

## Location, Location, Location

### Purpose

Students will identify and use the terms *inside*, *outside*, *between*, *above*, and *below*.

### Materials

*For the teacher:* tape, pictures of people or animals that are inside, outside, between, above, or below something

*For the students:* paper, drawing materials

### Activity

#### A. Pre-Activity Preparation

1. Tape off large area on the classroom floor.
2. Collect pictures of people and animals in different locations.

#### B. Simon Says

1. Use the large enclosed space on the floor to play Simon Says.
2. Tell students the rules of the game: "You obey the instruction when Simon says you should do something, but you do not obey when 'Simon Says' is missing from the instruction."
3. Have a practice game to explain the following terms: inside, outside, between, above, and below.
4. Play the game using phrases such as: "Stand *inside* the space," "Hold your hands *above* your head," and "Stand *between* the tables."

#### C. Location Identification

1. Show students pictures of people or animals that are inside, outside, between, above, or below something.
2. Ask the students to say sentences using the correct position words.
3. Have students draw pictures of themselves inside, outside, between, above, or below something.
4. Ask students to explain their pictures and identify their positions.

MEETING  
INDIVIDUAL



NEEDS

Provide extra help to students having difficulty with the concepts by modeling responses to instructions before asking the students to do the same or by talking to them about their pictures, using the terms *inside*, *outside*, *between*, *above*, and *below*.

connecting  
across the  
curriculum



English/  
Language Arts

Have students practice following and giving one- and two-step spoken directions in complete, coherent sentences.




Standards Link  
**K.6.3**

## Questions for Review

---

### Basic Concepts

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

-  Tell me what it means to be [*insert location*].
  -  Show me a picture of something that is [*insert location*].
  -  Show me a picture of something that is [*insert location*] and [*insert a second location*].
-