

I See



Suggested Group Size

Small Group or Whole Group

Objective(s)

The children will identify objects that are being described based on their location (position) in the classroom. Children will understand and describe the relative position of objects in the classroom.

Activity

Children will play *I See* (similar to *I Spy*) and identify objects that are being described based on their location (position) in the classroom. Children describe the relative position of objects that have been described.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **e. Spatial Relations**
 - **A.e.1.** Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)
 - **A.e.2.** Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)
 - **A.e.4.** Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)

Materials

- None

Procedures

1. Before you begin the lesson, decide which positional words you would like to target and scan the classroom for appropriate objects to describe.
2. Ask the children if they have ever played the game *I Spy*. Explain that you are going to play the listening and looking game *I See* and you will describe something in the classroom while they try to guess what is being described.
3. Select an object in the classroom to describe using positional words. After each clue, give children an opportunity for the children to guess what you are describing. For example, "I see with my little eye, something **under** the table. (Wait for the children's responses.) It is **on** four legs. (Wait for the children's responses.) You can sit **in** it. Yes, a chair that's correct."
4. Ask the children to describe where the object(s) you described are located (e.g., "The chair is **under** the table and the table is **above** the chair.>").
5. Repeat steps two and three until all of your target words have been used or the children are no longer engaged in the activity.

Adaptations

- Allow the children to lead *I See* and describe objects in the classroom using their own positional words.

Extensions

- Encourage children to play *I See* during center time or while on the playground.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- identifying the objects that are being described based on their location (position) in the classroom.

Related Standards for Four-Year-Olds

- **I. Physical Health**
 - **A. Health and Wellness**
 - **A.2.** Shows visual abilities to facilitate learning and healthy growth and development
 - **A.3.** Demonstrates auditory ability to facilitate learning and healthy growth and development
- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences

Related Standards for Four-Year-Olds (continued)

- **III. Social and Emotional Development**
 - **B. Relationships**
 - **b. Peers**
 - **B.b.1.** Interacts with and develops positive relationship with peers
 - **c. Adults**
 - **B.c.1.** Develops positive relationships and interacts comfortably with familiar adults

- **IV. Language, Communication, and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A.1.** Increases knowledge through listening
 - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
 - **B. Speaking**
 - **B.1.** Speech is understood by both a familiar and an unfamiliar peer or adult
 - **C. Vocabulary**
 - **C.1.** Shows an understanding of words and their meanings