

SPATIAL CONCEPTS II

VOCABULARY		
through/across	low/high	north, south, east, west
top/bottom	below/above	middle/center
in back/behind	over/under	near/far
upside down	next to/beside/by	on/off
first, second, third line	side	against

SAMPLE LESSON

- Skill Area:** Thematic Vocabulary
- Language Stage:** Early Production
- Outcome:** Students will be able to demonstrate an understanding of spatial concepts, verbally and through actions.
- Materials:** Construction paper, manipulative
- Procedure:** On a large piece of construction paper, make a model of various objects that can be found outdoors, i.e., trees, grass, rocks. This can be done by cutting the objects from construction paper and folding the bottom portion to form a base that will allow the object to stand. Glue the items to the large piece of paper. Using the manipulative (or fingers), have the student walk through the objects either by following given commands or by verbally narrating his/her journey. For example: "I am walking through the grass. I went between the fence and the tree." Students can then take turns giving commands.

SAMPLE LESSON

- Skill Area:** Thematic Vocabulary
- Language Stage:** Early Production
- Outcome:** Students will be able to demonstrate an understanding of spatial concepts verbally and through actions.
- Materials:** Table, chairs, large box, cushion or mat, umbrella or anything that could hang down from the ceiling.
- Procedure:** Place the objects throughout the classroom. Have a student close his or her eyes and let the others find a place to sit (on the table, in the box, under the umbrella, etc.). After everyone is seated, tell the student to open his or her eyes and name the location of the others (give a set amount of time). The last one named will be "it" next.