

## What Do You Spy? Position Playroom

Ages 4+

### This Really Good Stuff® product includes:

- *What Do You Spy? Position Playroom Work Mat*
- *Position Word Spinner*
- *Deck of 50 I Spy Toy Game Cards*
- *Center Task Card*
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **What Do You Spy? Position Playroom**—a fun and engaging game to help students practice using positional words.

### Meeting the Standards

This **What Do You Spy? Position Playroom** aligns with the following Common Core State Standard for Mathematics. For alignment with other state standards, please refer to our website's standards match.

#### Geometry

- K.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*...

Before introducing **What Do You Spy? Position Playroom**, make copies of this Really Good Stuff® Instructional Guide and file the pages for future use. Or, download another copy of it from our website at [reallygoodstuff.com](http://reallygoodstuff.com).

### What Do You Spy? Position Playroom

**Number of Players:** 2 or more

**Object:** To describe and find objects in an environment using positional words

**Materials:** *What Do You Spy? Position Playroom Work Mat, Position Word Spinner, I Spy Toy Game Cards*

### How to Play:

1. All Players
  - Sit so that you can clearly see the *What Do You Spy? Position Playroom Work Mat*.
  - Turn the *I Spy Toy Game Cards* facedown.
  - Decide who goes first.
2. Player 1:
  - Choose an *I Spy Toy Game Card* and do not show it to anyone.
  - Spin the *Position Word Spinner*.
  - Use the position word(s) you spun with another adjective to describe the toy, shown on your *Game Card*, in an *I Spy* statement. (For example, if you picked the *Game Card* with the yellow car and you spun the position words *in front of*, you might say: *I spy with my little eye something that is yellow and is in front of the lamp*.)
  - Other players guess what toy you described.
3. Player 2:
  - Once someone guesses Player 1's toy, Player 2 repeats Step 2.

4. All players:

- Play continues until all of you have had a turn or you run out of time.

### Variations:

Simplify the game:

- Play using only the *Spinner*: Players choose the objects that they want to "spy"; then they describe it using the position word(s) they spin.
- Play using only the *I Spy Toy Cards*: Players decide which position word(s) they want use to describe the toys on their *Toy Cards*.

### Introducing the What Do You Spy? Position Playroom

Choose a couple of students to model playing **What Do You Spy? Position Playroom** for the class. Explain the object of the game and how to play to the volunteers. With the rest of the class gathered around, encourage the volunteers to play the game. Showing students the *Center Task Card*, explain that it will be in the center with the game if they need to be reminded of how to play.

### Center Task Card

Post the *Center Task Card* at the numeracy center where students will be able to see it easily. Remind students to refer to the shaded section at the top of the *Card* to be sure that they have all the needed materials.

### Position Playroom Practice

Teach, practice, or assess position words using the *Position Playroom Practice Reproducible*. Copy and distribute the *Position Playroom Practice Reproducible*. Have students cut out the toys along the bottom of the reproducible.

### Teach or Practice

- \* Use position words to direct students where to place the toys in the playroom. For example, say, "The soccer ball is under the rocking chair. Please place your soccer ball under the rocking chair." If you are teaching or practicing position words, walk around and make sure students correctly place each item in the correct spot.
- \* Add a little excitement and student participation by using the *Spinner* included in the **What Do You Spy? Position Playroom** to spin the position word.
- \* Once you have finished teaching or practicing, tell students to glue their toys onto the reproducible and to color the picture. Pair students up, and have students describe where their toys are to their partner using position words. Give them an example such as: "My red truck is next to the tricycle."

### Assess

- \* If using this activity as an assessment, ask students to glue the objects onto their reproducible. Collect their work and check for understanding. Encourage students who may need extra practice with position words to play the **What Do You Spy? Position Playroom** game to reinforce the skill.

Name \_\_\_\_\_  
Date \_\_\_\_\_

# Position Playroom

