



Giving and following instructions using directional language: teacher notes

Measurement and Geometry: Geometry 65–74, 75–84, 95–104, 105–114

The ACER Maths team have taken the original PAT Teaching Resources Centre teaching activity, *Giving and following instructions using directional language (Measurement and Geometry, 105–114, 95–104, 75–84, 65–74)* and have adapted it so that it can be used for remote learning.

You may use the resources we have provided directly with your own students, or you could use them as a model to create your own remote learning resources. You could furthermore adapt other PAT Teaching Resource Centre teaching activities in the same way.

This activity can be used as an introduction to locational language or to revisit content before moving onto more advanced activities such as *Constructing and Interpreting simple maps*.

You will notice that there is text written in plain font and italics throughout the scripts. The plain font is the verbal script for the video recording. The text in italics describes the actions that accompany the verbal script.

Accompanying components for this teaching activity:


- Giving and Following Instructions Using Directional Language [Video 1](#), [Video 2](#) and [Video 3](#) (with accompanying transcripts)
- [Giving and Following Instructions Key Words Template](#) (to be cut up into flashcards)
- [Giving and Following Instructions Using Directional Language Worksheet](#)

Students will also need:

- Two toys: for example, a small teddy and a toy dog
- An A4 sheet of paper and some coloured pencils

Transcript of Giving and Following Instructions Using Directional Language Video 1

Today we are going to learn some words that can help us give and follow instructions about location: where things are compared to other things.



For this activity you will need two toys, for example a small teddy and a toy dog.

I'm going to use these toys to teach you some location words and then you can play a game to practise following instructions.

Here I have a teddy and a toy dog.

Hold the dog over the teddy and hold up the word 'over' from the BLM.

The dog is **over** the teddy. You could also say the dog is **above** the teddy. *Hold up the word 'above'.*

Hold the teddy above the dog and hold up the word 'below'.

Now the dog is **below** the teddy. You could also say the dog is **under** the teddy. *Hold up the word 'under'.*

Put the teddy in front of the dog. Hold up the words 'in front'.

The teddy is **in front** of the dog.

The dog is **behind** the teddy. *Hold up the word 'behind'. Move the dog so it peeks out and say 'hello' from behind the teddy.*

Put the teddy and the dog next to each other.

The teddy is **next to** the dog. *Hold up the words 'next to' and place it in front of the teddy.*

The dog is **beside** the teddy. *Hold up the word 'beside' and place it in front of the dog.*

The dog is also **next to** the teddy. *Touch the words 'next to'.*

The teddy is also **beside** the dog. *Touch the word 'beside'.*

Jump the dog up to your shoulder.

The dog is now **on top** of my shoulder! *Hold up the words 'on top'.*


Let's go through that again. Get your toys ready and follow along with me. *Move the teddy and the dog into the described positions and hold them there for a couple of seconds. You do not need to hold up the words.*

Hold up the toy that will follow teddy. Now hold up your toy that will follow my dog. Great! Now use your toys to follow mine. Are you ready? Here we go! *Give the instruction and then pause briefly before moving the toys.*

The dog is **over** the teddy.

The teddy is **above** the dog.

The dog is **below** the teddy.



Now the teddy is **under** the dog.

The dog is **in front** of the teddy.

The teddy is **behind** the dog. *Wave the teddy's hand from behind the dog.*

Touch the toy whose location is being described. The dog is **beside** the teddy and the teddy is **beside** the dog.

The dog is also **next to** the teddy and the teddy is also **next to** the dog.

Jump both toys onto your shoulder. Oh! Now they are both **on top** of my shoulders!

How did you go? Were you able to follow along? Well done.

Wow, we have just learnt a lot of new location words. Now it's time for you to practice using them.

Look at question 2 on your worksheet. Click on the link and play the game to practise some of these location words. Have fun!

Transcript of Giving and Following Instructions Using Directional Language Video 2

I hope you had fun playing the game.

Let's play a game together now. I am going to give you some instructions and I want you to use one of your toys to follow my instructions. Just like we did in the first video. Do you have one of your toys ready? Okay, let's begin.

Hold up the corresponding template word as you read out the instructions. Wait a few seconds between instructions.

Hold your toy **in front** of your chest.

Put your toy **behind** your back.

Hold your toy **below** your chin.

Put your toy **on top** of your head.

Put your toy **next to** your knee.


Hold your toy **over** your hand.

Hold your toy **under** your arm.

Hold your toy **above** your foot.

Put your toy **beside** your hand.

How did you go? Were there any words you were not sure about?



I'm going to read out the instructions again and this time I'm going to move my teddy along with you. Let's do it together.

Give the instruction and then pause briefly before moving the toys.

Hold your toy **in front** of your chest.

Put your toy **behind** your back.

Put your toy **below** your chin.

Put your toy **on top** of your head.

Put your toy **next to** your knee.

Hold your toy **over** your hand.

Hold your toy **under** your arm.

Hold your toy **above** your foot.

Put your toy **beside** your hand.

How did you go this time? Were you able to get them all? Well done!

Now go to the next video to learn about giving instructions.

Transcript of Giving and Following Instructions Using Directional Language Video 3


Now we're going to do an activity on giving instructions.

To complete this activity you need an A4 sheet of paper and some coloured pencils.

Let's begin by folding the sheet of paper so that it has 16 squares on it. I will show you how to fold it now. If you are having trouble you can ask an adult to help, but let's have a go by ourselves first.

Put your piece of paper on a table so that it's easy to fold with the short end closest to you, like this. Fold the paper in half by bringing one of the bottom corners up to the corner **above** it and pressing the middle to make a little crease. Do the same on the other side. Then press down along the middle of the paper so that you make a fold from one side to the other. Your paper should look like this.

Turn the page so the short end is closest to you again. Fold the paper in half again by bringing one of the bottom corners up to the corner **above** it and pressing the middle to make a little crease. Do the same on the other side. Then press down along the middle of



the paper so that you make a fold from one side to the other. Your paper should look like this.

Turn the paper again so the short side is closest to you. Then fold it in half. Turn the paper one more time and fold again. Your paper should look like this.

Now open out your paper and count the squares. You should have 16 squares. If you don't have 16 squares you can try again or ask an adult to help you.

Once you have your folded page ready, gather your pencils.

We are going to draw three pictures. On one of your squares, first draw a smiley face. You can do this on any of the squares. I'm going to choose this square. *Draw a smiley face.*

Next, on a different square, draw a triangle. I'm going to do mine here. *Draw a triangle.*

Lastly, write the first letter of your name in it. My first name is Lisa. So I'm going to write an L in another square. *Write the letter in the square.*

This is what mine looks like with the three pictures in it.

Take a photo of your paper now so you can send it to your teacher when you have finished this activity.

Now choose three squares on your paper and colour them in using different colours. I'm going to start with pink. *Colour a square pink.* I'm going to colour my next square purple. *Colour a different square purple.* Lastly, I'm going to colour this square blue. *Colour another square blue.*


Now that we have our squares coloured, we're ready to work on our instructions.

You are going to give your teacher some instructions so that they can find the squares you coloured in the photo of your paper. You should use the direction words we have been practising today in your instructions. Words like 'above', 'below' and 'next to' will be very helpful for this.

Let me show you what I mean. On my paper the purple square is on top of the letter. So my first instruction is going to be, 'colour the square on top of the letter purple'.

My second instruction is going to be for my pink square. It is next to my letter. So my next instruction will be, 'colour the square next to the letter pink'.

My last square is the blue square, which is next to the smiley face and above the triangle. So my last instruction is going to be, 'colour the square next to the smiley face, and above the triangle, blue'.



Once you have decided upon your instructions, ask an adult to help you make a video of yourself giving these instructions to your teacher. You can use your finished paper to help you remember your instructions; just make sure that your teacher can't see the paper in the video.

When you're happy with your video send it to your teacher along with the photo you took earlier, with just the three pictures on it. Keep your finished paper with the coloured squares so you can check if your teacher coloured the correct squares!

Feedback and task extension

When considering students' completed work, here are some things to consider:

- As an extension for Question 3, students could make a video of themselves following instructions given by another person.
- An extension to Question 4 has been provided. This could be used as a challenge activity for some or all students.

You could also move on to the following PAT Teaching Resources Centre teaching activity, which is within the higher achievement bands for this activity 85–94, 95–104, 105–114:

- Constructing and interpreting simple maps.

The ideas explored in this activity are also found in the following annotated questions:

- PAT Maths 4th Ed, Test 2, Q18
- Follow a path (example annotated question).

Australian Curriculum reference: Measurement and Geometry: Describe position and movement (ACMMG010), Give and follow directions to familiar locations (ACMMG023), Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044).