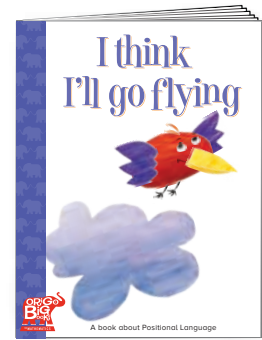


# I Think I'll Go Flying

A book about Position




## Aim

*I Think I'll Go Flying* introduces positional words and their opposites. Students will explore concrete and pictorial representations of the words: *above, below, in, out, over, under, front, back, inside* and *outside*.

These whole-class/large group and small group activities provide students with the opportunity to:

- listen to a story about position words
- listen to the accompanying story tune
- use materials to explore position words
- describe objects in the environment using position words
- use the teaching tool to move objects from the story and label with position words

## Activities

1. Listening to the story
2. Listening to the tune
3. Using materials to act out the story
4. Using the teaching tool to represent position 
5. Playing 'I Spy'
6. Playing 'Match Me' game
7. Playing memory game
8. Charting differences inside and outside
9. Drawing to represent position words

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# I. Listening to the story

## Resources

- *I Think I'll Go Flying*

## Activity

Before reading the story, display the cover and ask the students to predict what the story will be about. Take a picture walk through the story and ask, **What is happening?** in each scene. Prompt the students with questions like, **Where is the bird now? Where is the bird going? Why do you think the bird is going there? What do you think will happen next?** Slowly read the story. Read the story again, encouraging volunteers to predict the last rhyming word on each double-page spread (or opposite position word).

# 2. Listening to the tune

## Resources

- *I Think I'll Go Flying*
- Big Book Tune *I Think I'll Go Flying*

## Activity

Play the Big Book Tune while following the Big Book. Encourage a student to point to each word as it is sung, helping as needed. Play the song again. Invite the students to pretend to be the bird, 'flying' with the movements in the song. Model the movements of the song with the students.



### 3. Using materials to act out the story

#### Resources

- *I Think I'll Go Flying*
- Support 1 — see attached
- Whiteboard or chart paper
- Craft sticks

#### Preparation

Print a copy of Support 1 and cut out the bird and kite. Attach the bird and kite to craft sticks. Draw a nest and a cloud on the whiteboard or chart paper.

#### Activity

Read *I Think I'll Go Flying*. For each of the illustrations, ask a volunteer to come to the board and position the bird to match the story. Ask a second student to hold the kite when the bird flies in front of and behind the kite.

### 4. Using the teaching tool to represent position

#### Resources

- *Teaching Tool*



#### Activity

Invite a student to move the bird and another object (e.g. kite, nest) onto the work area. Have the student describe where the bird is in comparison to the object. Help the student find the appropriate word to represent the position, and ask them to drag it to the work area. Have a different student change the position of the objects. Or they could restart with new objects on the board, repeating the process of naming the position and labeling it with a position word. Note: The third cloud is transparent when placed over the bird (to show inside). Click on an exposed part of the bird to bring it to the front (outside).

### 5. Playing 'I Spy'

#### Activity

Describe an object in the classroom that the students can see using a position word. For example, say, **I spy something that is under the clock**. Allow volunteers to guess the object. If needed, give the students clues, for example, other attributes like **small** or **green**. Give one clue at a time. Have the students take turns leading a round of 'I Spy'. Encourage them to give clues as needed.



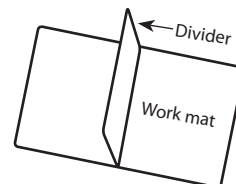
## 6. Playing ‘Match Me’ game

### Resources

- Two file folders
- Two large paperclips
- Two groups of matching objects for each group or pair, for example, cups blocks and plastic animals, or objects from the environment. Place each set of objects in a bowl.

### Preparation

Use the paperclips to connect the file folders to make a divider and work mat. Place a bowl of materials on either side of the divider.



### Activity

Separate students into small groups or pairs. Ask the first student to choose two objects from their bowl. Have the student place the two objects on their work mat. Ask them to give the other student clues about where to put their objects so that they will be in the same positions on the mats. For example, the student could place the animal inside the cup, or the block under the cup. If needed, prompt the first student, giving the clues with questions such as, **Where does the block go?** to encourage the use of position words. After the first student has given a clue, the second student tries to place their objects in the same position. Ask the students to check if the objects look like they are in the same position on the mats. Have the students switch roles. For a challenge, have the students use three or more objects in one turn.

## 7. Playing memory game

### Resources

- Support 2 — see attached (2 pages)

### Preparation

Print two sets of picture cards from Support 2 for each group onto two different colors of cardstock, or paper thick enough so the print doesn't show through. Cut out the cards.

### Activity

Separate the students into small groups. Shuffle each set of cards and arrange them into two arrays with the pictures facing down. The first student chooses a card from one array. The second student then selects a card from the other array, trying to find the matching image. Encourage the first student to help the second student if they know the position of the matching image. If the cards match, the students place them face up in a pile. If the cards do not match, the cards are placed back in their original positions, facedown in the arrays. After each turn, the students trade roles choosing the first card or finding the match. Continue until all of the cards are matched.

Challenging version: Repeat this activity using the position words from the support page instead of the picture cards.



## 8. Charting differences inside and outside

### Resources

- Chart paper or whiteboard

### Preparation

Create a T-chart to draw and label the differences between **inside** and **outside**.

### Activity

Ask students questions such as, **What things are ONLY outside? What are rules we have for ONLY inside? What are things we can ONLY do outside? What do we wear ONLY outside?**

Encourage conversation about why the rules are different in different places. For example, **Why can we run and yell outside, but not in the classroom?** Place the chart somewhere accessible, so you can refer to it before you go outside or back inside each day. Review the differences in rules and routines when needed.

## 9. Drawing to represent position words

### Resources

- Support 3 — see attached

### Preparation

- Print 1 copy of Support 3 for every 4 students and cut out the cards.

### Activity

Provide each student with a figure from the support page. Ask what the figure in their picture is doing, for example, *standing, crawling, jumping or sitting*. Then ask each student questions, such as, **What is something you can stand over? What is something you can crawl under? What is something you can jump over?**, to prompt them to draw a picture that represents position words. After the student completes their drawing, ask them to explain it.











# Movement Figures

