



## Grammar/Writing Concept: Prepositions

- A *preposition* is a word or group of words used to tell direction, location, or time.
- Choosing the correct *preposition* can make your sentences easier to understand.

### Key Vocabulary

- preposition

### Lesson Options: Select lesson elements to create a single-day or multiday lesson.

#### Lesson Elements

**Digital Playlist:** Generally, children will complete the Digital Playlist first, then follow up with some or all of the activities described below. As you select and do those activities with your child, you may wish to reassign some or all of the digital activities for additional practice.

**Explore Activity:** This follow-up is designed to be used closely with the Digital Playlist to help your child understand the topic.

**Dig Deeper Activity:** This offline activity provides an additional learning experience with the same topic.

**Extend Activity:** This offline activity extends the child's understanding and application of the same topic.

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## Explore Activity

1. Hold your hand behind your back.
2. Ask your child, *Where is my hand?* Repeat your child's response, emphasizing the *preposition* used to describe your hand's location. *Yes, my hand is **behind** my body.*
3. Continue the activity by placing your hand in various locations relative to your body. For example, place it **next to** your body, hold it **over** your head, and place it **under** your foot.
4. Tell your child that they just used special words, called *prepositions*, to tell "where" your hand was located.
5. Name the *prepositions* that show "where" as you list them on paper: *above, over, below, under, next to, in, inside; out, outside; on, off.*
6. Sing and dance the Hokey Pokey:  
*You put your right arm in, you put your right arm out,  
You put your right arm in, and you shake it all about.  
You do the hokey pokey and you turn yourself around. That's what it's all about.*
7. Sing and dance again but swap the words *in* and *out* with the words *above* and *below*.
8. Repeat with other *preposition* words that tell "where."
9. Explain that there are other *prepositions*, too. Some *prepositions* are used to tell direction (*up, down, through, around*) and others show time (*before, until, after, during*). Add these categories and examples to your list. Point out that we can use *prepositions* to give more information about where something or someone is located, in which direction someone or something moves, and when something happens.



## Dig Deeper Activity

### Procedure

1. Place the box, open side up, on a table. Hold up your child's stuffed animal.
2. Place the stuffed animal in the box. Ask your child, *Where is (stuffed animal's name)?* Repeat your child's response, emphasizing the *preposition* used to describe its location. For example, *Yes, it's **in** the box.*
3. Continue the activity by placing the animal in various locations using the box. For example, place it **next to** the box, hold it **over** the box, and place it **under** the box.
4. Next, hand the stuffed animal to your child. Using *prepositions*, give various directions to tell your child where to place the animal. Be creative and make it fun. Say, for example, *Make your animal dance **around** the box. Put it **on** your head; **in** your lap; **under** your shirt.*
5. Switch roles, allowing your child to use *prepositions* to tell you where to place the stuffed animal. Restate each direction as you carry it out.

### Materials

- Your child's favorite stuffed animal or another small toy
- Box large enough to place the stuffed animal/toy inside
- Blank paper and a marker

## Extend Activity

1. Send a friend or family member on a "rescue mission." Have your child hide the stuffed animal. Then, help them use *prepositions* to give clues that will help a friend or family member find the animal. Give the list of clues to the rescuer and watch them use the detailed directions to find the stuffed animal. Examples:

Wait \_\_\_\_ I say go. (until)

Stand \_\_\_\_ the couch. (near)

Walk \_\_\_\_ the living room \_\_\_\_ you get to the table. (through, until)

Crawl \_\_\_\_ the table. (under)

Go \_\_\_\_ the extra chairs. (between)

Stand \_\_\_\_ the kitchen. (in)

Look \_\_\_\_ the door. (behind)

Point \_\_\_\_ you rescue [stuffed animal's name]. (before)

2. Ask your child to share what they know about *prepositions*.

**Sample answer:** "*Prepositions* are words that tell location, direction, and time."

3. Ask your child what they think it would be like if we never used *prepositions*.

**Sample answer:** "Without *prepositions*, it would be hard to tell where things happen or when. That might be confusing."



### MODIFICATIONS

Beginning Learner	Advanced Learner
Your child will benefit from focusing on <i>prepositions</i> that tell about location and direction before working with <i>prepositions</i> that tell about time. <i>Prepositions</i> that describe location and direction can be supported with hand movements such as pointing under and over one hand with the other.	Your child may be ready to learn about <i>prepositional</i> phrases. Explain the relationship between the <i>preposition</i> and its noun “partner.” For example, in the phrase “in the kitchen,” the <i>preposition in</i> works with the noun <i>kitchen</i> to describe a location.

### Signs of Success and Needs

You can feel confident of your child’s understanding of *prepositions* if they can demonstrate the location or position of a noun that they’ve read about using gestures or drawings.

Some children will mistakenly believe that ALL very short words are *prepositions*. Because the study of *prepositions* often begins with short words like *in*, *at*, and *on*, a child might mistake the words *is* and *if* for *prepositions*. Inversely, learners might NOT recognize longer *prepositions* like *beneath*. Focusing on the questions that the word answers (i.e., Where? When?) can help with this error.