

1. Listening to the story

Resources

- *I Spy*

Activity

Show the cover of *I Spy* to students and read the title aloud. Encourage volunteers to predict what they think the story might be about. Ask, **What does it mean to spy?** Slowly read the story and discuss each of the double-page spreads. Then ask, **What happened in the story? What did you see in each picture?** Encourage students to explain that in each spread the position of an object is described by comparing its position with another object. Read the story again and at the conclusion of each spread have the students identify the object that is described in the story. For example, for pages 4–5 the students will identify the dog that is sitting behind the tree. Ask, **What does it mean to be behind something?** Repeat for the remaining pages of *I Spy*.

2. Using the story to identify positional language

Resources

- *I Spy*
- Blank cards
- Black permanent marker

Activity

Read pages 4–5 of *I Spy*. Discuss the positions of the two dogs. Slowly read the text again and then ask, **Which words tell us where the dogs are sitting?** Encourage a confident student to identify not far and behind. Talk about the meaning of each description. Ask, **Who can see something in this room that is behind something? Who can see something in this room that is behind something and not far away? What is the difference between far away and not far away?** Next, write each positional expression on a blank card. Repeat for the remaining pages of *I Spy*.

Retain the positional cards for Activity 3.



3. Matching word cards with the story

Resources

- *I Spy*
- Word cards from Activity 2
- Blu-Tack

Activity

Read and discuss pages 4–5 of *I Spy*. Ask, **Which dog is sitting behind the tree?** Invite a student to find the matching word card and use the Blu-Tack to attach it beside the dog. Then ask, **Which dog is not far away?** Bring out that one dog is closer. Select a volunteer to find the matching word card and attach it beside the dog. Repeat for the remaining pages of the story.

Retain the cards for Activity 4.

4. Listing other words that describe positions

Resources

- *I Spy*
- Word cards from Activity 2
- Blank cards
- Black permanent marker

Activity

Read and discuss pages 8–9 of *I Spy*. Ask, **Where is the purple bird standing?** Select a volunteer to come to the front of the class and find the matching word card. Attach the word card to the board. Say, **The purple bird is under the ring. Where is the other bird?** Encourage students to describe the position of the other bird in relation to the ring using a range of expressions such as above, over or higher. Write relevant suggestions on the blank cards. Place the new word cards on the board beside the word card showing under. Next, ask the students to think of other words that have a similar meaning to *under*. Write these on cards and attach them to the board as shown below. Repeat the discussion for the remaining pages of *I Spy*.

Retain the positional word cards for Activity 6.

under	above
beneath	over
lower	higher



5. Using positional language

Resources

- Several classroom objects

Preparation

Place several objects such as a student desk, small box, large box, and blocks in an open area of the classroom.

Activity

Have small groups of students form a queue. Tell them to follow your instructions to move from one obstacle to another. Then say, for example, **Go under the table. Jump over the small box. Get in and out of the large box. Walk between the two rows of blocks.** Occasionally, stop the students and ask them to describe what they are doing as they move around the course.

6. Acting out positional language

Resources

- Word cards from Activity 2 and 4

Activity

Show the class a randomly selected word card such as over and ask, **How could we position our bodies to show over?** Ask one pair of students to come to the front of the classroom and act out the suggestions of their classmates. Next, provide each pair of students with a word card and ask them to figure out how they will act out the word card. After two minutes invite pairs who have worked well to demonstrate their action. Have the rest of the class guess the positional word. Have the pairs exchange word cards and repeat the activity.

Retain the cards for Activity 7.



7. Positioning objects

Resources

- Word cards from Activity 2 and 4
- Animal counters
- Blank cubes

Preparation

Each student will need an animal counter and a blank cube.

Activity

Place the positional word cards facedown. Say, **Put your animal and your cube in front of you. I will read a card and you will place your animal to match.** Show and read each card one at a time. Tell the students how to move their animals. For example, show the card for *behind* and say, **Behind. Put your animal behind your cube.** Continue until all cards are read and animals are moved to each location.

Retain the cards for Activity 10.

8. Using the teaching tool to describe the position of an object



Resources

- *Teaching Tool*

Activity

Ensure that all students can see the *Teaching Tool*. Select a volunteer to click and drag the dog and position it somewhere specific such as under the ring. Next, invite another student to describe the position of the dog, identify a matching word card and place it beside the dog.

Ask, **Is there another card that describes the position of the dog?** As the students make suggestions, invite them to click and drag the matching word card onto the work area. For this example, other descriptions could include, **The dog is beside the swing. The dog is on the left of the swing. The dog is below the ring. The dog is next to the swing. The dog is on top of the grass.** Repeat the activity for different starting positions.



9. Using the teaching tool to match positional instructions



Resources

- *Teaching Tool*

Activity

Ensure that all students can see the *Teaching Tool*. Click and drag a word card such as *above* to the white panel. Invite a student to move the dog onto the work area to show that position. When the student has placed the dog, invite another student to describe its position using the word *above*. Repeat for other positional word cards.



10. Writing a short story

Resources

- Word cards from Activity 2 and 4
- Blank cards
- Black permanent marker
- Sheets of paper

Preparation

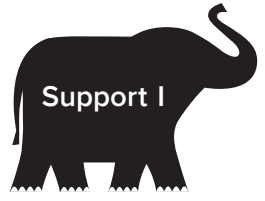
Each student will need a positional word card. If there are not enough word cards from previous activities, use the blank cards and marker to create some more.

Activity

Guide the students to write a sentence which uses their positional word to describe the position of an object. For example: My dog sleeps inside its kennel or The bird flew over the tree. Have the students illustrate their story. Then ask each student to present their story to the class. Challenge the class to guess the positional word each student was given. Staple all the pictures together to create a positional language book for the class library.



Positional Language Cards



left

above

low

down

in front

over

high

up

not far

under

off

outside

behind

right

on

inside