

## Objective

Identify the positions *on*, *above*, and *below*.

## Common Core State Standards

- **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*.

## Geometry

## Relative Locations

We use relative positioning throughout our daily lives to form mental images. When working with graphs, charts, grids, and other visual aids, words describing relative position are vital in making interpretations. In this lesson, children will use *on*, *above*, and *below* to determine location. They will do this by placing 1" Color Cubes on, above, and below their chairs.

**Try It!** Perform the Try It! activity on the next page.

## Talk About It

Discuss the Try It! activity.

- **Ask:** Which cube is below the red cube? How can you remember where below is? List ideas that children come up with.
- **Ask:** Which cube is above the yellow cube? Make sure children understand that when something is *above* an object, it is in a place over the object. Have them come up with some ways to remember where *above* is.
- Discuss the fact that all three cubes are *on* a surface. Make sure that children see that the green cube is on the floor, the yellow cube is on the chair, and the red cube is on the desk.

## Solve It

With children, reread the problem. Pass out a piece of paper to each child. As you read the problem again, have children use markers or crayons to draw how Melissa put the objects away. They can draw the table and the objects, or use yellow, red, and green circles to represent the objects and their relative positions.

## More Ideas

For other ways to teach about *on*, *above*, and *below*—

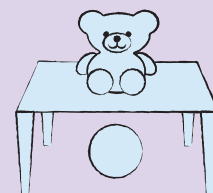
- Have children practice using the words *on*, *above*, and *below* by placing Frog Counters on, above, or below a table or desk and then describing their locations. For example, "The purple frog is above the blue frog."
- Have children use Attribute Blocks to practice *on*, *above*, and *below*. Tell them to put a red shape with three sides below their chair. Then have children put a blue shape with four sides on their chair. Continue with other shapes.

## Formative Assessment

Have children try the following problem.

Circle the toy that is on the table.

Put an X on the toy below the table.



## Try It! 10 minutes | Independent

Here is a problem demonstrating relative locations.

*Mrs. Lane asked Melissa to put away a few of her things. She told Melissa to put her green boots below the table. She said to put her yellow book on the table. Then she said to put the red picture she made on the wall above the table. Where did Melissa put these things?*

Introduce the problem. Then have children do the activity to solve the problem.

Pass out one red, one yellow, and one green 1" Color Cube to each child. **Say:** *Today we are going to use these cubes to learn words that tell where things are.*

### Materials

- 1" Color Cubes (1 red, 1 yellow, and 1 green cube per child)



**1.** Have children stand up and hold their three cubes. Have children put their yellow cube on their chair. **Say:** *Point to the cube on the chair.* Make sure children point to the yellow cube.



**2.** Have children put the red cube on their desk. **Say:** *Point to the cube that is above the yellow cube.* Make sure children point to the red cube.



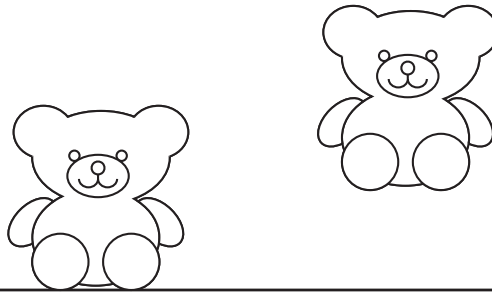
**3.** Have children put the green cube on the floor under the chair. **Say:** *Point to the cube that is below the yellow cube.* Make sure children point to the green cube.

### ! Look Out!

Some children may get confused using the term *on* when describing location and think that if an object is next to something, it is on it. Emphasize the difference between the meanings of *on* and *next to*. Make clear to children that just because an object is close to something, it is not necessarily on it. Remind children that when using the words *on*, *above*, and *below*, we are describing the location of things that go up and down.

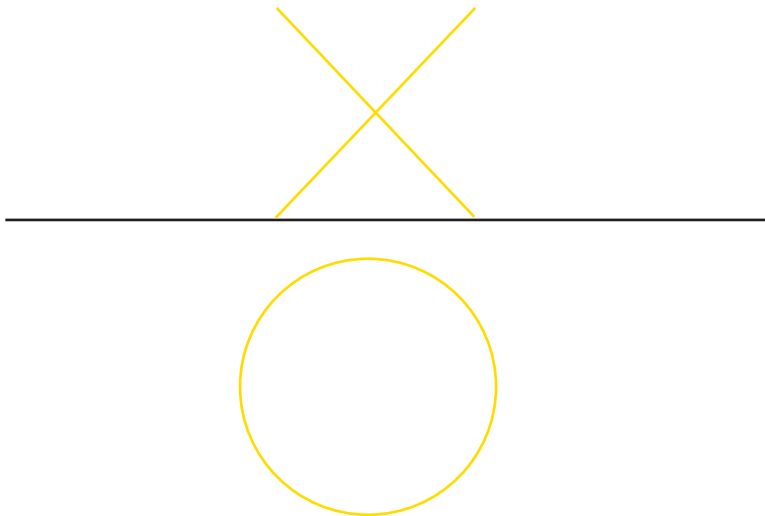


1.



Check children's work.

2.

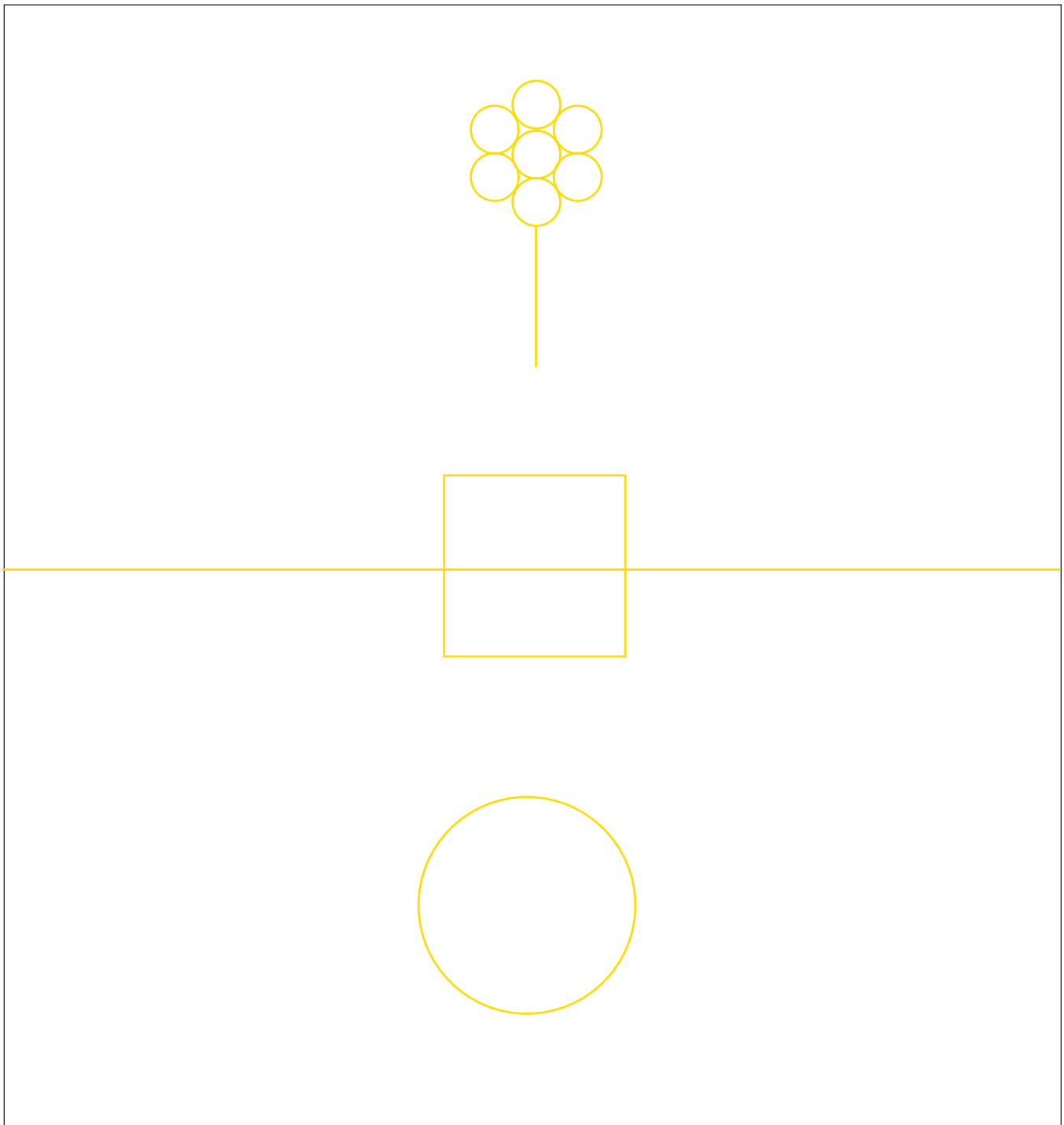
**Directions**

1. Color the bear above the line red. Color the bear on the line yellow. 2. Draw an X on the line. Draw a circle below the line.



## Answer Key

Check children's work.



### Challenge

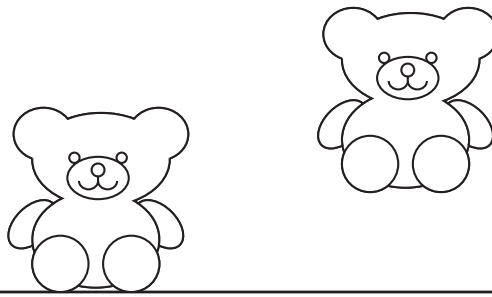
Draw a straight line across your paper. Draw a circle below the line. Draw a flower above the line. Draw a square on the line.

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Name \_\_\_\_\_

1.

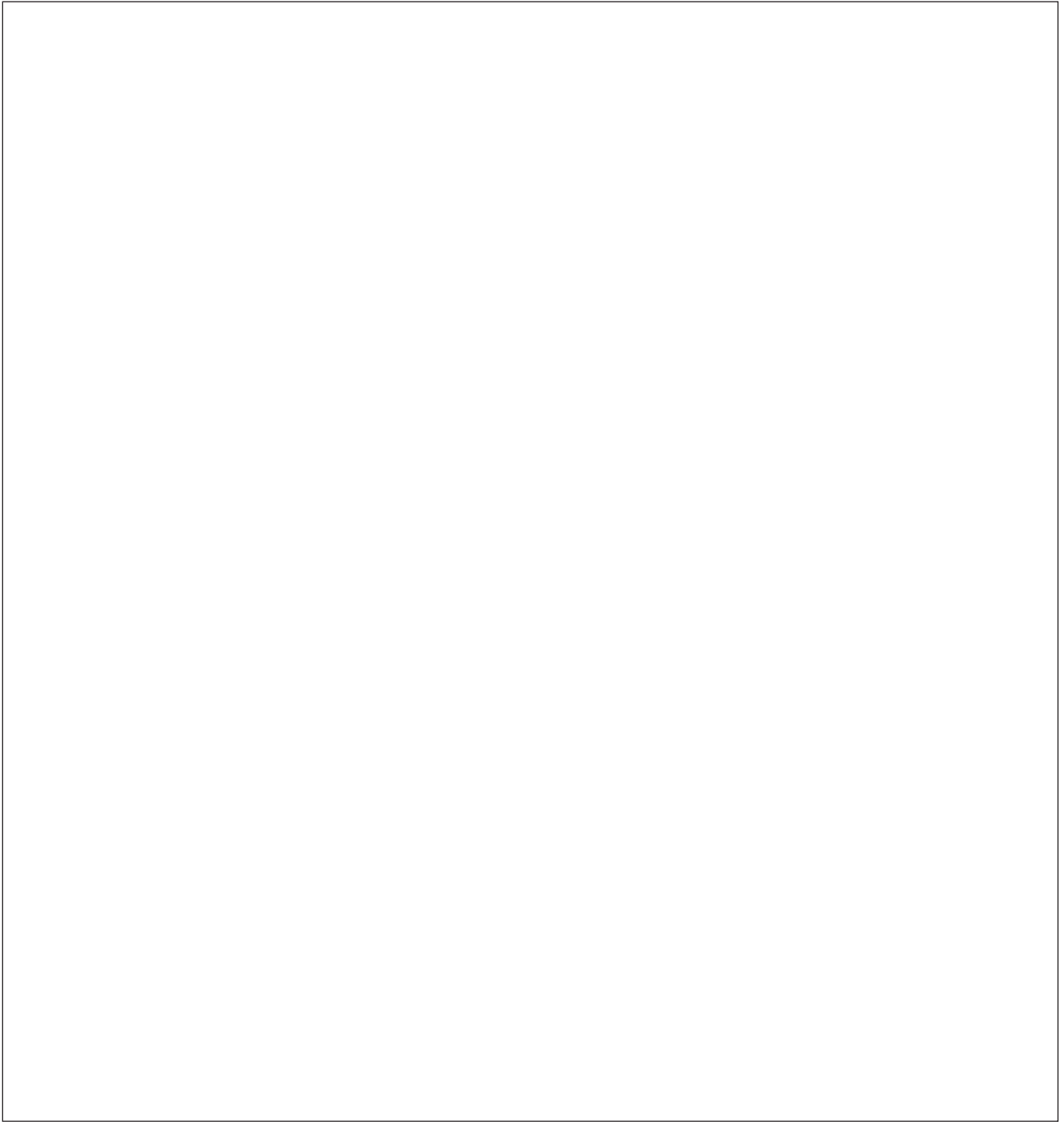


2. \_\_\_\_\_

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Name \_\_\_\_\_



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### Challenge

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