Where Do We Go?

Introduction: Kindergarten students are expected to understand the concepts of chronology and location. In this lesson, students will use terms and vocabulary related to chronology and location while completing a fun physical activity. They will enjoy this lesson of movement.

Grade Level and Subject: Kindergarten Social Studies and P.E.

TEKS: Social Studies 3B, 4A, 4B  
P.E. 1A, 1F, 3A, 6A, 6B, 7A, 7B

Materials: Several pieces of poster board cut in halves, paper, pencils. Each student should be able to use 2–3 pieces of the poster board to make posters.

Activity: The teacher should take considerable time in the classroom teaching the following vocabulary terms depicting chronology and location: before, after, next, first, last, over, under, near, far, left, right, and any other words he or she feels is necessary.

Before the physical activity actually begins, the teacher will take the students out to the playground or school grounds. Each student should have a pencil and paper. Using one of the terms listed above, the student will dictate a sentence to the teacher, and the teacher will write it on the student’s paper. The sentence should include: (1) a location/chronology word, (2) an area of the playground or school, and (3) a physical activity. Examples could include, “Hop under the tree” or “Skip around the slide.” The sentences should not be elaborate or contain too many instructions. The teacher will help each student devise his or her sentence, giving aid when needed.

Once the sentences have been constructed, the students will go back to the classroom and write their sentences on the poster board. (If possible, the students can also illustrate their sentences.) The teacher and/or volunteer will assist any student needing help. When the posters have been made, it is time to go outside again.

The teacher should take the posters with him or her, and the students and teacher will go to any location on the playground. The teacher will begin this part of the activity by handing a poster board to each student (the teacher needs to ensure that the student does not get his or her own poster). With the assistance of the teacher (if needed), the student will read the sentence and perform the task written on the poster board. After all students have performed the task written in the sentence, the teacher will collect all poster boards and redistribute them, giving each child a sentence that he or she has not had yet. Play will continue until the students have had a chance to read and perform the activities on several of the poster boards.

Evaluation: The teacher will assist all children in sentence construction. He or she will further assist all children with the completion of the activities written on the poster board, emphasizing chronology/location words when needed.