

Lesson Plan

Positions - Determining Above and Below

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to describe the relative positions of objects in a picture model using words such as above, below, on, under, beside, and between.
- Students will be able to use prepositions to describe their own location and the location of objects in the classroom.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Picture model of objects in various positions (e.g. a tree, a bird, a flower, a butterfly, a sun, a cloud, etc.)
- Whiteboard and markers

VOCABULARY

- above
- below
- on
- under
- beside
- between
- preposition
- location
- classroom

INTRODUCTION

1. Introduce the concept of describing objects and their positions using prepositions by showing a picture model of objects in various positions.
2. Ask students to describe the position of one object in the picture (e.g. "Where is the bird?" "The bird is on the tree.")

INSTRUCTION

1. Teach students the meaning of prepositions and their use in describing the relative positions of objects.
2. Model examples of sentences using prepositions to describe object position (e.g. "The butterfly is above the flower.")
3. Encourage students to use the prepositions to describe the position of objects in the picture model.

GUIDED PRACTICE

1. Divide students into small groups and provide each group with a picture model and whiteboard.
2. Instruct each group to take turns describing the position of an object in the picture model using prepositions.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Provide each student with a blank piece of paper and a pencil.
2. Instruct students to draw a picture of themselves in the classroom and use prepositions to describe their location and the location of objects in the classroom.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. For homework, students will need to find at least three objects at home and write a short paragraph describing their relative positions using prepositions such as above, below, on, under, beside, and between. They should include a drawing of the objects and their positions. Students will have the opportunity to share their descriptions and drawings with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write a sentence using a preposition to describe the position of an object in the picture model.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of prepositions and their use in describing object position.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of using prepositions to describe object position.

CLOSING

1. Ask students to share one thing they learned about using prepositions today, and write their responses on the board.
2. Review the importance of being able to use prepositions to describe object position by asking students why it is important to be able to do so.
3. Encourage students to continue practicing using prepositions to describe object position in their everyday lives, so that they can build a strong foundation for their future language learning.

TEACHING TIPS

1. Use visuals to reinforce the meaning of prepositions.
2. Provide ample opportunities for guided and independent practice.
3. Connect the lesson to real-life experiences to increase relevance and engagement.

MISCONCEPTIONS

1. Confusing "above" and "below" when objects are turned or tilted.
2. Difficulty understanding spatial language when used in a new context.
3. Assuming that all objects have a fixed position and cannot be moved.

EXTENSION

1. Students can practice using prepositions to describe the locations of objects in various settings.
2. Students can create their own picture models and have a partner describe the positions of objects using prepositions.
3. Students can learn to use prepositions to describe the location of people in a picture.

INTERVENTION

1. For students who struggle with understanding prepositions, provide additional examples and practice opportunities.
2. For students who have difficulty with fine motor skills, use manipulatives or provide assistance in drawing.
3. For students who are English language learners, provide visual aids and translate vocabulary as needed.

COMMON CORE STANDARD

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.

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