

# Where's the Bear? A Positional Words Adventure!

## Materials Needed:

- A favorite stuffed animal (like a teddy bear, but any will do!)
  - A medium-sized cardboard box or basket
  - A small chair or stool
  - A few pillows or cushions
  - Building blocks or LEGOs
  - A piece of paper and crayons/markers
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## Learning Objectives:

By the end of this lesson, the student will be able to:

- Correctly identify and use at least five positional words (e.g., in, on, under, next to, behind, in front of).
- Follow one and two-step directions using these positional words.
- Demonstrate their understanding by physically placing an object in a described location.

## Standards Alignment:

- **Common Core ELA (L.K.1.E):** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - **Common Core Math (K.G.A.1):** Describe objects in the environment... and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
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## Lesson Activities

### 1. Warm-Up: The "Where is Bear?" Song (5 minutes)

*(Sing to the tune of "Are You Sleeping?" or "Frère Jacques")*

Start by holding the bear. Sing the first verse together:

*Where is Bear? Where is Bear?  
Here I am. Here I am.*

Now, introduce the positional words by moving the bear and changing the lyrics. Be very clear and exaggerate your movements. Encourage your student to sing along and copy your actions.

- Place the bear **on** your head: "**On** my head. **On** my head."
  - Place the bear **under** your chin: "**Under** my chin. **Under** my chin."
  - Place the bear **behind** your back: "**Behind** my back. **Behind** my back."
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This gets the child moving, listening, and introduced to the key vocabulary in a fun, low-pressure way.

## 2. Guided Practice: I Do, We Do (5 minutes)

Use the box and the bear for this part. You will model first, then do it together.

- **I Do:** Say, "I am putting the bear **IN** the box." Place the bear inside the box, emphasizing the word "in." Then say, "Now the bear is **in** the box." Repeat this for **ON** and **UNDER**.
- **We Do:** Say, "Let's put the bear **ON** the box together." Guide your student's hand to help them place the bear on the box. Celebrate with a "We did it!" Ask, "Where is the bear now?" Encourage them to say, "**On** the box!" Repeat for a few other words like **next to** and **behind**.

## 3. Main Activity: Positional Word Playground! (15-20 minutes)

This is where the student applies their knowledge through play. Choose one or two of these activities based on your child's energy and interest.

### Activity A: Positional Simon Says

This is a twist on the classic game. You are Simon, and you give directions using the stuffed animal.

- "Simon says put the bear **under** the chair."
- "Simon says hold the bear **in front of** you."
- "Sit **next to** the bear." (Drop the "Simon says" to see if they are listening!)
- "Simon says hide the bear **behind** the pillow."

**Teacher Tip:** Let the student take a turn being "Simon"! Having them give you directions is a fantastic way to assess their understanding and use of the vocabulary.

### Activity B: Build a Bear House

Using the building blocks, work together to build a simple structure for the bear.

- "Let's put a block **next to** this one."
- "Can you build a wall **behind** the bear?"
- "Let's put a roof **on top of** the house."
- "Now, put the bear **in** his new house!"

This activity encourages creativity, fine motor skills, and problem-solving while naturally using the target words.

## 4. Cool-Down & Assessment: Draw the Bear (5 minutes)

End the lesson with a quiet, creative check for understanding.

Get out the paper and crayons. Give a simple, one-step instruction and see if they can draw it.

- "Can you draw the bear **on** a box?"
- "Now, can you draw a sun **above** the bear?" (This introduces a new, related word).
- "Let's draw some grass **under** the box."

While they draw, ask them questions: "Tell me about your picture. Where is the bear?" Listen for their use of the positional words. This drawing serves as a simple and fun record of their learning.

## Differentiation and Inclusivity:

- **For Extra Support:** Focus on just two opposite pairs at a time (e.g., in/out, on/under). Use lots of physical gestures and hand-over-hand guidance. Keep instructions to one step only.
- **For an Extra Challenge:** Introduce more complex words like **between**, **above**, and **below**. Give two-step directions ("Put the bear **behind** the chair and **next to** the pillow"). Ask them to create a story about the bear's adventure and describe where he went using positional words.
- **Inclusivity:** This lesson is designed around movement and play, which caters to kinesthetic learners. Using a child's own favorite toy creates an immediate personal connection. The activities can be adapted to any space and use common household items.