

Lesson Plan: The Great Location Adventure!

Prepositions of Place

Materials Needed

- Whiteboard or large sheet of paper
- Markers or pens
- A small, common object (e.g., a pen, an eraser, a small toy)
- A box or container
- Paper and drawing supplies (crayons, colored pencils, markers) for the student
- One fun object to hide (e.g., a favorite stuffed animal)

Learning Objectives

By the end of this 35-minute lesson, Sarah will be able to:

- **Identify** at least six common prepositions of place.
- **Use** prepositions of place correctly in spoken sentences to describe the location of objects.
- **Create** a drawing and write five sentences that accurately use prepositions of place to describe it.

Lesson Structure & Activities

Part 1: Introduction (5 minutes)

- **Hook - "I Spy with Location Clues" (2 mins):**

Start with a quick game. Say, "Sarah, let's play a special kind of I Spy. I'll give you a clue about where something is. I spy with my little eye something that is *on* the table." After she guesses, try another. "I spy something *under* your chair." This immediately gets her thinking about location words.

- **Connecting to the Lesson (3 mins):**

Ask, "What words did I use to help you know where to look?" (*on, under*). Explain that these special words are called **prepositions of place**. They are like little map-words that tell us the "where" of things. Today, we're going on a location adventure to become experts at using them!

State the objectives in kid-friendly terms: "By the end of our lesson, you'll be able to name these location words, use them to describe where things are, and even draw a map of a room using them!"

Part 2: Body - The Adventure Begins (25 minutes)

I Do: Modeling the Map (5 mins)

1. Take the small object (e.g., a pen) and the box.
2. Say, "Watch me. I'm going to show you how these words work."
3. Physically place the pen in different positions and say the sentence aloud clearly.
 - "The pen is **on** the box." (Place it on top)
 - "The pen is **in** the box." (Place it inside)
 - "The pen is **under** the box." (Place it underneath)
 - "The pen is **next to** the box." (Place it beside)
 - "The pen is **behind** the box." (Place it behind)
 - "The pen is **in front of** the box." (Place it in front)
4. As you do this, write each preposition on the whiteboard or large paper to create a visual anchor chart they can refer to.

We Do: Practicing Together (10 mins)**1. Activity 1: Preposition Simon Says (5 mins):**

This gets Sarah moving! Say, "Let's play Preposition Simon Says. You have to listen for the location word."

- "Simon says stand **next to** the bookshelf."
- "Simon says put your hand **on** your head."
- "Simon says sit **on** the floor."
- "Simon says hide **behind** your hands."
- "Put your foot **under** the table." (Try to catch her if she moves without "Simon says"!)

Formative Assessment: Watch to see if she correctly interprets the prepositions kinesthetically.

2. Activity 2: Where is It? (5 mins):

Use the fun object (stuffed animal). Place it somewhere in the room. Ask, "Sarah, where is the stuffed animal? Can you tell me in a full sentence using one of our new words?"

- Place it between two pillows. Guide her to say, "The stuffed animal is **between** the pillows." (Introduce "between" here if you haven't already).
- Place it behind a curtain. "The stuffed animal is **behind** the curtain."

Let her have a turn placing the object and asking you. This reinforces her understanding.

You Do: Independent Application (10 mins)**1. Activity: Design Your Dream Room!**

Say, "Now you get to be the designer! On your piece of paper, I want you to draw a simple room. It can be your dream bedroom, a cool game room, or anything you like! Include at least a bed, a window, and a desk."

2. Once the basic room is drawn, give her these instructions: "Now, I want you to add 5 more things to your room. Draw them in specific places. For example, you could draw a cat *under* the bed or a lamp *on* the desk."

3. After she finishes drawing, ask her to write 5 sentences below her picture describing where each item is, using a preposition of place from our list. She should underline the preposition in each sentence.

Success Criteria: Sarah will have a drawing with at least 5 objects clearly placed, and 5 corresponding sentences that each use a preposition of place correctly to describe the object's location.

Part 3: Conclusion & Recap (5 minutes)

- **Share and Celebrate (3 mins):**

Ask Sarah to be the tour guide for her new room. Have her show you the drawing and read her five sentences aloud. Offer specific praise: "I love how you wrote 'The poster is **above** the bed.' That's a perfect use of that preposition!"

Summative Assessment: The drawing and sentences serve as the final check for understanding.

- **Mission Debrief (2 mins):**

Recap the lesson's main points. Ask quick questions:

- "What do we call the words that tell us WHERE something is?" (Prepositions of place)
- "Can you name three we used today?"
- "Why are these words useful?" (To give clear directions, to describe things).

Conclude by saying, "Great work today, Agent Sarah! Your location mission was a success. Now you can describe where anything is!"

Differentiation & Extensions

- **For Scaffolding:** During the 'You Do' activity, keep the anchor chart of prepositions visible. If she struggles with sentence writing, offer sentence starters like "The _____ is _____ the _____."
- **For Extension:** Challenge Sarah to write a short paragraph describing her room using as many prepositions as she can. Or, have her create a treasure map of your real room, writing 3-4 clues using prepositions to lead you to a hidden "treasure" (the small object from the lesson).