

This book explores the sizes of fruits and vegetables as a child tries to fill their shopping basket. As the basket and produce are compared, the book gives opportunities to discuss objects in space.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK-MATH



Children will:

- ◆ Begin to understand some vocabulary related to spatial sense

Teachers will:

- ◆ Prompt children to identify positions in space

TEACHING TIP

By using the language of spatial relationships in our interactions with children, we can help them build a foundation for their later geometry learning. Spatial Sense is all about the knowledge of where you are and how to get around in the world. Actions from moving around a space to fitting puzzles together can support this skill. As children engage in activities, label the position of objects using key words, like “in,” “on,” or “under”. We can also call attention to shapes and how things fit or don’t fit, as well as ask questions that will encourage children to identify the position of objects or their bodies.

1. INTRODUCE

- ◆ “Do you see who’s sitting *next to* you right now? We’re going to see what foods are sitting next to each other and how they fit inside a basket today as we read this book called *What Will Fit?*”

2. READ THE BOOK

- ◆ Pause occasionally to label the produce’s position in space.
- ◆ Ask children to identify positions of the other produce relative to each other.

Prompt Children to Identify Positions in Space

Read: “This apple is bigger, but it’s not big enough.”

Label: “I see the beet is lying next to the apple on this page (*point to items*)”

Ask: “What else is next to the apple?”

Read: “The zucchini is too long.”

Label: “The zucchini is sitting in front of the basket.”

Ask: “What do you see that’s still sitting next to the basket?”

Read: “Hmm... how about the pumpkin?”

Label: “I see the pumpkins are next to piles of corn. Behind the child I can see other fruits and vegetables like watermelon.”

Ask: “Do you think the pumpkin will fit inside the basket?”

3. REVIEW

- ◆ “Today we talked about where foods were and how some foods fit in the basket. We looked carefully and saw where everything was by using words like next to, in front of, behind, and inside.”

4. KEEP IT GOING

- ◆ There are opportunities throughout the day to call attention to spatial relationships. Point out children’s own body movements and positions while dancing, sitting in Circle Time, or when they’re navigating the learning environment. Try pointing out how objects are spatially related to each other during Meals or Choice Time (e.g., where bowls are on the table, where toy bins are located). You can help children develop their Spatial Sense during your normal routine through intentional moments like these.