

Objective

Identify the positions *in front*, *behind*, and *between*.

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

Positions in a Line

In our daily lives, we are often confronted with situations requiring directional skills. As children become familiar with location, they develop spatial reasoning. This lays a foundation for beginning navigational skills. In this lesson, children will use the words *in front*, *behind*, and *between* as they place 1" Color Cubes in a line.

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

Talk About It

Discuss the Try It! activity.

- **Ask:** Which color is at the front of the line? Which color is behind the cube at the front of the line? **Say:** This cube is behind one cube and in front of another. **Ask:** What do we call this place in a line? Discuss with children what it means to be between two objects. Point out that another way to say that an object is between two other objects is to say that it is in the middle.
- **Ask:** Which color is behind the cube in the middle?
- **Say:** Suppose you added a purple cube to the front of your line. **Ask:** What colors would be behind the purple cube?

Solve It

With children, reread the problem. Have children solve the problem by using markers or crayons to draw the order of the teams on a piece of paper. Children may draw circles or simple stick figures in green, blue, and orange to show the correct order.

More Ideas

For other ways to teach about *in front*, *behind*, and *between*—

- Allow children to come up with their own color order using Three Bear Family® Counters. Children should set the bears in a line with their faces turned the same way. Then they can turn the bears around to see how the order changes. Have them draw pictures to show the different positions in which they place the bears.
- To tie geometry in with number sense, have children use the directional words *in front*, *behind*, and *between* when describing the location of Pattern Blocks on a 0–10 Number Line (BLM 1), showing left to right directionality.

Formative Assessment

Have children try the following problem.

Which fish is between the yellow fish and the blue fish? Circle the answer.



Try It! 15 minutes | Groups of 3

Here is a problem demonstrating positions in a line.

Mr. Williams divided his class up into teams to play a game. He told the green team to stand up in front. He told the orange team to line up behind the green team. Next, he told the blue team to stand in front of the orange team. What is the order of the teams?

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

Distribute 1" Color Cubes to groups of three children, one cube per child. Each child in the group should get a different color.

Materials

- 1" Color Cubes (1 green, 1 orange, and 1 blue cube per group)



1. Each child in the group should stand up, holding his or her cube. **Say:** *The people with green cubes step away from your group and start a line. I'd like the people with orange cubes to stand behind the people with green cubes. Next, people with blue cubes should stand between the people with green and orange cubes.*



3. Have children mix up cubes, and then give them instructions to put cubes in a different order. Complete the activity two or three more times with other sets of directions.



2. Once all children are in a row, have them set down their cubes in the order that matches how they are standing. Groups may compare their orders.

Look Out!

If children have trouble following multistep directions, review the meaning of *in front*, *behind*, and *between* by asking children to perform only one step. Also, children might use the ordinal words *first*, *second*, and *third* to describe the positions in line. While these terms are correct, you will want to make sure that children are also learning the spatial terms *in front*, *behind*, and *between*. Additionally, make sure children understand that left-to-right order is not necessarily the same as front-to-back. The object farthest left in a line is not automatically at the front, because the location of the front of the line depends on which way objects are facing.

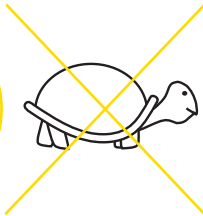
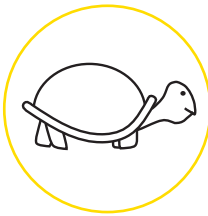


Check children's work.

1.



2.



Directions

1. Color the bird in front red. Color the bird between the others blue. 2. Draw an X on the turtle between the others. Circle the turtle behind the others.



Answer Key

Check children's work.

Challenge

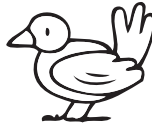
Draw three fish in a line. Color the fish behind green. Color the fish in front brown. Color the fish between the others orange.

© ETA hand2mind™

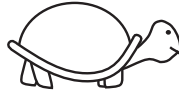


Name _____

1.



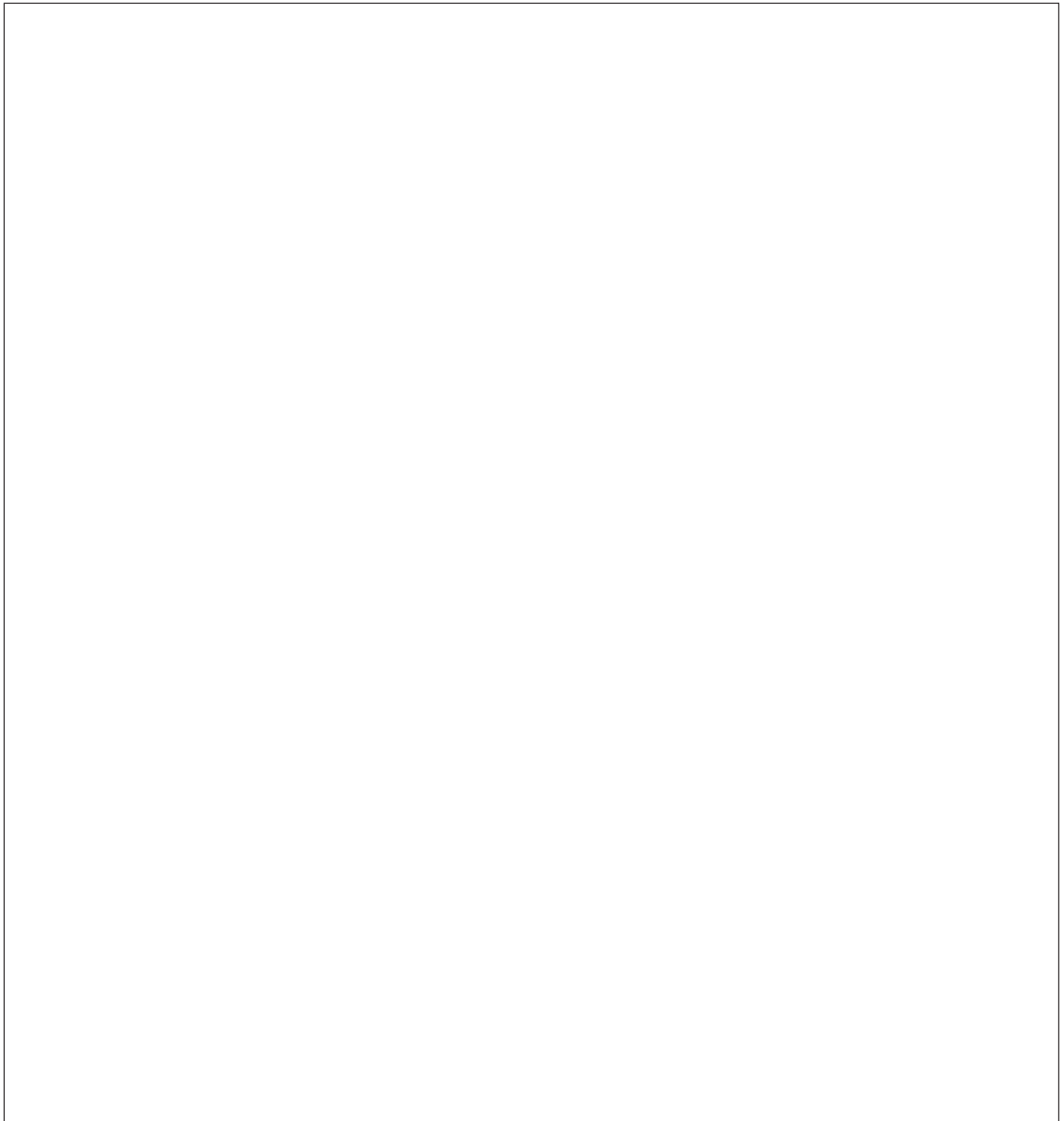
2.



Directions

1. Color the bird in front red. Color the bird between the others blue. 2. Draw an X on the turtle between the others. Circle the turtle behind the others.

Name _____



Challenge

Draw three fish in a line. Color the fish behind green. Color the fish in front brown. Color the fish between the others orange.

© ETA hand2mind™