UNIT 4

MATH

Position and Direction

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Math Songs for each theme available on CD.
## Position

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| 1-2  | **Objective** Use positional language  
|      | **Materials** toy kitten or other toy animal; Content Area Flip Chart, p. 23  
|      | **Share and Read** Display a toy kitten or other animal. Say: *Imagine there is a [kitten] in the classroom. Where could it hide?* Guide children to use positional language in their responses, such as *in a box* and *under the table*. Use the toy to act out the positional vocabulary that children use.  
|      | **Vocabulary** Content Words  
|      | Display Content Area Flip Chart, page 23. Identify what is pictured. Play the “I Spy” game using positional language, for example: *I spy something under the table; near the fence; up the tree; inside the house.*  
|      | **Ask where** questions to encourage children to use positional language, for example: *Where is the rabbit? Where is a bird?*  
|      | **Talk About It** Discuss with children what lives or grows in a garden. Encourage them to use positional language to describe where things live or grow.  
| 3    | **Objectives** Use positional language  
|      | **Materials** traffic signal made out of construction paper  
|      | **Traffic Light** Make a traffic light out of colored construction paper. Show children the traffic light and discuss what each color indicates: stop (red), slow down (yellow), and go (green).  
|      | • Distribute one red, one yellow, and one green connecting cube to each child.  
|      | • Tell children to use the cubes to build a traffic light, using yours as a model.  
|      | • Before children begin, have them use the words *top*, *middle*, and *bottom* to describe where to stack each color cube.  
|      | • Then have children orient their traffic lights horizontally, extending outward from their face.  
|      | • Have children look directly at the first color that is facing them and explain which color is in *front*, in *back*, and in the *middle*. |
### What’s Around Us?

Use classroom objects to reinforce position words.

- Hide an object in the classroom. Provide positional word clues describing the location of the hidden item, such as It is hidden below a pair of scissors. The scissors are inside a box on the top bookshelf.
- Prompt children to hide objects and provide clues for their classmates.

### In or Out?

Make yarn circles on the classroom floor.

- Have small groups of children stand behind each yarn circle.
- Provide directions, such as: Hop inside the circle. March around the circle. Stand in front of the circle.

### Extension Activities

Use the following activities to reinforce/extend the learning in upcoming days and weeks.

- **Obstacle Course** Make a small obstacle course in the classroom. Have children follow your directions using positional words, such as “Crawl under the table,” “Step over the small rug,” “Walk between the two chairs.”
- **Where’s My Cat?** Give each child a small object, such as a toy cat, and a box. As you say different positional words, have children demonstrate each word using the object and box. Say: Show me the following:
  - The cat is in the box.
  - The cat is under the box.
  - The cat is beside the box.
  - The cat jumped over the box.
  - The cat is behind the box.
  - The cat ran around the box.
  - The cat is on the box.
**Ordinal Game**

Provide picture cards of the following: someone washing his or her hands, a mixing bowl and a spoon, an oven, and someone eating. Hold up the cards in order as you say the poem below.

- **Vocabulary**
- **Content Words**

**Before** we cook, we wash our hands. What comes next? What comes next?

**After** we wash, we mix, mix, mix. What comes next? What comes next?

**After** we mix, we bake our cake. What comes next? What comes next?

**After** we bake, we eat our cake. That comes **last**! That comes last!

Mix up the cards. Place them facedown on the floor and have four children select and display one card each. Say the poem as children arrange themselves so that their cards are in sequence. Point out which steps come first, next, and last. Repeat with different groups of children. Have children point out which steps come first, next, and last.

- Have children sort the cards into two groups—"before they bake" and "after they bake."

**Class Schedule**

Create a class schedule out of pictures children can easily identify.

- Discuss with children the **first** thing they do when they get to school.
- Next, identify the **last** thing that children do before school is over.
- Identify all the events that occur during the middle of the day.
- Name the event that takes place right **before** lunch. Name the event that takes place right **after** lunch.
- Ask children questions about the class schedule that will require them to use the words **first**, **last**, **before**, and **after** to answer.
**Ordinal Game**

**Objectives** Understand ordinal concepts

**Materials** toy bear or bear counter, construction paper boats.

**Bears on a Boat** Place three paper construction boats in the front of the classroom. Then give a volunteer a bear counter or toy bear.

- Tell children that the bear is going on a boat trip. Their job is to put the bear on the correct boat.
- One at a time, give children a direction about where to place the bear. For example, ask children to put the bear in the first boat, the last boat, the second boat, etc.
- Extend the activity by giving each child a bear counter. Provide different directions for different children. Then count the bears in each boat as a group. Or, give directions that will help children sort the bears. For example, place all blue bears in the first boat and all red bears in the last boat.

**Extension Activities** Use the following activities to reinforce/extend the learning in upcoming days and weeks.

- **Line Up!** Have three children stand in line facing the classroom door. Help children identify who is first in line and who is last. Extend by introducing and/or reinforcing the terms first, second, and third. Extend the activity by providing directions for children to line up using the words first, before, after, and last. Example: Juan will line up first. Maria will line up before Josie. Samantha will line up after Josie. Dylan will line up last.

- **Read It** Read Parade by Donald Crews. Discuss the order of the parade using the words first, last, before, and after. Have children form their own parade and describe the order.

- **Let’s Race** Have four or five children race around a predetermined space. Ask children to then describe the order in which each child finished the race. For example: Who finished first? Who finished before <child’s name>? Who finished after <child’s name>?
**Direction**

**Objective** Use the directions *left*, *right*, *up*, *down*

**Materials** apple (real or plastic); red block; blue block; Content Area Flip Chart, p. 24; marker

**Share and Read** Display an apple between a red block (on the left) and a blue block (on the right). As you point from the apple to the block, say: *The red block is to the left of the apple. The blue block is to the right of the apple.*

- Guide volunteers to place the colored blocks either to the *left* or *right* of the apple.

- **Content Words** Display Content Area Flip Chart, page 24. Help children to tell you how to get from the front door to each room, using the directions *left* and *right*. Ask: *What do we do first? Second? Last?* Point out the staircase to model using the directions *up* and *down*. Use a marker to trace the paths.

**Talk About It** Guide children to use the words *left*, *right*, *up*, and *down* to describe how to get to the cafeteria, lunchroom, or other room at school.

**Direction**

**Objective** Use directions

**Materials** Math Songs CD: Track 7

**Sing “Directions”** Play the song “Directions” on Math Songs CD: Track 7. Then prepare children to sing along by doing the following:

- **Content Words** Have children repeat your movements as you guide them through the movements that are used in the song. These include *pointing up and down*, *placing hands in front and back of body*, *placing hands above head and swinging them below to the floor*, *holding up left and right hand on request*, and *pointing to tongue in mouth and sticking it out*.

- Ask: *What other words could we use in the song to show direction?* Possible responses include *sideways*, *over*, and *under*. Make up movements to go with each direction word suggested.
### Week 3

#### MATH

**Position and Direction**

**Day 4**

**Objectives**
- Use directions

**Materials**
- Yellow and red dot stickers

**Hands Up** Distribute a yellow and red sticker to each child.
- Turn around so that your back is facing the children’s front view.
- Lift your left hand and tell children to do the same. Direct children to place the yellow dot on their left hand.
- Then lift your right hand, once again directing children to do as you do. Tell children to place the red dot on their right hand.
- Have children refer to the dots on their hands to help them remember which direction is left and right as they follow your lead while reciting and moving to the directions of the following chant.
  - Hop to the left,
  - Hop to the right,
  - Step forward,
  - Step backward,
  - Now stomp, stomp, stomp with all your might.

**Day 5**

**Objectives**
- Use directions

**Materials**
- Shoes, paint, classroom furniture

**Extension Activities** Use the following activities to reinforce/extend the learning in upcoming days and weeks.
- **Obstacle Course** Create an obstacle course where children practice walking backward, forward, left, and right.
- **Handprints** Have children make handprints using paint. Tell them to place their right hand in one color and their left hand in a different color. Label their pictures.
- **Shoe Sort** Have children remove their shoes and place them in a pile. Direct children to sort the shoes into two groups: left shoes and right shoes. Have children try on their shoes to confirm their sorting choices.
- **Make an L** For children who have difficulty remembering left from right, make an L with your left thumb and forefinger. Tell children that this is an L, the first letter in the word left. When they don’t remember which way is left, tell children that they can make an L with their fingers as a reminder.