

Lesson Plan

Positions - Determining Beside and Next To

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to describe the relative positions of objects using terms such as beside and next to.
- Students will be able to identify the positions of objects in a picture model.

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 with various objects placed in different positions (e.g. a park scene with trees, benches, and a playground)
- Whiteboard and markers
- Flashcards with vocabulary words (e.g. beside, next to, in front of, behind)

VOCABULARY

- beside
- next to
- in front of
- behind

INTRODUCTION

1. Show the picture model to the students and ask them what they see.
2. Ask the students to point out any objects in the picture that they recognize.

INSTRUCTION

1. Define the vocabulary words using flashcards, showing the picture model and pointing to examples of each position.
2. Provide examples of describing the positions of objects using these vocabulary words.
3. Show how to point to an object in the picture and use the vocabulary words to describe its position.

GUIDED PRACTICE

1. Divide the students into small groups and provide each group with a picture model.
2. Instruct the students to take turns pointing to objects in the picture and describing their positions using the vocabulary words.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently on a worksheet with pictures of objects in different positions.
2. Ask students to describe the position of each object using the vocabulary words.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. Ask students to draw a picture with at least three objects in it.
2. Instruct students to label the objects using the vocabulary words they learned in class to describe their relative positions.
3. Encourage students to practice using the vocabulary words to describe the positions of objects in their daily lives and report their findings to the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to draw a picture of an object and write a sentence describing its position using the vocabulary words.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of the vocabulary words and their ability to describe object positions.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of the vocabulary words and their ability to describe object positions.

CLOSING

1. Review the vocabulary words and their meanings with the students.
2. Ask the students to describe the position of an object in the picture model using one of the vocabulary words.
3. Reinforce the importance of using specific vocabulary words when describing object positions.

TEACHING TIPS

- Use concrete examples to help students understand the meaning of positional vocabulary.
- Encourage students to use positional vocabulary when describing objects in the classroom or on the playground.
- Provide opportunities for students to practice identifying and describing object positions in various contexts.

MISCONCEPTIONS

- Students may confuse the terms "beside" and "next to."
- Students may have difficulty understanding the concept of relative position.
- Students may struggle with identifying and describing object positions without specific visual aids or prompts.

EXTENSION

1. Students can create their own picture models with objects in different positions and have their classmates describe their positions using the vocabulary words.
2. Students can play a game where they describe an object's position using the vocabulary words, and their classmates have to guess which object they are describing.

INTERVENTION

1. For students who struggle with fine motor skills, larger pictures can be used for them to point to objects and describe their positions.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the vocabulary words and how to describe object positions.

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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