. For students who excel, encourage them to hang the wall freeze up on the wall. Use the vocabulary words before and after as students hang the letters.

G. Assessment/Evaluation
   1. Assess students using Appendix P – Lesson Eight Assessment.
   2. Record observations on Appendix Q – Lesson Eight Assessment Checklist.
   3. Record assessment information into the Core Knowledge Preschool Assessment Tool.

Lesson Nine: Face to Face – Back to Back – Front to Back

A. Daily Objective
   1. Situate himself or herself in space or situate objects in relation to one another according to the following words: face to face - back to back - front to back

B. Grouping
   1. Whole group instruction

C. Materials and Preparation
   1. Appendix R (one per student)
   2. Appendix S (one per Teacher)
   3. Contact paper to cover Appendix R
   4. Duct tape
   5. Appendix T Lesson Nine Assessment (one per student)
   6. Appendix U lesson nine Assessment Checklist (one per teacher)

D. Language of Instruction
   1. Teacher: face to face - back to back - front to back
   2. Student: face to face - back to back - front to back

E. Procedures/Activities
   1. After covering Appendix S (one per student) with contact paper, duct tape them to the floor where your students usually line up when they are getting ready to leave the room.
   2. When it is time to line up, sing a “Line Up” song to transition your students into line. (Appendix S is a list of line up songs you may want to use.)
   3. Say, “I have placed footprints on the floor. There is one set of footprints for each of you.”
   4. Say, “Before you stand on a set of footprints, let’s take a look at them. Raise your hand if you can tell me something about these footprints.” (They are all facing the same way. They are lined up facing towards the door.)
   5. Say, “These footprints are all facing the same way. They are all facing towards the door.”
   6. Tell the students to stand on a set of footprints. Say, “When you are standing in line you are facing the back of the person in front of you.” Stand in front of the line leader so they are facing your back.
7. Say, “Look down at the footprints again, the front (or toes) of the feet are facing the back (or heel) of the feet in front of you. These foot prints are positioned **front to back.**”

8. Say, “You are standing **front to back.**”

9. Day two, position the footprints so that they are facing back to back on the floor.

10. When it is time to line up, sing a “Line Up” song to transition your students into line.

11. Say, “Before you stand on a set of footprints, let’s take a look at them. Raise your hand if you can tell me something about these footprints.” (They are different from yesterday. The back (or heel) of the footprints are facing each other.)

12. Say, “They are different from yesterday. The backs (or heels) of the footprints are facing each other.”

13. Say, “These footprints are positioned **back to back.**”

14. Tell the students to stand on a set of footprints, facing the same way as the footprints are. Say, “Yesterday you were **front to back.**” Stand at the end of the line if needed so that the last student has someone they are standing back to back with.

15. Say, “Today you are standing **back to back.**”

16. Day three, position the footprints so that they are positioned face to face on the floor.

17. When it is time to line up, sing a “Line Up” song to transition your students into line.

18. Say, “Before you stand on a set of footprints, let’s take a look at them. Raise your hand if you can tell me something about these footprints.” (They are different from yesterday. The front (or toes) of the footprints are facing each other.)

19. Say, “They are different from yesterday. The front (or toes) of the footprints are facing each other.”

20. Say, “These footprints are all positioned **face to face.**”

21. Tell the students to stand on a set of footprints, facing the same way as the footprints are. Say, “Yesterday you were standing **back to back.**” Stand at the end of the line if needed so that the last student has someone they are standing face to face with.

22. Say, “Today you are standing **face to face.**”

23. For the next few days, continue to reposition the footprints on the floor and reinforce the ways they are positioned, **face to face - back to back - front to back.**

24. Assess using Appendix T.

**F. Go a Little Further**

1. For students who are having difficulty, Put two copies of the foot prints in the block area that students can practice positioning **face to face - back to back - front to back.**

2. For students who excel, let them position and tape down the footprints into a line, by positioning them, **face to face - back to back - front to back.**

**G. Assessment/Evaluation**


2. Record observations on Appendix U – Lesson Nine Assessment Checklist.
3. Record assessment information into the Core Knowledge Preschool Assessment Tool.

**Lesson Ten: High – Low**

**A. Daily Objective**
1. Situate himself or herself in space or situate objects in relation to one another according to the following words: **high-low**

**B. Grouping**
1. Whole group instruction

**C. Materials and Preparation**
1. CD *We All Live Together, Volume 2* by Greg and Steve
2. CD Player
3. Appendix V – Lesson Ten Assessment (one per student)
4. Appendix W – Lesson Ten Assessment Checklist (one per teacher)

**D. Language of Instruction**
1. Teacher: **left-right, high-low**
2. Student: **high-low**

**E. Procedures/Activities**
1. Gather students together into your circle time area.
2. Say, “I want to teach you a dance called ‘The Boogie Walk’.”
3. Say, “Before we all do ‘The Boogie Walk’ together I want you to raise your *right* hand. Observe students to make sure they are raising their right hand.
4. Say, “Stomp your *right* foot.” Observe students to make sure they are stomping their right foot.
5. Say, “Raise your *left* hand.” Observe students to make sure they are raising their left hand.
6. Say, “Stomp your *left* foot.” Observe students to make sure they are stomping their left foot.
7. Say, “Lift your hands *high*.” Observe students to make sure they are lifting their hands high.
8. Say, “Put your hands *low*, way *low*.” Observe students to be sure they are putting their hands low, way low.
9. Say, “Let’s get into a line and do ‘The Boogie Walk’ together!”
10. Play the song and do the motions indicated. Observe students to be sure they are doing the motions correctly and help those who need it.
11. Say, “I will play the song and do the motions first. You watch, then we will do them together.”
12. Play the song and do the motions as indicated.
13. Do **“The Boogie Walk”** a few more times over the next few days.
14. Assess students using Appendix V

**F. Go a Little Further**
1. For students who are having difficulty, record the finger play onto a cassette tape. Take photos of the movements that go along with each verse and post them in the listening center. Students can listen to the tape and practice the hand movements during center time.
2. For students who excel, ask them to think up with new motions to the song.

**G. Assessment/Evaluation**
1. Assess students using Appendix – Lesson Ten W Assessment.
2. Record observations on Appendix X – Lesson Ten Assessment Checklist.
3. Record assessment information into the Core Knowledge Preschool Assessment Tool.

Lesson Eleven: Towards – Against
A. Daily Objective
   1. Situate himself or herself in space or situate objects in relation to one another according to the following words: towards-against

B. Grouping
   1. Whole group instruction

C. Materials and Preparation
   1. One copy of Appendix X (save two pictures to use for assessment)
      Enlarge each picture to 6 inch squares
   2. One copy of Appendix Y (save two pictures to use for assessment)
      Enlarge each picture to 6 inch squares
   3. Contact paper to cover pictures from Appendix X & Y
   4. 2 12 inch embroidery hoops
   5. 1 Index Card with the word ‘towards’ written on it
   6. 1 Index Card with the word ‘against’ written on it
   7. Appendix 1 (one per teacher)

D. Language of Instruction
   1. Teacher: towards-against
   2. Student: towards-against

E. Procedures/Activities
   1. Gather students into your circle time area.
   2. Say, “Today we are going to play a sorting game. I have brought some pictures and two embroidery hoops.” Hold up the pictures and embroidery hoops.
   3. Say, “There are two sets of pictures. One set of pictures shows ‘against’. Raise your hand if you can tell me what the word ‘against’ means.” (Something is next to and touching something else)
   4. Say, “Against means that something is next to and touching something else.” Look at the pictures that depict the definition of against with the students and discuss each one. Ask questions such as, “What is next to or against the ___? What is touching or against the ___?”
   5. Say, “Raise your hand if you can tell me what the word towards means.” (Something is facing or pointing in the direction of something else)
   6. Say, “Towards means that something is facing or pointing in the direction of something else.” Look at the pictures that depict the definition of towards with the students and discuss each one. Ask questions such as, “What is facing towards the ___? What is pointing towards the ___?”
   7. Say, “I am going to mix up these pictures of towards and against and the we are going to sort them into two groups. I will place the embroidery hoops on the floor and we will put the towards pictures in the embroidery hoop on the left, and the against pictures in the embroidery hoop in the right.”
   8. Place the index cards with the words towards and against in the appropriate embroidery hoop. Explain to the students what the words are on the index cards.
9. After mixing up the pictures, lay them flat on the floor in front of you so that the picture can’t be seen.
10. Pick up one at a time and show it to the students. Say, “Raise your hand if you can tell me if this is a picture of towards or against.” Put the picture in the corresponding embroidery hoop.
11. Play the game a few more times over the next few days.

F. Go a Little Further
1. For students having difficulty, place some small items in a plastic tub that they can manipulate so that they are against or towards each other. Show them some examples as you play along with them.
2. For students who excel, let them cut out pictures from magazines of pictures that depict towards or against to add to the game.

G. Assessment/Evaluation
1. To assess students, have them place the two saved pictures depicting towards and against into the corresponding embroidery hoops.
2. Record onto Appendix Z – Lesson Ten Assessment Checklist.

VII. CULMINATING ACTIVITY
A. A fun activity to include all the previous concepts of Orientation in Space could be to have a treasure hunt. Hide a bag of suckers (or any ‘treasure’ of your choice). Divide students up into 4 teams. Give team one a treasure clue such as, “Look in the drawers on the left side of the sink.” Put another treasure clue in the drawer. Team two will use that clue to try to find the treasure. Continue rotating teams to find the treasure clues. After you have used treasure clues that have included the following words: in-on-outside; inside-outside; under-over; between; at the corner of; towards-against; before-after; above-below; high-low; left-right; face to face-back to back; front-back, make sure the last treasure clue leads students to the treasure.

VIII. HANDOUTS/WORKSHEETS
A. Appendix A – Lesson One Assessment
B. Appendix B – Lesson One Assessment Checklist
C. Appendix C – Lesson Two Assessment
D. Appendix D – Lesson Two Assessment Checklist
E. Appendix E – Right Hand, Left Hand (For use with Lesson Three)
F. Appendix F – Lesson Three Assessment
G. Appendix G – Lesson Three Assessment Checklist
H. Appendix H – Titles of Map Books (For use with Lesson Four)
I. Appendix I – Lesson Four Assessment Checklist
J. Appendix J – Lesson Five Assessment Checklist
K. Appendix K – Lesson Six Assessment
L. Appendix L – Lesson Six Assessment Checklist
M. Appendix M – Hot Air Balloon Directions (For use with lesson Seven)
N. Appendix N – Lesson Seven Assessment
O. Appendix O – Lesson Seven Assessment Checklist
P. Appendix P (Front) – Lesson Eight Assessment
Q. Appendix P (Back) – Lesson Eight Assessment Checklist
R. Appendix Q – Lesson Eight Assessment Checklist
S. Appendix R – Footprints (For use with Lesson Nine)
T. Appendix S – Line Up Songs
IX. BIBLIOGRAPHY


Appendix A

Name ___________________________________________

Lesson One Assessment

Directions: Ask student to place their right hand on the paper below. Trace their hand and give student a United States flag to place on it.
Appendix B

Lesson One Assessment Checklist

Objective: Situate objects in relation to one another according to the following words: **right**
(4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N – Not Yet** – Student is not able to distinguish his or her **right** hand.

**P – Progressing** – Student is using the vocabulary ‘**right**’, but is unable to distinguish his or her **right** hand.

**C – Competent** – Student demonstrates the ability to distinguish their **right** hand and is using the vocabulary ‘**right**’.

*Assessment Opportunity:*
4LD-LA-D1J – Use spatial words: **left-right**
4LD-LA-D1J1 – Show and understanding of spatial words: **left-right**
Appendix C

Name ___________________________________________

Lesson Two Assessment

Objective: Situate objects in relation to one another according to the following words: left (4KD-OS-A1)
Directions: Ask student to place their left hand on the paper below. Trace their hand. Let student stamp a capital letter ‘L’ on it.
Appendix D

Lesson Two Assessment Checklist

**Objective:** Situate objects in relation to one another according to the following words: left (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N – Not Yet** – Student is not able to distinguish his or her left hand.

**P – Progressing** – Student is using the vocabulary ‘left’, but is unable to distinguish his or her right hand.

**C – Competent** – Student demonstrates the ability to distinguish their left hand and is using the vocabulary ‘left’.

*Assessment Opportunity:
4LD-LA-D1J – Use spatial words: left-right
4LD-LA-D1J1 – Show and understanding of spatial words: left-right
Appendix E

For use with Lesson Three

Right Hand, Left Hand

This is my right hand,  
I’ll raise it up high.  
(raise right hand up)

This is my left hand,  
I’ll touch the sky.  
(raise left hand up)

Right hand,  
(show right palm)

Left Hand,  
(show left palm)

Roll them around.  
(roll hands over and over)

Left hand,  
(show palm)

Right hand,  
(show palm)

Pound, pound, pound.  
(pound fists together)

Author Unknown / Taken from http://w3.gorge.net/cannon/songs6.html
Appendix F

Name ____________________________________________

Lesson Three Assessment

Objective: Situate objects in relation to one another according to the following words: left and right (4KD-OS-A1)
Directions: Trace student’s left and right hands with a pencil. Have students place a United States flag on the right hand and stamp a capital letter ‘L’ on the left hand.
Appendix G

Lesson Three Assessment Checklist

**Objective:** Situate objects in relation to one another according to the following words: **left** and **right** (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N – Not Yet** – Student is not able to distinguish his or her **left** hand from right hand.

**P – Progressing** – Student is using the vocabulary ‘**left**’ and ‘**right**’ but is unable to distinguish his or her **right** hand.

**C – Competent** – Student demonstrates the ability to distinguish their **left** and **right** hand and is using the vocabulary ‘**left**’ and ‘**right**’.

*Assessment Opportunity:*
- 4LD-LA-D1J – Use spatial words: **left-right**
- 4LD-LA-D1J1 – Show and understanding of spatial words: **left-right**
- 4KD-UM-C1 – Listen to, sing & perform children’s songs and fingerplays individually or with others
Appendix H

For Use with Lesson Four

Me on the Map
By Joan Sweeny
ISBN: 0517885573

There’s a Map in My Lap!
By Tish Rabe, Aristides Ruiz
ISBN: 0375810994

My Map Book
By Sara Fanelli
ISBN: 0060264551

As the Crow Flies: A First Book of Maps
By Gail Hartman, Harvey Stevenson
ISBN: 0689717628

What’s in a Map?
By Sally Cartwright
ASIN: 069830635X

The Once Upon a Time Map Book
By B.G. Hennessy
ISBN: 00763625213

I Know About Maps
By Chris Jaeggi, Meyer Seltzer
ASIN: 0528837362

Mapping Penny’s World
By Loreen Leedy
ISBN: 0805072624

The Whole World in Your Hands: Looking at Maps
By Melvin Berger
ISBN: 0824953150

Map Scales
By Mary Dodson Wade
ISBN: 0516277677

Are We There Yet, Daddy?
By Virginia Walters, S.D. Schindler
ISBN: 0670874027
Appendix I

Lesson Four Assessment Checklist

**Objective:** Situate himself or herself in space or situate objects in relation to one another according to the following words: **at the corner of** (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N - Not Yet** - Student did not place the Vanilla Wafer **at the corner of** his or her map.

**P – Progressing** – Student used the vocabulary, **at the corner of**, but he or she did not place the Vanilla Wafer **at the corner of** his or her map.

**C – Competent** – Student used the vocabulary, **at the corner of**, and placed the Vanilla Wafer **at the corner of** his or her map.

*Assessment Opportunity:

4LD-LA-D1J – Use spatial words: **at the corner of**
4LD-LA-D1J1 – Show and understanding of spatial words: **at the corner of**
4KD-OS-C1A – Mark the location of specific objects, places, etc., as requested on a simple map of a familiar space.
4SD-AS-B3 – Complete an activity or project in conjunction with another child or small group.
Appendix J

Lesson Five Assessment Checklist

**Objective:** Situate himself or herself in space or situate objects in relation to one another according to the following words: **in-on-outside** (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher’s Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N – Not Yet** – Student is placing pictures on the hooks at random. Some pictures are placed on the right hooks but student is unable to explain why he or she put it there.

**P – Progressing** – Student is able to place some (not 100%) pictures on the right hooks and explain why he or she put the pictures on those hooks, using the vocabulary **in-on-outside**.

**C – Competent** – Student is able to place all the pictures on the right hooks and explain why he or she put the pictures on those hooks, using the vocabulary **in-on-outside**.

*Assessment Opportunity:*
4LD-LA-D1J – Use spatial words: **in-on-outside**
4LD-LA-D1J1 – Show and understanding of spatial words: **in-on-outside**
4KD-MR-A5 – Identify & verbally label the difference or criteria used for the classification of several groups of objects or pictures.
Appendix K

Name ____________________________________________

Lesson Six Assessment

Directions: Put an X on the money inside the treasure chest. Put a circle around the money outside the treasure box.
Appendix L

Lesson Six Assessment Checklist

**Objective:** Situate himself or herself in space or situate objects in relation to one another according to the following words: *inside-outside* (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher’s Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N – Not Yet** – Student is not able to put an X on the money inside the treasure chest, a circle around the money outside the treasure box.

**P – Progressing** – Student is not able to put an X on the money inside the treasure chest, a circle around the money outside the treasure box but uses the vocabulary ‘*inside-outside*’.

**C – Competent** – Student is able to put an X on the money inside the treasure chest, a circle around the money outside the treasure box and uses the vocabulary ‘*inside-outside*’.

*Assessment Opportunity:*
4LD-LA-D1J – Use spatial words: *inside-outside*
4LD-LA-D1J1 – Show and understanding of spatial words: *inside-outside*
Appendix M

For use with Lesson Seven

Hot Air Balloon

Materials:
Individual serving milk carton (cleaned, dried, and trimmed)
3” x 11” construction paper strip (any color)
Stickers, markers, and crayons
Stapler
Hole punch
2 – 24” lengths of yarn (any color)
Inflated balloon (any color) with Helium
Tape (Scotch)

Directions:
Use stickers, markers, and crayons to decorate the construction paper strip.
Wrap the strip around the milk carton and staple it into place.
Hole-punch opposite sides of the milk carton.
Tie the middle of a yarn length to the stem of the balloon.
Tie the ends of the yarn to either side of the carton. Tape the yarn in place.
Tie the other length of yarn to the stem of the balloon.
Appendix N

Name ____________________________________________

Lesson Seven Assessment

**Directions:** Read the questions below to the student and have them circle a **smiley face** for **yes** and a **sad face** for **no**.

On the basket is a picture of the sun and hill. The sun is **above** the hills. ☺ ☹

A bird is **between** the basket and the balloon. ☺ ☹

The balloon is **below** a bird. ☺ ☹

The grass is **under** a bird. ☺ ☹

The sky is **over** the grass. ☺ ☹
Appendix O

Lesson Seven Assessment Checklist

**Objective:** Situate himself or herself in space or situate objects in relation to one another according to the following words: ‘*under-over, between, above-below*’. (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher’s Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N – **Not Yet** – Student is not able to answer questions correctly.

P – **Progressing** – Student is not able to all questions correctly but uses some of the vocabulary ‘*under-over, between, above-below*’.

C – **Competent** – Student is able to answer all questions correctly and uses the vocabulary ‘*under-over, between, above-below*’.

*Assessment Opportunity:
4LD-LA-D1J – Use spatial words: *under-over, between, above-below*.
4LD-LA-D1J1 – Show and understanding of spatial words: *under-over, between, above-below*.
Appendix P (Front)

Name ____________________________________________

Lesson Eight Assessment

**Directions:** Circle the correct answer.

What comes **after** B?

What comes **before** E?

What comes **before** H?

What comes **after** K?
Appendix P (Back)

What comes before N?

What comes before Q?

What comes after T?

What comes after W?

What comes before Z?
Appendix Q

Lesson Eight Assessment Checklist

**Objective:** Situate himself or herself in space or situate objects in relation to one another according to the following words: ‘before – after’. (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher’s Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N – Not Yet – Student is not able to answer questions correctly.

P – Progressing – Student is not able to all questions correctly but uses some of the vocabulary ‘before-after’.

C – Competent – Student is able to answer all questions correctly and uses the vocabulary ‘before-after’.

*Assessment Opportunity:
4LD-LA-D1J – Use spatial words: before-after
4LD-LA-D1J1 – Show and understanding of spatial words: before-after
4SD-AS-B2F – Follow the rules for simple childhood games (board games & group circle games)
4LD-WR-C7 – Identify at least 10 letters of the alphabet by name, especially those in the child’s first name.
Appendix R

For Use with Lesson Nine
Appendix S
For use with Lesson Nine

Line Up
Original Author Unknown
www.preschooleducation.com

Sung to: “London Bridge”

Everybody make a line, make a line, make a line
Everybody make a line, make a line, make a line
For now it’s (Bathroom) time.
*substitute ( ) for appropriate word.

Lining Up 3579
Original Author Unknown
www.preschooleducation.com

3 5 7 9 Show me how to make a line
Please come quickly so we’ll be on time
3 5 7 9

No Title
Original Author Unknown
(to the tune of “Mary Had a Little Lamb”)
www.canteach.ca/elementary/songpoems39.html

Come and follow me in a line,
me in a line, me in a line.
Come and follow me in a line,
hush now we will go.

Lining Up
Original Author Unknown
www.canteach.ca/elementary/songpoems39.html

I will not shove,
I will not push,
I will not try to pass.
I will not lag behind the rest,
I’ll line up with my class!
Appendix T

Name ____________________________________________

Lesson Nine Assessment

Directions: Color the footprints that are positioned front to back red. Color the footprints that are positioned back to back blue. Color the footprints that are positioned face to face green.
Appendix U

Lesson Nine Assessment Checklist

**Objective:** Situate himself or herself in space or situate objects in relation to one another according to the following words: **face to face - back to back - front to back** (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher’s Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N – Not Yet** – Student is not able to answer questions correctly.

**P – Progressing** – Student is not able to answer all questions correctly but uses some of the vocabulary ‘**face to face - back to back - front to back**’.

**C – Competent** – Student is able to answer all questions correctly and uses the vocabulary ‘**face to face - back to back - front to back**’.

**Assessment Opportunity:**
4LD-LA-D1J – Use spatial words: **face to face - back to back - front to back**
4LD-LA-D1J1 – Show and understanding of spatial words: **face to face - back to back - front to back**
Appendix V

Name ____________________________________________

Lesson Ten Assessment

Directions: Put circles on the hands that are up **high**. Put X’s on the hands that are down **low**.
Appendix W

Lesson Nine Assessment Checklist

**Objective:** Situate himself or herself in space or situate objects in relation to one another according to the following words: **high-low.**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher’s Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N – **Not Yet** – Student is not able to answer questions correctly.

P – **Progressing** – Student is not able to answer all questions correctly but uses some of the vocabulary ‘**high-low**’.

C – **Competent** – Student is able to answer all questions correctly and uses the vocabulary ‘**high-low**’.

**Assessment Opportunity:**
4LD-LA-D1J – Use spatial words: **high-low**
4LD-LA-D1J1 – Show and understanding of spatial words: **high-low**
4KD-UM-C1 – Listen to, sign & perform children’s songs & fingerplays individually or with others
Appendix X
For use with Lesson Eleven

- chalkboard leaning **against** the wall
- the apple is **against** the book
- base ball **against** the bat
- woman leaning **against** the pole
- man leaning **against** a car
- crayons leaning **against** each other
Appendix Y
For use with Lesson Eleven

walking towards the bus

looking towards the board

pointing towards the globe

looking towards the flag

flying towards the sun

aiming towards the target
Appendix Z

Lesson Eleven Assessment Checklist

Objective: Situate himself or herself in space or situate objects in relation to one another according to the following words: against-towards (4KD-OS-A1)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher’s Initials</th>
<th>Date of Observation</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N – Not Yet – Student is not able to place all pictures correctly.

P – Progressing – Student is not able to place all pictures correctly but uses some of the vocabulary ‘against-towards’.

C – Competent – Student is able to place all pictures correctly and uses the vocabulary ‘against-towards’.

*Assessment Opportunity:
4LD-LA-D1J – Use spatial words: against-towards
4LD-LA-D1J1 – Show and understanding of spatial words: against-towards
4KD-MR-A5 – Identify & verbally label the difference or criteria used for the classification of several groups of objects or pictures