**Kindergarten**

**Key Concept 8:**

**Maps and Globes Lesson**

**Overview:**

An important part of early education is building a child’s vocabulary. Students need to understand everyday words and use them correctly in conversation. Chances are, your kindergarten students know or have been exposed to the directional words listed below. To be sure, practice using these prepositions by doing a few fun activities provided in this lesson plan.

**For the Teacher:**

There is definitely some pre-work for this lesson in terms of making behavior expectations very clear and some labor with the notecards.

**Materials Needed:**

* Index cards (24) with one directional word written on each card
* Student packet (provided attached)
* Chair
* Four small objects like toys or stuffed animals
* Coloring utensils

**Key Vocabulary:**

above down around

in front of behind inside

between left right

middle on outside

under over up

below first last

out in near

far

**Objectives:**

G.8.K.1 Describe familiar places using words related to location, direction, and distance

**Instructions:**

1. Begin by asking individual students where specific items are in the classroom. On the board you will want to write down a few of the directional words that the students used. Explain to them that these words are important in conversation and that they need to be used correctly. Provide some examples from the vocabulary list.
2. Would it make sense to say:
   1. Let’s go inside to play on the playground?
   2. Please put your papers far above your desk?
   3. Look at the bird down in the sky!
   4. The dog’s tail is in front of him.
3. Now divide your class into two teams. Instruct each team to get in a line and sit facing the other team. Allow for space between the two teams. Put the chair in the space between the two teams.
4. Rules:

1. The first player of Team 1 will be given an index card with the word written on it (or you can choose to read the word to the child in a whispered voice).

2. The player is not allowed to talk.

3. The player places an object in relation to the chair according to the word on the card. (For example, “under” the chair)

4. The first player of Team Two has to correctly say where the object is.

Continue until each child has had a turn. You will quickly see which children need further instruction on these directional words.

**Assessment:**

Provide each student with a **copy of the house** and coloring utensils. Tell the students that you are going to give them five exact instructions about what to add to the house. You will say each sentence two times. They should not add anything else to the picture. Here are some samples of what the five instructions could be:

1. Color the middle window on the house.

2. Draw a tree on the right side of the house.

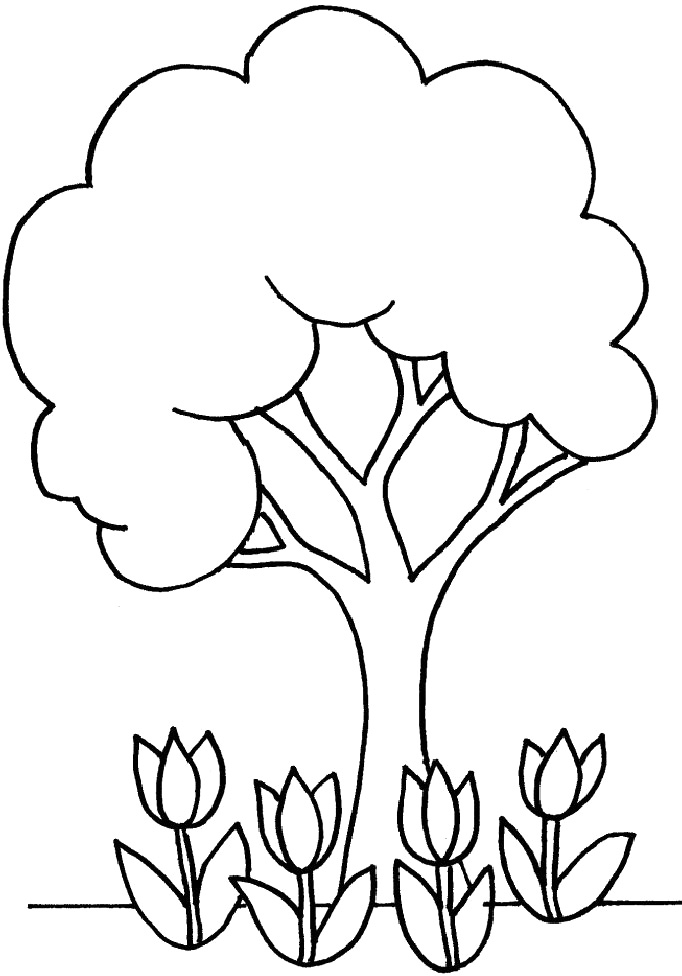
3. Draw four flowers under the tree.

4. Draw grass in front of the house.

5. Draw a circle around the first flower.

**Optional Activity:**

Provide each student with the **printable boat worksheet.** Use the same directions that you did in the assessment above but this time the students will work in pairs. One partner gives five directions and the other person draws. Then, they reverse roles and do the activity again.

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCNPxrZz4_sYCFYdXkgodtzcFEg&url=http://azcoloring.com/tree-coloring-pages-kids&ei=2Qq4VZOhF4evyQS375SQAQ&bvm=bv.98717601,d.aWw&psig=AFQjCNGxEf7k4a5pEzOmzTTwzd89ZPF2Xw&ust=1438211155038325)