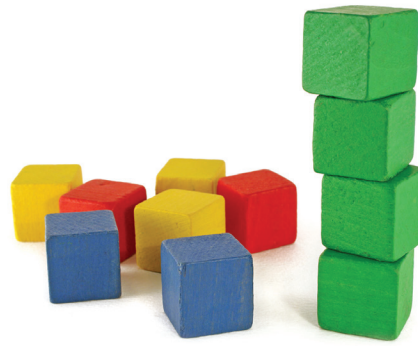


# M51

## Toys and Games

# Can You Find It?



## What You Do

**Materials:** small objects typically found in a classroom, e.g., blocks, paintbrushes, and plastic food

1. Invite the children to join you in finding objects around the classroom. Explain that you will give them directions that will help them find what they are looking for. Talk about positional words, such as *near, in, far, under, on top of, next to, etc.*

“I will give you clues that will help you find what you’re looking for.”

“If you were looking for the flag, I would say to look *above* the clock.”

2. Offer more or fewer clues as needed to help the children find the designated object. Talk about the object’s use and its classroom location.

“You found the hooks in the Art area. What do we use those hooks for? Yes, we hang smocks on them. We position them on the wall where you can reach them.”

3. Continue the activity for as long as it interests the children.

### Objective 21

Explores and describes spatial relationships and shapes

a. Understands spatial relationships

Related Objectives: 4, 8b, 9b, 11a, 14a, 32

### English-Language Learners

- Use visual supports, such as line drawings, to help children understand positional concepts.
- Repeat the directions as the child locates the object: “You found the ball *under* the rocking chair.”
- Address children by name so they know they are being asked to participate.

### Including All Children

- Provide photos or drawings of different room areas. Use positional words to help children locate objects and understand their different locations.

## Teaching Sequence

YELLOW	<p><b>Use simple directions related to position, e.g., <i>in, on, under, up, and down</i>, to guide the child to find the object. Move with the child as you give the directions.</b></p> <p>“Annie, you are going to look for a paintbrush. Let’s go to the Art area. Now, can you search <i>in</i> the red can?”</p>
GREEN	<p><b>Use simple directions related to proximity, e.g., <i>beside, between, and next to</i>. Have the child find an object kept in a familiar place, but hide it in a simple way. Use visual clues, if needed, such as pointing or walking.</b></p> <p>“Can you find a pair of scissors? Start by looking <i>beside</i> the art table.” “Now look <i>next to</i> the tape dispenser. What do you see?”</p>
GREEN	<p><b>Add distance words to the directions. Have the child search independently using only your verbal directions.</b></p> <p>“I want you to find a picture of a kite. The kite is <i>far</i> from the closet door. It is <i>near</i> the water fountain.” “Now look <i>over</i> the water fountain. Yes, the kite is on the window <i>between</i> the sun and cloud pictures.”</p>
BLUE	
BLUE	<p><b>Draw a simple map that leads to a specific object in the room. Invite the child to use the map to locate the object. Offer assistance as needed.</b></p> <p>“Here is a map to find our zoo animals. This first part shows a picture of our classroom loft. That means we should start there.”</p>
PURPLE	
PURPLE	<p><b>Invite the child to draw a map that shows a specific object in the room. Show the child an example of a simple map of the classroom, or outdoor play area, to use as a guide. Have the child explain the map or invite another child to follow the map to find the object.</b></p> <p>“You made a map of the classroom. Let me find where I’m standing first. Here is the spot on the map where I am right now.” “Camille, I see a picture of the sink. I can go to the sink to find the sponges.”</p>

### Questions to Guide Your Observations

- Was the child able to give and follow positional directions? (21a)
- In what ways did the child move through the room to find the object? (4)
- In what ways did the child use the map to represent objects in the room? (14a)