

# Oral Language Comprehension

## Follow Directions

### LINE UP!

Considerations: positional and ordinal vocabulary,  
multistep directions, working memory  
Materials: stuffed animals or toys

**Lesson Objective:** With guidance and support from adults, children will explore word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use.

## Lesson Steps

1. Decide on the focus vocabulary words for the lesson. Lesson can be divided into ordinal or positional vocabulary word study.
2. Gather stuffed animals or other objects from around the room and place in a line, one behind the other, facing in the same direction.
3. Using the word cards as a guide, read a word to the students, i.e., *first*.
4. Give the definition of the word, i.e., *"The word first means you come before all the others."*
5. Use the word in a sentence, i.e., *"I want to be first in line for lunch today."*

6. Have the students look at the line and show them which stuffed animal is *first* in line.
7. Reorder the stuffed animals in the line.
8. Pick a student to answer the question, “Now, *which animal is first in line?*”
9. Continue this instruction either by reordering the stuffed animals in line to give other students the opportunity to pick the *first* animal in line ... or move onto the next word.

## Extended Instruction

- A. As students get more comfortable in their understanding of ordinal words, move onto positional words. These words can be a bit more abstract and need explicit instruction and practice.
- B. Once students have mastered their ability to identify the animal in line using a single criterion, make the choice conditional, i.e., “*Which stuffed animal is before the third animal in line?*” or “*Which stuffed animal is in front of the last animal in line?*” This type of questioning is complex and will need modeling and time for processing the information. Encourage students to repeat the directions while figuring out which animal to choose.
- C. As students make progress, have them internalize the meaning of these words by providing this same type of questioning when the students themselves are in line, i.e., “*Who is the third person in line after Samuel?*” or “*Who is the farthest person in line from Abigail?*”

# Lesson Printables

Feel free to use our materials. Print the word cards onto card stock or glue them to flash cards. If you are feeling creative, you can even come up with additional word cards to suit your lesson!

Ordinal vocabulary words:

first

second

third

fourth

fifth

last

Positional vocabulary words and phrases:

before

after

behind

in front of

in back of

closest

farthest

next to

top

bottom

More vocabulary words:

left

right

big

biggest

small

smallest

all

except

middle

then