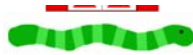


Lesson Plans:
Science: Matter E



Teacher Name:	
Date:	

Lesson Goal:	The student will describe the position (over/under, in/out, above/below, and speed (fast/slow).
Link to VFB:	Science: Matter E

Materials:	<u>Worms Like to Wiggle Book</u> , "Where are you?" activity and manipulatives. See Math: Geometry D.
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Usage Location	Reading the story, Science and Math Center, Dramatic Play
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Implementation Plan		
Model	Prompt	Check
<p>One of the most important things to do when teaching position words is to use them across all the environments. With so many of these words, the more exposure kids' have the better. Print the "Where are you?" activity and make the manipulatives. Use the barn and all the characters to demonstrate the position words. Make sure you pair the words like "below" and "under" when demonstrating what they mean. This will take more than a few days of modeling. Pick a few words to target each week depending</p>	<p>Allow the kids to use the manipulatives from the "Where are You?" activity to demonstrate their knowledge of the terms. You could play Simon Says with the animal manipulatives. For example, you could say "Simon says put your animal under the carpet". This way if the child is unsure they can have the support of the other children.</p>	<p>To confirm knowledge, have children practice following directions with these words. For example you could have the child get in line beside another student. Or you could tell a child to put something under their chair. You could also confirm understanding by playing Simon Says but call their name first. For example you could say "Bill, Simon says put your hands beneath the desk".</p>

Lesson Plans:
Science: Matter E



on the level of your class. Also, when you use the characters, demonstrate them moving fast/ slow.		
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