



Elaborate Investigation: “Where is it?”

Location and Perspective Module

This inquiry-based investigation provides students with the opportunity to demonstrate scientific reasoning and processing skills as they work in pairs to use vocabulary that denotes location.

This offline investigation can be completed after participation in the online Engage, Explore, and Explain.

Teacher objective: To demonstrate understanding and practical application of location words.

Student objective: Upon completion of this activity, students will be able to understand and use location words with 80% accuracy.

Estimated time for activity: 30 minutes

Materials:

- Student handout “Where Is It?” one per student
- Colored pencils or markers
- Scissors
- Glue sticks

Procedure:

1. Lead the class in a discussion that reviews location words.
2. Review procedures and directions for student handout.
3. Students conduct the investigation. Circulate and assist with completion of the handout.
4. Students share with peers so results can be compared through scientific communication.

Teacher background & discussion points:

The phrase “spatial relationships” refers to where objects are located in comparison to other objects around them within a designated area or space. In order to accurately describe the location of an object, the use of specific vocabulary pinpointing the location should be used. Regardless of how specific a description is needed, students need to be familiar with these terms and their meanings if they are going to be able to understand--and use them--correctly.

Review:

At the conclusion of the lesson, remember to review the following key points:

- Scientists learn through observation.
- Some words help us accurately describe the location of an object.
- When we describe location, we are comparing the location of an object to another object or to ourselves.
- Collecting, recording, and sharing data are important science process skills.

**Accommodations:**

If students have difficulty reading location words or placing objects on their handouts, a variety of accommodations can be employed.

- The teacher can review the words and their meaning the front of the class.
- The teacher can demonstrate how to fill out each section of the handout.
- The activity can be completed with a science buddy from an older grade.
- The activity can be completed at a center with an aide or with the teacher.



Name: _____

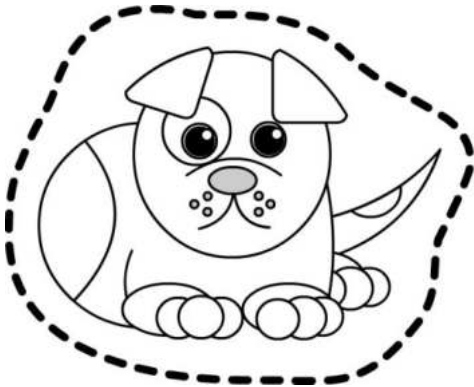
Date: _____

Where is it?

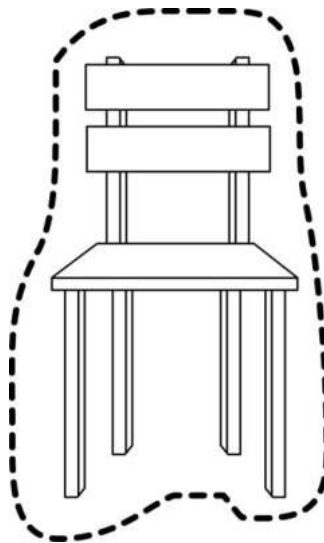
Location Words:

| | | |
|--------|-------|--------|
| around | left | middle |
| over | right | under |

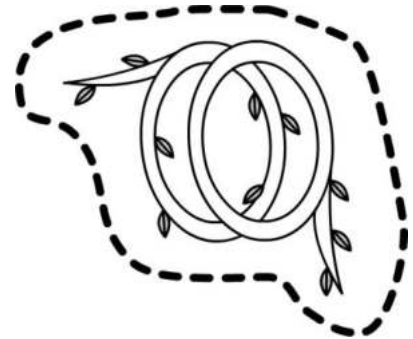
Objects:



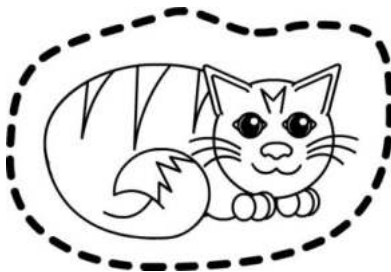
dog



chair



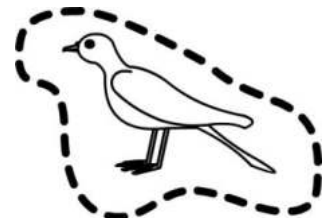
vine



cat



apple



bird



Prepare: Cut out the location words and the objects.

Try It!

1. Read the location words with your partner.
2. Place the cat on the chair.
3. Say, "The cat is on the chair."
4. Now make a picture with some object cards and the scenery sheet.
5. When you are finished, share with your partner. Tell your partner locations of the objects using the word cards. For example, "The vine is around the tree."
6. Try three or four different ideas, and then choose your favorite. Color the objects on the page and glue them in place.
7. Share your location picture and sentence with the class.

