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# Unit 1

## Spatial Concepts

# behind

### Activating Prior Knowledge

Show students Language Arts Card 1. Ask them to describe what they see in the picture. Ask them to think about how the boy and the girl must be feeling and why. Ask students to think about if the boy and the girl are related. Have students tell if they have a brother or a sister. Ask students to share what it is like to have a sibling. Ask them if they get along with their siblings or if they argue a lot. If they do disagree with their sibling(s), ask them to explain how they solve their problems. Make a class graph that gives information about who has siblings. Make a column for who has a brother, a column for who has a sister, a column for who has a brother and a sister, etc. Discuss with students the information that was gained from making the graph.

### Language Development

Share the card with students again. Ask them to look closely at the “b” word at the top of the card. Tell students that the word is *behind* and it begins with the letter “b.” Practice making the /b/ sound. Tell students to listen carefully as you say the word out loud. Tell them you want them to listen for the sound they hear at the end of the word. After they respond, ask them to practice making the /d/ sound. Read the word *behind* together as a class. Point out to the class that the word has two syllables, “be-hind.” Ask students to place two fingers under their chins as they say the word. The syllables are easy to feel when doing this. Direct students’ attention to the sentence at the bottom of the page. Ask them if they recognize any of the words in the sentence. Discuss the words that students recognize. Read the sentence to students while pointing to the words. Ask students to read the sentence with you several times.

### Building Knowledge and Comprehension

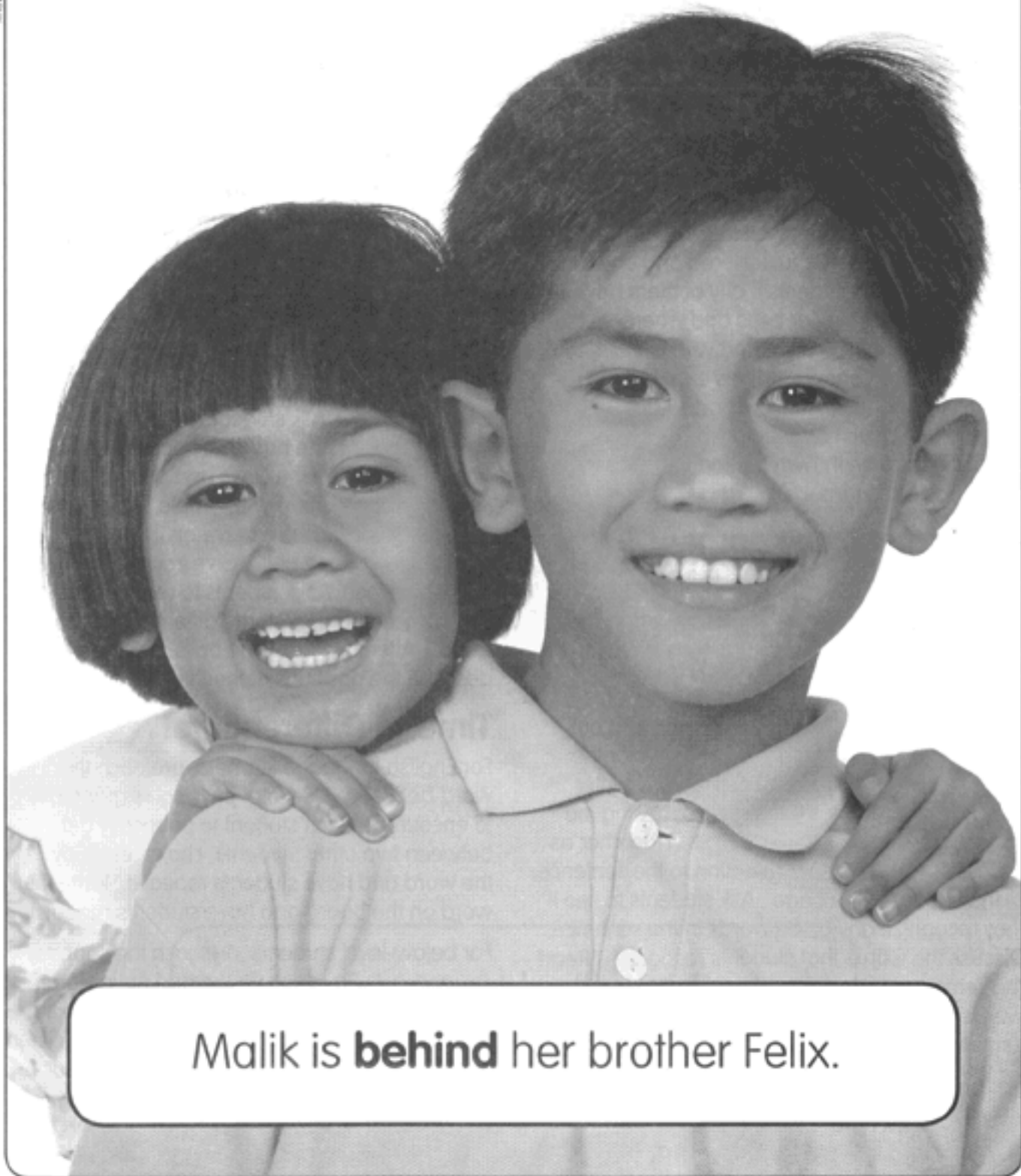
Ask students to read the card with you. Read the word *behind* at the top of the card and read the sentence at the bottom of the card, pointing to the words as you read. Discuss the word *behind* with students and what it means. Ask three students to stand up in a line. Using descriptive language and the word *behind*, describe where the three students are standing. For example, “Beth is standing behind Ann, and Loren is standing behind Beth.” Ask the three students to change places and use descriptive language to describe again where they are standing. Give each student in your class a chance to participate. Write the sentence on a sentence strip and read it several times with the class.

### Time to Differentiate!

For English language learners, preteach the word *behind*. Use total physical response to encourage each student to physically get behind another student, chair, desk, etc. Say the word and have students repeat it. Write the word on the board and have students repeat it.

For below-level students, preteach how to count syllables. Show students how to put two fingers under their chins to count the syllables in a word. Begin with a one-syllable word and then practice with two-syllable words.

# behind



Malik is **behind** her brother Felix.

# Unit 1

## Spatial Concepts

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### Focus Lesson

#### Objective

Pre-K Standard 5.13: Students use visual and verbal cues, including pictures, to comprehend new words and stories.

K–2 Standard 7.4: Students relate new information to prior knowledge and experience.

#### Skills

- recognizing words
- clarifying meaning
- combining words to form complete thoughts
- using both text and pictures to resolve ambiguities
- personalizing information found in text
- asking questions
- supporting answers
- providing relevant experiences to show understanding

#### Materials

- chalkboard or whiteboard
- chalk or whiteboard markers
- Language Arts Card 1

#### Word Study

- behind

#### Comprehension and Skills

##### Part 1: Lesson Length: approx. 15 minutes

1. Write the word *behind* on the board and ask students to sound it out.
2. Hold up Language Arts Card 1. Give students a minute or two to study the card, analyze the words and sentences, and look at the picture.
3. Display the card where students can see it; then group the class into pairs. Ask them to imitate what the girl and boy on the card are doing.
4. When finished observing the pairs of students, reconvene as a class and focus on Language Arts Card 1 again. Ask questions such as, “Why do you think the girl is behind the boy? Who is the girl? Who is the boy?”
5. Read the sentence on the bottom of the card, pointing to each word as you read. Invite students to read the sentence together.
6. Ask, “Have you ever been behind someone?” Students may say that they have been behind someone in a line, hiding behind someone or behind something in a game of hide-and-seek, etc. Point out that the word *behind* tells us where someone or something is.
7. Say, “From the picture, we know the girl Malik is behind her brother Felix. Does anyone have any guesses why she is behind her brother?”

## Focus Lesson *(cont.)*

### Comprehension and Skills

#### Part 2: Lesson Length: approx. 15 minutes

1. Divide the class into groups of three and have them sit in straight lines.
2. Ask the following questions and discuss various student responses: "Who is behind (student's name)? Raise your hand if you are behind (student's name)."
3. Next have each student in the group tell each other whom he or she is sitting behind. For example, "I am sitting behind Jason."

### Time to Differentiate!

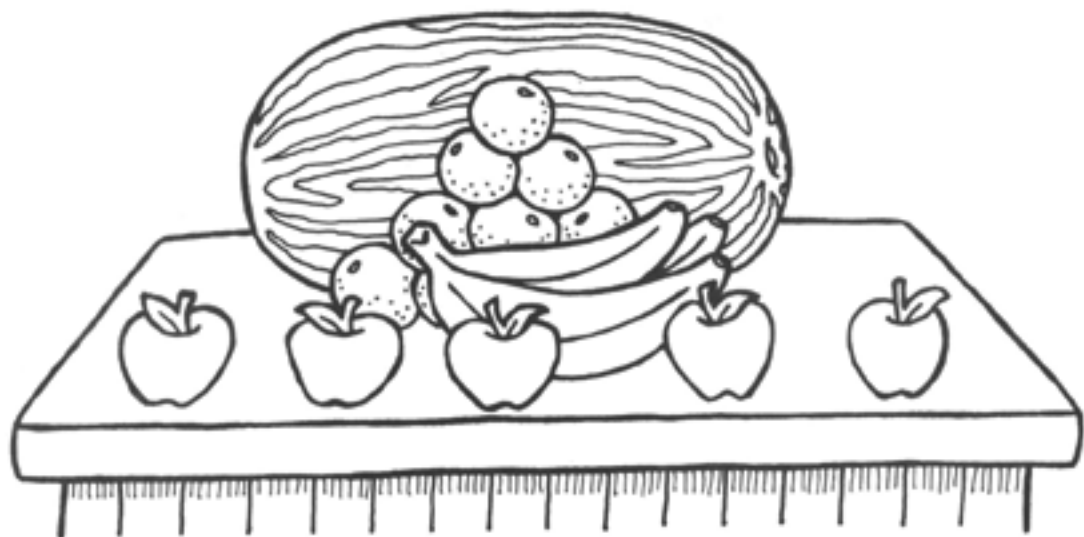
For above-level students, have them draw a map of the classroom. Ask them to identify items in the classroom that show the relationships *between*, *behind*, or *beside*.

### Assessment

Have students draw a picture of a game of hide-and-seek. Ask students to show a person hiding behind something with only a head, arm, or leg peeking out to show that he or she is, indeed, behind the object.



Name \_\_\_\_\_



Look at the picture. Read each question and circle the correct answer.

What is right **behind** the bananas?



What is right **behind** the apples?



What is right **behind** the oranges?

