

Spatial Sense

This rhyming story shares the silly items Mrs. McNosh hangs up on her clothesline. It supports children’s ability to identify the relative positions of items in space.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

Children will:

Teachers will:

THINK-MATH



- ◆ Begin to understand some vocabulary related to spatial sense

- ◆ Prompt children to identify positions in space

TEACHING TIP

Books are a great opportunity to point out the spatial relationships between characters and objects on the pages. The illustrations offer many chances to use vocabulary related to spatial sense and to label how things move around each other. Encourage children to try this out on their own before offering support. Be sure to model words like “under,” “over,” “next to,” “in front of,” and “behind”. Engaging children in identifying spatial positions helps set the foundation for geometry and spatial learning.

1. INTRODUCE

- ◆ “When we look closely at a picture, we can find things that are next to, on, over or under other things. Today we are going to read this book called *Mrs. McNosh Hangs up her Wash*, and we will look at where Mrs. McNosh hangs things up on her clothesline.”

2. READ THE BOOK

- ◆ Pause occasionally to prompt children to identify objects’ positions in space in the illustrations.
- ◆ Narrate objects’ spatial relationships using relevant vocabulary.

Prompt Children to Identify Positions in Space

Read: “She hangs up the dresses. She hangs up the shirts. She hangs up her underwear, nightgowns, and skirts.”

Prompt: “What did Mrs. McNosh hang next to the dresses?”

Narrate: “I see the long dress with pink flowers is hanging up next to the short orange dress.”

Read: “She hangs up the stockings. She hangs up the shoes. She wrings out the paper and hangs up the news.”

Prompt: “What do you see hanging on the clothesline? Do you think any of this should be kept off the clothesline?”

Narrate: “I noticed the bird keeps moving around! It was sitting on top of the clothesline, but now it is flying underneath it.”

Read: “The postman arrives, and she hangs up the mail.”

Prompt: “What else do you see hanging up next to all of that mail at the very end of the clothesline?”

Narrate: “There is a lot moving around in this picture, I see the mail that’s falling out of the postman’s bag is flying out behind him.”

3. REVIEW

- ◆ “We found so many silly things hanging next to each other on Mrs. McNosh’s clothesline! I bet we can use the same words like over, under, and next to when we look around at materials in our own space.”

4. KEEP IT GOING

- ◆ Beyond calling attention to positions throughout your routine, try setting up silly scenarios like Mrs. McNosh in your own learning environment. You can gather groups of objects that are stacked and sorted in interesting ways, and then have children guess what is “underneath” things, or ask them to point out what is “next to” something. Labeling positions in space can be a fun, I-Spy activity for anytime of the day!