

Unit Title: Direction (spatial) Words

Grade Level: Kindergarten

Subject Area: Social Studies

Duration/Length/Number of class periods: *(example: 5 class periods)* about a week

Description:

Students will assist a fictional student in our class named Jimmy around school using spatial words and they will connect that these spatial or directional words also help us when we need to find our way in a new place or when we tell others about the location of certain things.

Established Goals (National, State, Local):

Minnesota State Standards

People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

K.0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures. For example: While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of.

ISTE Standards

1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

What Enduring Understandings are desired?

EU 5 (Owatonna's EUs) Describe spatial information depicted in simple drawings and pictures.

Understand that spatial words are important to give directions, find your way in a new place and find where things are located.

What Essential Questions will be considered?

How do we describe pictures using spatial words?

Students will know / be able to:

- a. I can describe spatial information. This means I can use words such as: up, down, left, right, near, far, back, in front of, to tell where things are on a picture.

<p>Description</p> <p style="text-align: center;"><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p><u>Formative</u> during</p>	<p><u>Summative</u> after</p>	<p>Introductory Activity</p>	<p>Learning Activity</p>	<p>Student Technology Used</p>	<p>Teacher Technology Used</p>	<p>ISTE Standards</p>
<p>Introductory activity: Directions Google Slides</p>			X	X		Google slides, youtube	
<p>Formative Assessment: 1.Students will answer spatial related questions during Google slide presentation. 2.Students will answer spatial related questions during a movement game around the room. 3. Students will use QR codes to answer basic questions about themselves and then answer spatial related questions.</p>	X			X	iPads, QR codes, google forms	Google slides	1c,3c
<p>Summative Assessment: Students will answer spatial related questions in order to help Jimmy, a lost student, find his way back to our classroom using QR codes and google forms.</p>		X			iPads, QR codes		1c,3c
<p>Day 1: Students will discuss and interact with the teacher and each other on the information presented in the google slide presentation "Directions" (linked above). Day 1 will consist of introducing, saying, and practicing spatial or</p>							

directional words. They will then participate in a movement “call and follow” game to practice the spatial words with their bodies.							
Day 2/3: Students will work in small groups to practice using iPads, QR codes to answer simple questions in Google forms about themselves and common knowledge questions for Kindergarteners. They will also learn how to share technology, discuss and agree upon answers, and how to solve problems in a group.							
Day 4: Then the teacher will explain that they will use the iPads and QR codes to now help Jimmy get back to our classroom by following the clues around school. They will be given a picture that shows an object or person in relation to another object or person and the students must describe where that object or person is located in the simple picture using spatial/directional words. Optimal if this could be done with other adult support so that there could be smaller groups. If they get it right(an adult volunteer or teacher will tell them), then they are given the next QR code which tells them the next location Jimmy was last seen until they eventually arrive back at their classroom.							

Materials, tools and resources Smartboard, Google slides, Google forms, stuffed animals, iPads, printed off QR codes prepared ahead of time for Day 2 / 3 and Day 4
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Additional credit given to