

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 [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, 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
 - will have to follow directions.
- Give simple directions to make a tent or campsite.

Say to students

- ‘ Get the chair from behind the table.
- Get another chair from beside the table.
- Join the chairs together back-to-back. ’

- Together view the structure and:
 - describe the positioning of materials
 - identify possible alternatives for placing the objects
 - discuss using location language
 - 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:
 - 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:
 - 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
 - close their eyes while the location of the animals is changed (or move the labels)
 - return and identify the changes
 - 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.