

This book uses position words to describe how a garden gets planted and then grows every which way. It lends itself to discussing objects' positions in space.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### THINK-MATH



#### Children will:

- ◆ Begin to understand spatial vocabulary with adult support
- ◆ Follow directions involving their own body position in space

#### Teachers will:

- ◆ Prompt children to identify positions in space

### TEACHING TIP

In terms of spatial sense, directionality focuses on describing ways to move through space. Position describes space in terms of objects' locations to one another. Both parts of spatial sense can be supported throughout the day as opportunities arise. Puzzles, for example, are good opportunities to discuss where something might fit compared to something else (position). Transitions, on the other hand, provide chances for calling out how children's bodies are moving around each other and the space (directionality). In both, incorporate relevant vocabulary and prompt children to identify positions as well.

### 1. INTRODUCE

- ◆ "Maybe you've noticed that plants and animals move around in different ways. We're going to read *Up, Down, and Around* today and see how the plants, people, and animals in the story move and grow around each other."

### 2. READ THE BOOK

- ◆ Pause occasionally to label the spatial movements of the vegetables and characters.
- ◆ Prompt children to label positions or move their bodies in similar ways as the garden using position words.

### Prompt Children to Identify Positions in Space

**Read:** "Corn grows up. Carrots grow down."

**Label:** "The characters are standing below the tall corn. Here they're standing up above the carrots that are growing down into the ground (*point*)."

**Prompt:** "Let's move our bodies like the growing vegetables. The corn grows up (*stretch up with arms above head*), the carrot grows down (*crouch down*)."

**Read:** "Pumpkins vine around and around."

**Label:** "The crows are near the top of the vines in this picture. Some are in the middle, and this one is sitting on top of the post (*point*)."

**Prompt:** "How could you move around like the animals in this picture? (Child) spotted a bug crawling below the leaves! (Child) wants to move like the bunny hopping in the back."

**Read:** "Tomatoes twine around and around."

**Prompt:** "How can you move around each other like the vines in these pictures? Let's try (*encourage children to move in the direction they choose*)!"

### 3. REVIEW

- ◆ "We noticed positions today and moved our bodies just like the vegetables, bugs, and people who moved all around in this story. I saw (Child) moved like a bunny, and we all moved like tomatoes all around."

### 4. KEEP IT GOING

- ◆ During Outdoor Time, call attention to how children move in relation to each other and the different plants and objects outside. If you have a garden, you can talk about how plants can move in different directions as they grow. Call out spatial vocabulary based on where items are planted or in relation to children (e.g., "When you stand next to that tree you look small!", "We planted the tomatoes in between the lettuce and beans.>").