“Aye, Aye, Captain!”

Judy Bowlus, jbowlus@bgchristian.org, Bowling Green Christian Academy

Kindergarten: math, reading and writing

Lesson Overview Students will learn to identify and demonstrate directional and positional words (inside/outside, over/under, above/below, beside, between, in front of, in back of, right/left, etc.) using a cardboard boat, miscellaneous objects, and their bodies.

Sources Consulted:

1. www.ode.state.oh.us for Ohio standards
2. Observation of the Maritime Academy staff’s use of nautical terms
3. The Sailor’s Alphabet by Michael McCurdy
4. I am a Sailor by Maria Espluga
5. An Ocean of Words: a dictionary of nautical words and phrases by Peter D. Jeans

Objectives:

After this lesson, students will be able to:

1. Name/describe the relative position of objects, including themselves (under, inside, outside, etc.).
2. Demonstrate the relative position of objects, including themselves (between, above, etc.).

Ohio Standards and Benchmarks Addressed:

- Identify words in common categories such as color words, number words, and directional words (Reading/Writing Vocabulary, Tools and Resources #3)
- Follow simple oral directions (Reading/Writing Communication: Oral and Visual, Speaking Skills and Strategies #3)
- Describe location, using comparative (before/after), directional (above/below) and positional ((first/last) words: Name and demonstrate the relative position of objects (Math - Geometry and Spatial Sense Standard :Benchmark F.2.a.b.).

Materials Needed:

- Boat large enough for class to sit in (could be made of cardboard, shape taped out on floor, shape traced with string, pretend with some rows of chairs or pillows, or even a real dingy if space allows)
- Assorted objects for reference = balls, sea shells, stuffed animals, pictures, etc.
• Signs with words on them = right, left, port, starboard, fore, aft, other positions to highlight (tailor to class needs)
• Sailor hats (made in art class)

**New Vocabulary (enrichment):**

• Crew – workers on the boat
• Captain – commander of the boat
• Orders – the directions
• Stern – front of boat
• Fore – towards front of boat
• Bow – back of boat
• Aft – towards back of boat
• Port – left side of boat
• Starboard – right of boat

**Focus Questions, setting the stage:**

• How many people are needed to run a ship?
• Who is in charge?
• What jobs are on a ship?
• How is it decided who will do what jobs?

**Procedure/activities:**

*** It is suggested that the activities be broken up into different sessions and not necessarily completed all in one lesson time, to the discretion of the teacher.

**INTRODUCTION**

Have the students put on their sailor hats, teacher puts on the Captain’s hat. Have them climb into the boat to sit for instructions. They are now the crew and you are the Captain of the boat. Use the focus questions to begin discussion. Explain that the Captain gives the orders, the crew follows them. The procedure to talk goes as follows: ORDERS given – crew REPEATS ORDERS – crew OBEYS ORDERS.

Practice in the group:

1. Captain says – “stand up crew”
2. Crew says – “standing up captain”
3. Crew stands up
4. Captain says – “put your hands OUTSIDE the boat”
5. Crew says – “outside the boat, Captain”
6. Crew puts hands OUTSIDE the boat

Repeat practicing, using different positional words until you feel like they have the speaking routine.
**ACTIVITY #1**

Explain that next we will be practicing math words using objects to show what the words mean. Everyone will get many turns, some of them may wish to work with a partner. Proceed with giving orders, the Captain calling on one of the crew to complete a directional task. For example, “John, put the bear inside the boat.” John should say while picking up the bear, “Inside the boat”. Continue taking turns with objects, children and positional words. The Captain can call on one student at a time to practice, partners, or the whole class. The whole crew should respond to the orders so all get practice in using the math word in context.

**ACTIVITY #2**

Review what was learned from Activity #1 about Captain’s orders, math terms introduced, following directions. (Repetition and saying- while-doing reinforces vocabulary development).

Explain that we will repeat the activity, this time using signs with the positional words on them instead of objects. Take note of who may be struggling with the vocabulary. This time, the Captain can decide if just the student responds to the order(s) or the whole class continues to respond to the order given for practice using the vocabulary.

**ACTIVITY #3**

Explain that we will repeat the activity, this time mixing in some SAILOR WORDS. Introduce the terms and challenge the students to try using them: bow, stern, fore, aft, starboard, port. **This is enrichment – mastery of these terms is not required in the curriculum.**

**Assessment:**

Have each individual place the positional word signs per your directions using the boat. You could use a sampling of the terms or all of the terms, depending on what mastery level of understanding you are looking for. Advanced students could be challenged to read the words before placing them or be given some/all of the sailor terms as a challenge.

**Additional ideas:**

- Play a matching game with the signs (inside, outside, etc.)
- Time the children matching the signs to their respective areas
- Let the children take turns being the Captain
- Include a pirate theme, use pirate words and (of course) dress up!
inside
over
outside
under
on
beside
between
above
below
on top of
behind
in back of
in front of
Newspaper Sailors Hats

Materials:

- for small hat: 8 1/2 x 11 piece of paper
- for child sized hat: 1/2 sheet of newspaper
- OPTIONAL: scotch tape

Instructions:

- Fold the paper (or the 1/2 sheet of newspaper) in half
- Fold down each side to make triangles
- Fold one bottom flaps up
- Flip the hat over and fold the other bottom flap up
- Add a bit of scotch tape if you like