



Lesson 27

Prep

Topic: Location and transformation

Observing changes in location

Lesson concepts



Location and direction — Positional language (describing)



Location and direction — Language of direction (describing)

Today students will:

► describe changes in location.

Resources

Find and prepare

Play equipment and objects such as rugs, chairs, ropes, sheets or blankets (useful for creating a structure such as a boat/tent)

Paper strips to record animal names or drawings of animals or a small collection of toy animals

Key terms

For definitions and explanations of terms, please see the <u>Glossary</u>.

Lesson

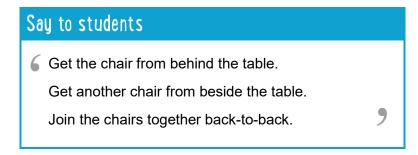
Note

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



Introduce the lesson: Follow placement instructions

- Explain to students that they:
 - are going to make something
 - o will have to follow directions.
- Give simple directions to make a tent or campsite.



- Together view the structure and:
 - describe the positioning of materials
 - identify possible alternatives for placing the objects
 - o discuss using location language
 - o identify any opposites.

Focus questions

- Q: Where did you find the chair and where did you place it?
- Q: Where were other chairs you could have used?
- Q: What might happen if you place that under instead of on top?
- Q: How would you describe how to make a campsite?
- Q: What position words did you use?

Describe changes in location

- Discuss with students:
 - camping and the objects that you might have or need (for example: pots, chairs, sleeping bags)
 - where you would locate things (for example: in the tent, on top of the tent, outside the tent)
 - what might happen if you moved/relocated objects (for example: put the chair inside the tent, put the sleeping bag outside the tent).
- Place three or four objects in the structure and ask students to remember where they are positioned. Ask students to:
 - o close their eyes (while you relocate one object)
 - open their eyes
 - identify what was moved and where it was moved to.



 Repeat the activity a number of times, moving two or three objects as well as switching objects.

Focus questions

- Q: Which objects were moved? How do you know?
- Q: Where did they move to and where from?
- Q: Where would be a ridiculous place to put the camp fire? Why?



Record changes in location

- · Organise students to:
 - o plan and construct their own boat, tent, garden, house or similar structure
 - put animal name cards or toy animals where they think those animals may be found in the structure
 - o close their eyes while the location of the animals is changed (or move the labels)
 - return and identify the changes
 - o describe how the animals may have moved to get to their new locations, i.e. pathways.

Focus questions

- Q: Why did you place that animal there?
- Q: Where else could you have placed it?
- Q: What might happen if you placed it under the shelter?
- Q: What changes did the other group make?
- Q: Which way did that animal go?
- Q: Why do you think they were moved?
- Q: How would the animal have got to its new location?
- Q: What other ways could it have travelled to get there?
- Have students record the suggested movement paths in simple drawings.

