

MATHS

Lesson 26

Prep

Topic: Location and transformation

Positioning and locating objects

Lesson concepts



Location and direction — Positional language (describing)

Today students will:

- ▶ position and locate objects.

Resources

Digital

Stimulus sheet — Family picnic

Stimulus picture — Bedroom

Find and prepare

Play equipment such as balls or beanbags

Blindfolds

Activities such as 'Pin the tail on the donkey', simple puzzles, building blocks, painting/drawing materials

Key terms

positional words

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Note

It is important to highlight and develop the following vocabulary throughout this lesson: left, right, under, over, behind, in front, beside, between, outside, inside, put, place, find, position, locate, high, low, up, down, above, below, on, off.

Introduce the lesson: Position objects in relation to other objects

- Give placement directions to students and have them:
 - place a ball in relation to two outdoor objects (for example: two trees)
 - determine if the following placements are possible.

Say to students

- 6 Can you place the ball:
- under/over
 - behind/in front of
 - left/right
 - above/below
 - on/off
 - beside/between the trees?

Focus questions

Q: Which tasks were the hardest? Why do you think that?

Q: Were there any impossible placements? Why do you think that?

A: For example: Over the trees because the trees are too high.

Q: How would you describe where you placed the ball?

A: For example: under the tree

Q: How else could you describe that location?

A: For example: below the tree

Describe positions in relation to the body

- Give each child a ball and ask them to experiment and find where they can balance their balls on their bodies.

Focus questions

Q: Where could you balance your ball?

Q: Where did you have trouble balancing the ball?

- Have students:
 - create a movement sequence by connecting four or five different balancing positions, for example: head, right foot, left elbow, under your chin, behind your back
 - perform it for another person
 - describe the sequence.

Focus question

Q: How would you describe the positions?

Locate objects from descriptions



- Share a group or family photo, an image from a familiar text, or **Stimulus sheet** — [Family picnic](#) and refer to the position of the characters and objects.

Focus questions

Q: How would you describe where the mother is sitting? How would you describe where the leaves are?

Q: What might be under the family that could disrupt their picnic?

Note

Explicitly discuss:

- frequently used position words including — left, right, up, down, high, low, beside, in front of, under, on, next to
- opposites
- words that mean similar positions.

- Explain to students that they will be playing a blindfold game with another person where:
 - one person is blindfolded/has eyes closed
 - another gives directions by using positional words
 - the blindfolded person must listen carefully and follow the instructions
 - if possible, another person is an observer who checks that they are communicating well.
- The games may include:
 - Pin the tail on the donkey/image
 - Draw a face in a pre-drawn circle on a piece of paper or card
 - Complete a (simple) puzzle
 - Make a building from blocks or boxes
 - Paint a picture.

Focus questions

Q: *What position words have you used?*

Q: *When did the blindfolded person get confused? Why?*

Q: *What could have been said to make it less confusing?*

Q: *Was this very hard to do? Why do you think that?*

- Provide students with an image of a room or the **Stimulus picture** — [Bedroom](#).
- Give students placement directions and have them draw toys in the described locations.



Draw a:

- bear sitting on the mat
- ball on the bed
- toy car on the drawers
- doll on the floor.

Focus questions

Q: *Where did you place the bear?*

Q: *Where is the car?*

Q: *Where would be a good place to put a dog? Why?*