

Hide and Seek

Overview: Students will identify and use spatial words to locate objects.

Procedure:

1. Prepare a set of cards using spatial words you would like your students to learn (above, below, under, beside, behind, etc.) Demonstrate what these words mean by either using your own body in different positions, or an object that you can move around.
2. Tell students that you will be playing hide and seek game in class today. Ask for a volunteer to be the first seeker. The other students should select an object to hide.
3. Allow the other students to hide objects around the classroom or playground where they wish while the seeker closes his/her eyes or leaves the room.
3. The students that hid objects will now take turns writing or verbalizing a descriptive clue of their hidden objects location using one or more of the spatial descriptive words given to them. Example: "The ball is **behind** the desk".
4. Using the clues given by the hiders, the seeker must find the hidden objects.
5. Once all objects have been located, choose another seeker.

ASOL Covered in this Activity:

3E-RW 1b: The student will apply letter name and letter-sound knowledge when decoding words.

Extension Ideas: Have students use their letter name and letter sound knowledge when learning and reading spatial words.

3E--RW 2b: The student will demonstrate understanding of the meaning of newly acquired vocabulary.

Extension Ideas: Have students demonstrate their understanding of spatial words by hiding and finding objects.

3E--RW 5d: The student will read text comprised of familiar words to support comprehension. Read familiar text with purpose and understanding.

Extension Ideas: Once students learn new spatial words, they can use their understanding of these words to support comprehension and understanding.

3E--RW6d: The student will demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).

Extension Ideas: Have students draw “pirate treasure maps” or pictures labeled with spatial descriptive words.

3E--CN 2a: The student will answer *who* and *where* questions to demonstrate understanding of details in a familiar nonfiction text;

Extension Ideas: Use this activity to practice answering who and where questions. “Who” hid the object or who is the seeker? “Where” did he/she hide the object?

4E--RW1d: The student will demonstrate understanding of opposites.

Extension Ideas: Use activity to illustrate student’s understanding of opposites. For example: (above, below) (under, over) (in, out)

4E--CN1d: The student will interpret information presented visually and orally.

Extension Ideas: The student interprets the descriptive clues on the card to find the object.

5E--RW1a: The student will after listening to or reading a familiar text, determine the meanings of words and phrases.

Extension Ideas: The student determines the meaning of the spatial words on the cards by demonstrating with their own body or by hiding and finding the object.

Materials Needed: Objects to hide, index cards to write spatial words on, paper, pencils/crayons.

Instructional Setting: Classroom, gym, playground.

Community Connections and/or Peer Interaction: Have students pair up with a partner either while seeking or hiding the objects and writing/preparing the location descriptions.

Have students discuss and map locations they are familiar with around their community. Example: The park is beside the pond. My garage is behind my house.

Functional Activity/Routine:

Spatial sense skills can be practiced functionally through activities such as setting a dining table. Students can practice putting the placemat “under” the plate, the fork “beside” the knife, the cup “above” the saucer, etc.

Strategies to Collect Evidence: Take a video of a student locating or placing objects in certain locations based upon spatial terms. For example, video the teacher asking a student to move a chair behind a desk, put their lunch box under the table, or to stand beside the door. The video could also include verbal descriptions of the locations of various objects around the classroom by the student

using spatial words. The student may also show evidence by labeling a picture or diagram with spatial words, such as above, below, beside, under, etc.

Specific Options for Differentiating this Activity:

Set up communication boards and AAC devices with spatial terms so that non-verbal students can participate.

Allow student to write down or type their location using spatial terms and then hide themselves from the seeker rather than just an object.

Have students draw a picture, labeling objects using spatial terms.

Have students draw a card with a spatial term on it, then determine a way to hide an object or themselves according to the term drawn.

Provide tactile input of location to students with visual impairments.