



PRACTICE TASK: Listen and Do!

Approximately 1 day

STANDARDS FOR MATHEMATICAL CONTENT

MCC.K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

MCC.K.G.2. Correctly name shapes regardless of their orientations or overall size.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

In kindergarten children learn about everyday positional descriptions-*above*, *below*, *beside*, *in front of*, *behind*, and *next to*. These are the beginnings of the standards' goal of specifying location.

ESSENTIAL QUESTIONS

- How do direction words help us find a shape or place?
- How can we describe directions (which way), distance (how far), location (where), and representation (what objects)?
- What happens when you change a shapes position and orientation (slides, flips, and turns)?
- How can we describe the location/position of an object?

MATERIALS

- Drawing paper
- Crayons or markers

GROUPING

Individual or small group

TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

Students will listen to the directions and draw objects or shapes according to where something is to be placed. They will listen to entire directions the first time without drawing. While listening to the directions a second time, the students will draw.

- Draw a house on your paper. (square and triangle)
- Draw a door on your house
- Draw a dog **in front** of your house.
- Draw a tree **next to** the house.
- Draw a window **above** the door.
- Draw another window **next to** the first window. (Might need help with ordinal)
- Draw a girl **behind** the tree.
- Draw a sun **next to** the house.
- Draw a boy **below** the sun.
- Now color your picture.

Give time for students to draw, closely monitoring to see when you need to move to the next direction. Have students pair/share after the activity. As students share their work with a partner, they should be using positional words to describe the picture they drew.

FORMATIVE ASSESSMENT QUESTIONS

- How is your picture the same or different from your neighbor's?
- Which directions would look similar? How do you know?
- Which direction was the hardest for you to follow? What made it so hard?
- Which direction was the easiest to follow? Why?
- Which directional words are students having the most difficulty with?
- Can students follow a list of directions accurately?
- Are students able to explain how direction words help us find an object or place?

DIFFERENTIATION

Extension

- While on the playground, students could set up their own “Listen and Do” activity. One person would be the leader and give others directions such as; going over three objects, around one object, and under two objects, etc.
- Provide partners with pattern blocks and a folder. One student will call out directions as he or she creates a pattern train on one side of the folder. Other student will listen and

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create pattern train on the other side of the folder. Once directions are finished, folder is removed and students check to see if pattern trains match.

Intervention

- Provide students with left/right reminder cards if needed. Some students may need fewer directions to begin the task and then can progress to more as they master four or five directions. Below is an example of how to structure such an activity:
- Divide a sheet of paper into fourths and then give directions specific to one box at a time. For example: “In the **top left** box, write your name. In the **top right** box draw a circle with a triangle **inside** of it. In the **bottom left** box, write the numeral three and draw three flowers. In the **bottom right** box, draw a puppy close to a boy.” Have students describe what they did using positional words.