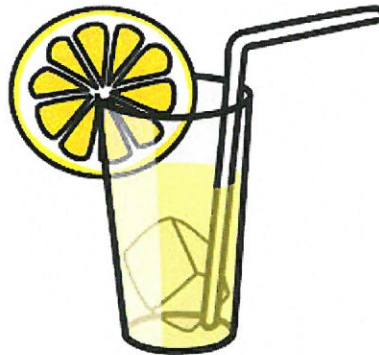


Pack for in/on/under



This pack should only be used under the guidance of a Speech and Language Therapist

Original concepts by Speech and Language Therapists in Hull and East Riding
Updated by Rona Gaffney 2015



Name: _____ D.O.B: _____
















School: _____

Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome
To help the child improve their expressive and receptive language skills to their full potential	The child is not using the position words in/on/under correctly or using them at all	<p>The child will be able to understand and use 'in' 80% of the time during structured therapy activities</p> <p>The child will be able to understand and use 'on' 80% of the time during structured therapy activities</p> <p>The child will be able to understand and use 'under' 80% of the time during structured therapy activities</p>		
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.		


















Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist



Preposition activity ideas

Type of Instruction	Activity	Equipment needed	Example instructions
Preposition (1 information carrying word)	Teddy is playing around the box.	Box  Teddy 	"put teddy <u>in</u> the box" "put teddy <u>under</u> the box" "put teddy <u>on</u> the box"
Object / Preposition (2 information carrying words)	We are going to play hide and seek with the toys	Box  Toys   	"put <u>doll</u> <u>in</u> the box" "put the <u>ball</u> <u>under</u> the box" "put the <u>car</u> <u>on</u> the box"
Preposition / Place (2 information carrying words)	The car is going to hide around the bag and box.	Car  Bag  Box 	"put the car <u>on</u> the <u>bag</u> " "put the car <u>under</u> the <u>box</u> " "put the car <u>in</u> the <u>bag</u> "
Object / Preposition / Place (3 information carrying words)	We are going to play hide and seek with the doll and teddy	Box  Bag  Chair  Table  Doll  Teddy 	"put <u>doll</u> <u>in</u> the <u>box</u> " "put the <u>teddy</u> <u>under</u> the <u>table</u> " "put the <u>doll</u> <u>on</u> the <u>chair</u> "

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<p>Person / Action / Preposition / Place (4 information carrying words)</p>	<p>The boy and the girl are playing in the house. Can you make them follow the instructions?</p>	<p>Bed </p> <p>Chair </p> <p>Table </p> <p>Girl doll </p> <p>Boy doll </p>	<p>"make <u>girl sit</u> <u>under</u> the <u>table</u>" "make <u>boy stand</u> <u>on</u> the <u>chair</u>" "make <u>boy jump</u> <u>under</u> the <u>bed</u>"</p>
<p>Size / Object / Preposition / Place (4 information carrying words)</p>	<p>Doll and teddy are playing hide and seek. Can you help them find a good hiding place?</p>	<p>Big and little doll  </p> <p>Big and little teddy  </p> <p>Bag </p> <p>Box </p>	<p>"put <u>big doll</u> <u>on</u> the <u>bag</u>" "put <u>little teddy</u> <u>in</u> the <u>box</u>" "put <u>big teddy</u> <u>under</u> the <u>bag</u>"</p>
<p>Colour / Object / Preposition / Place (4 information carrying words)</p>	<p>You need to tidy the toys away in the bag or box.</p>	<p>Blue and red car  </p> <p>Blue and red ball  </p> <p>Bag </p> <p>Box </p>	<p>"put the <u>blue car</u> <u>under</u> the <u>bag</u>" "put the <u>blue ball</u> <u>in</u> the <u>box</u>" "put the <u>red ball</u> <u>on</u> the <u>bag</u>"</p>

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In on and under

TARGET: For the child to understand and use the position words

- in
- on
- under

ACTIVITIES TO TRY

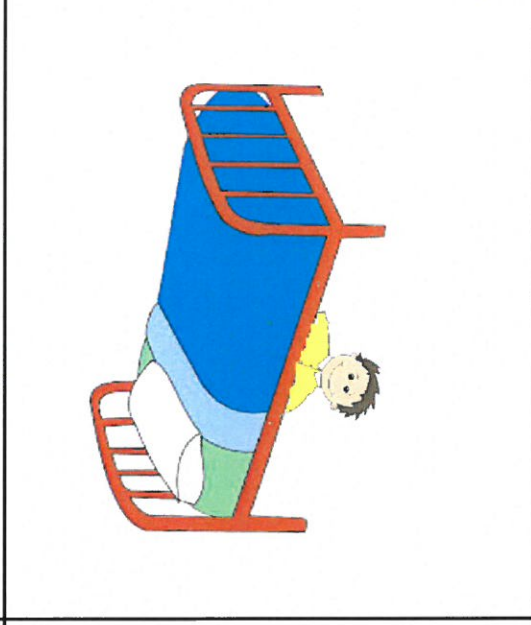
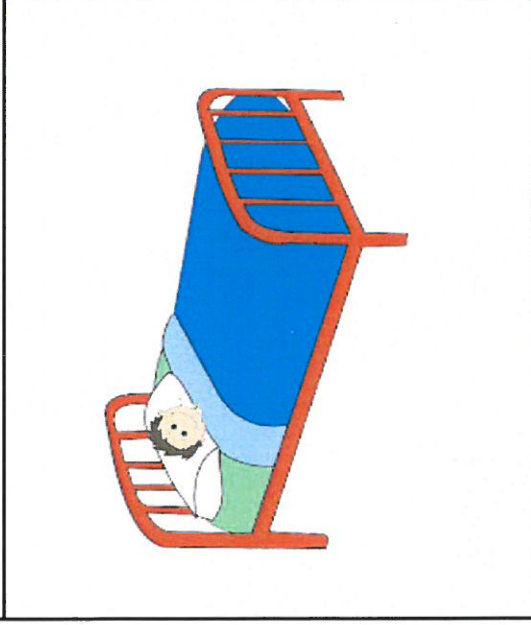
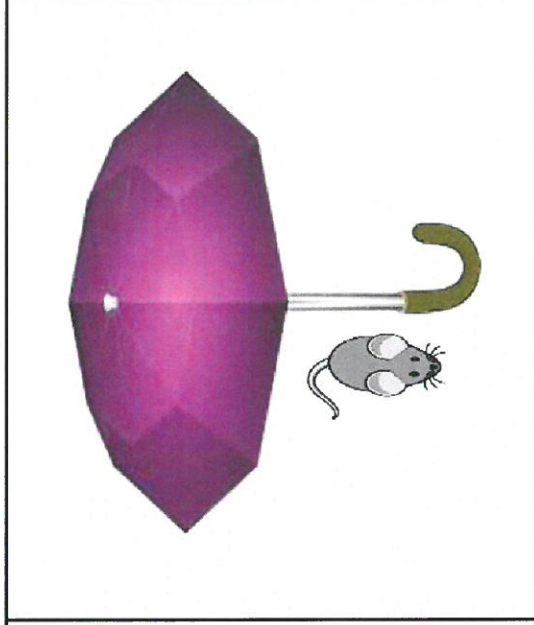
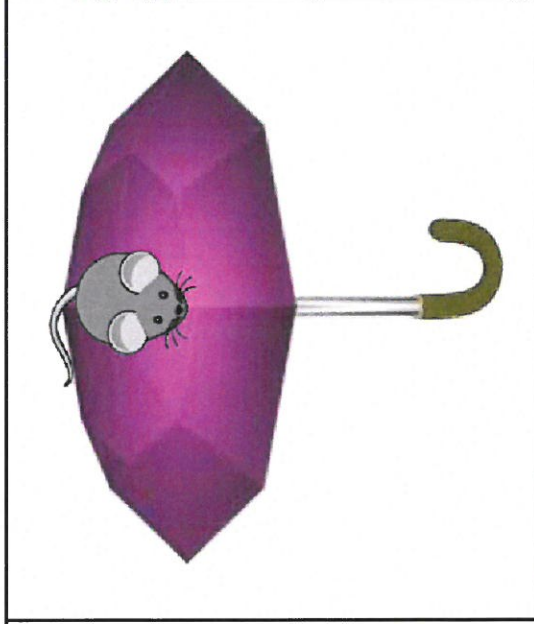
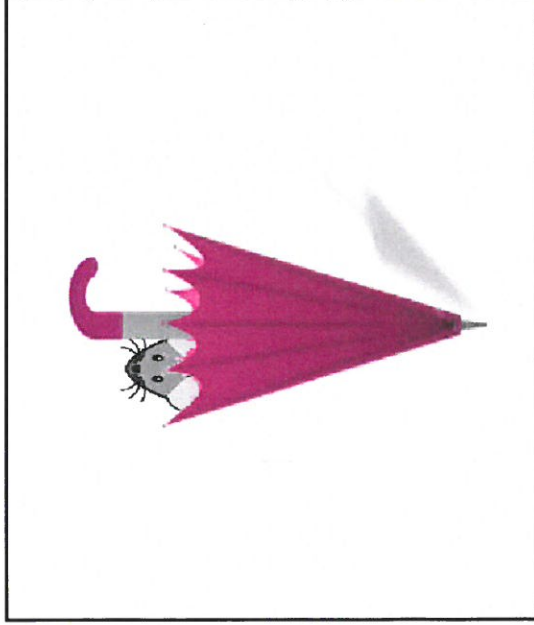
- Play hide and seek with some toys – take it in turns to hide objects around the room and say where you've put them
- Put some objects in a feely bag – pull one out and then ask the child to put it somewhere – e.g. under the chair, on the table
- Look at books together where people might be hiding (e.g. Spot books) talk about things being inside, on top and underneath
- Free play – you can talk about position of objects when playing with activities in the nursery/class – e.g. in the sand, under the water
- Tidying things away – in the drawer, under the bed, on the table
- CBeebies / CBBC website have some nice interactive games relating to this target



Lotto Game

- ◇ Each player has a lotto board.
- ◇ Spread the cards out on the table with the pictures face down so you can't see them.
- ◇ Take it in turns to choose a card.
- ◇ Say what the picture is, remembering to use your special sound.
- ◇ Match the picture to the correct lotto board.
- ◇ The winner is the player who gets all the pictures on their board first.

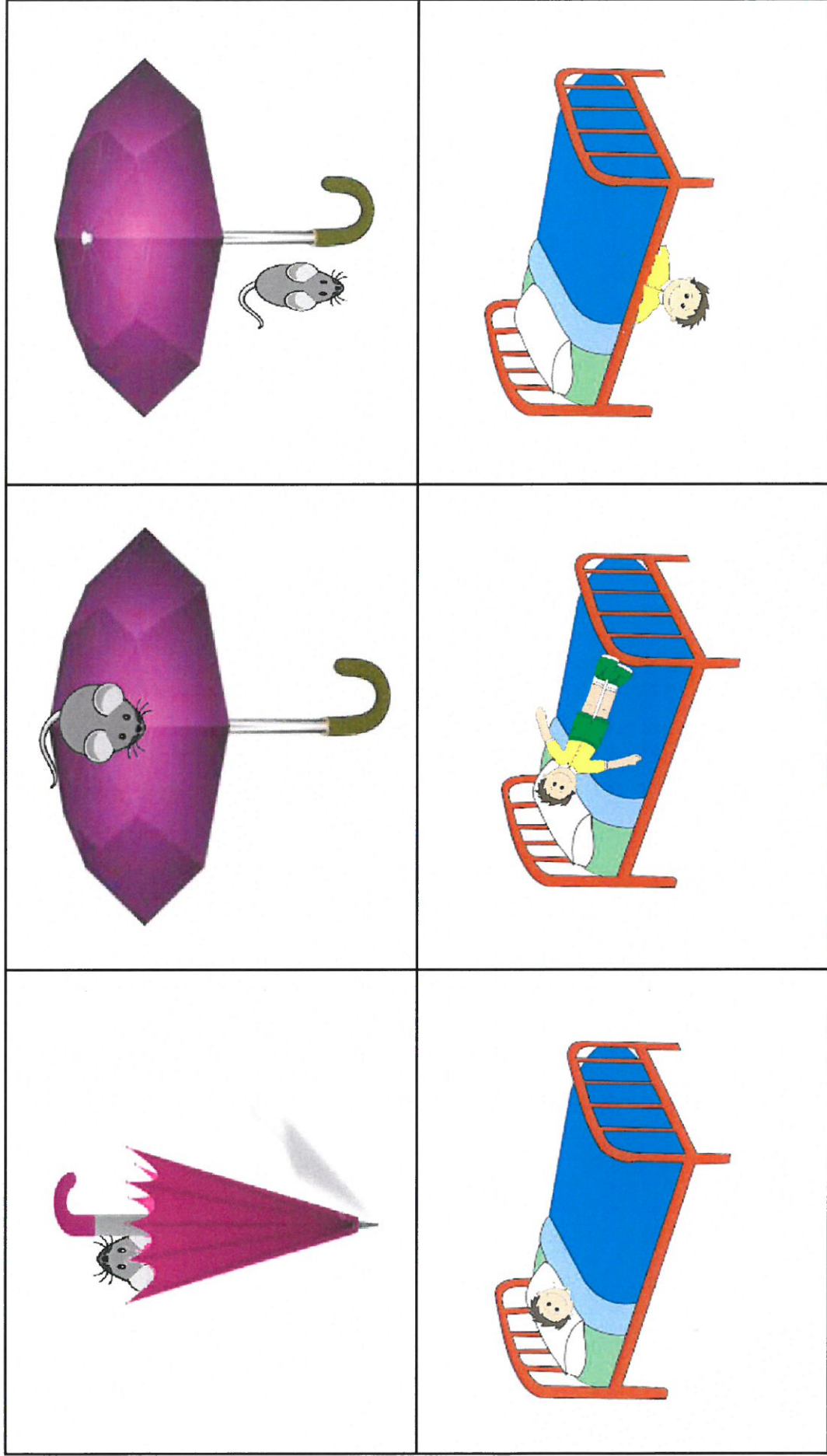




In on under

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In on under

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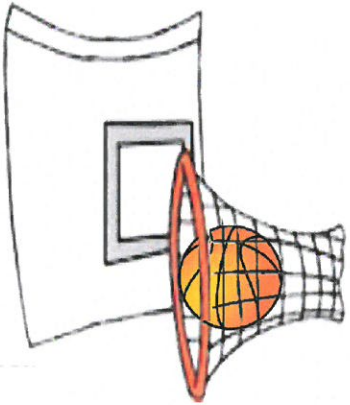
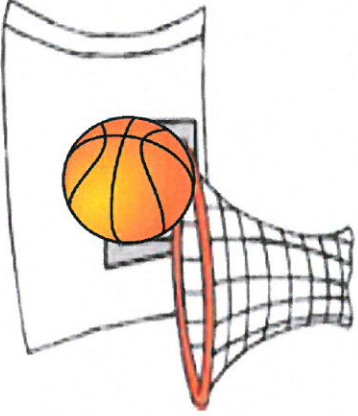
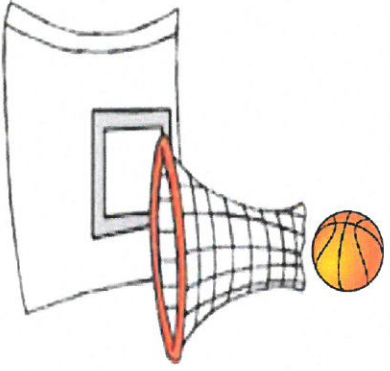

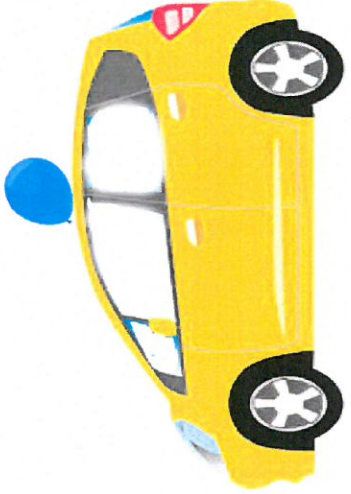





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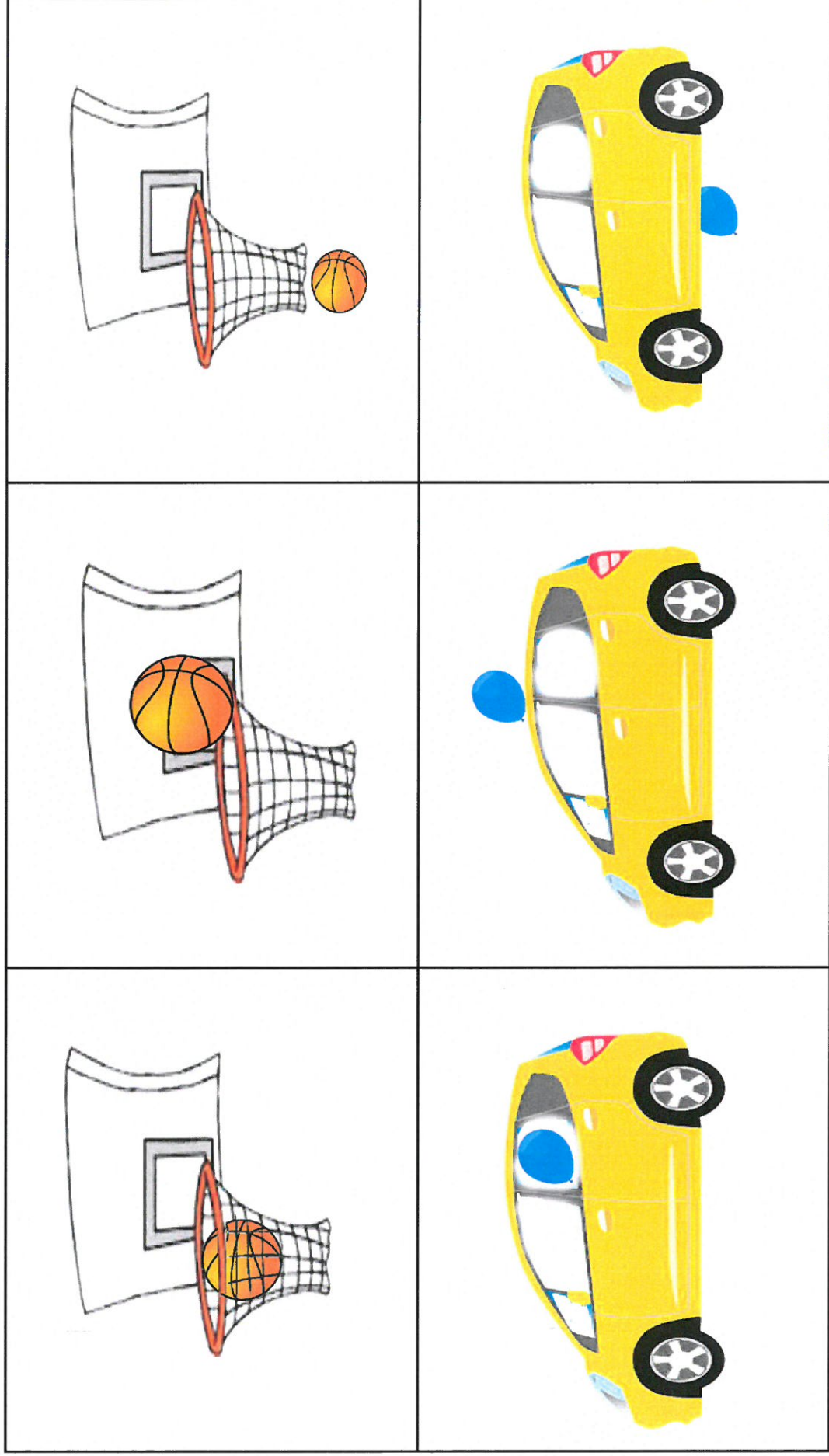
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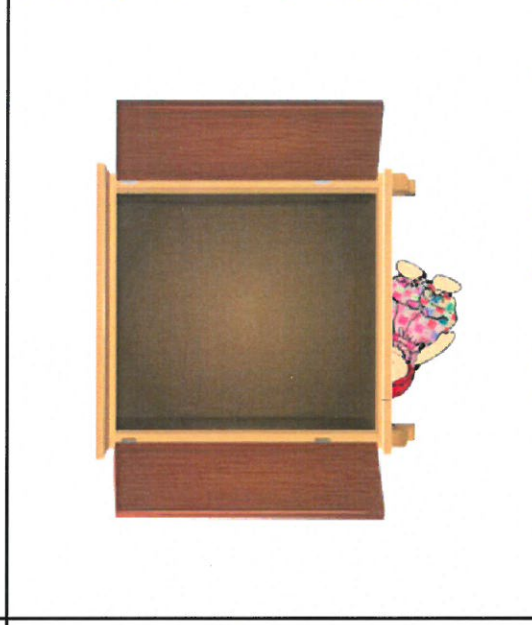
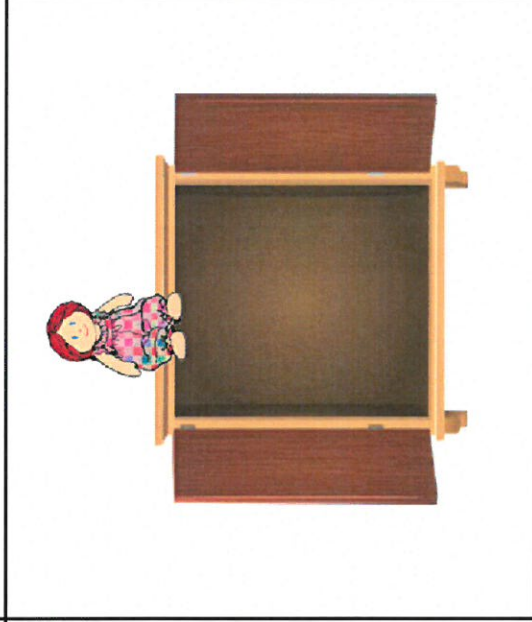
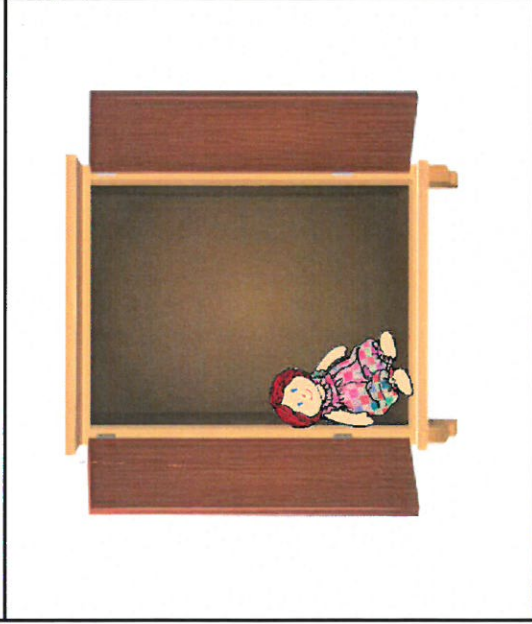
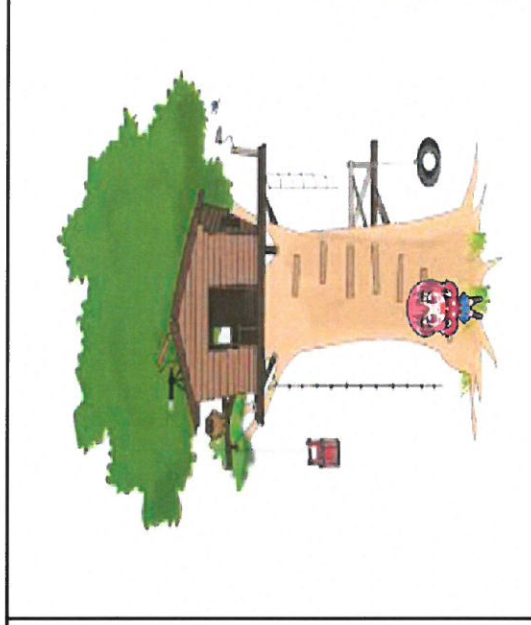
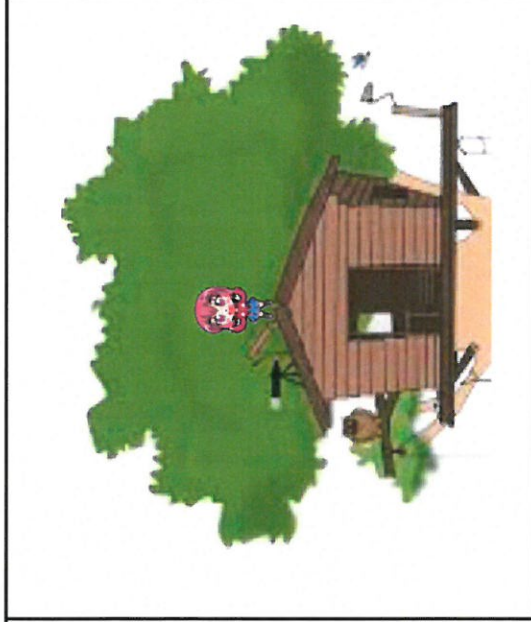
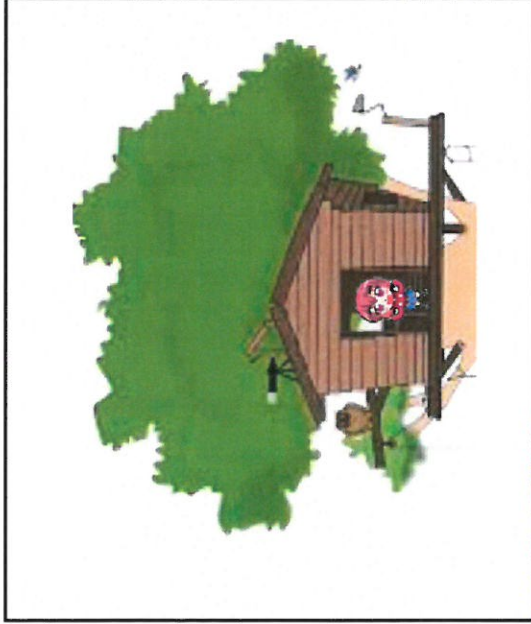




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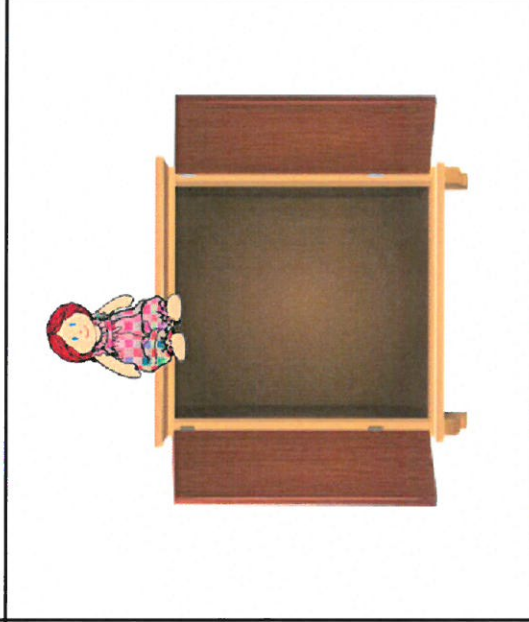
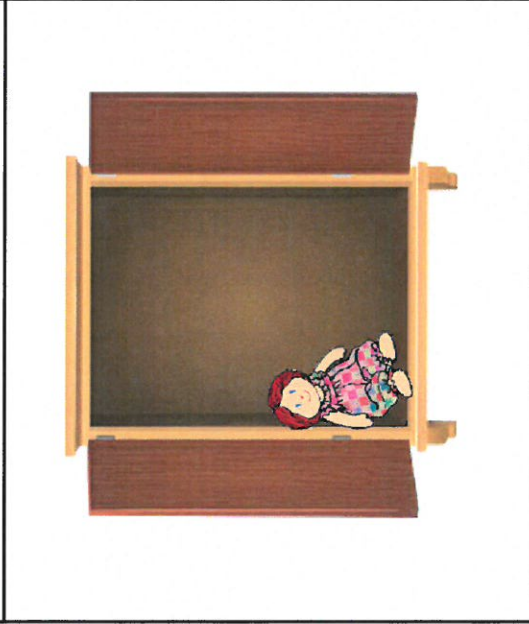
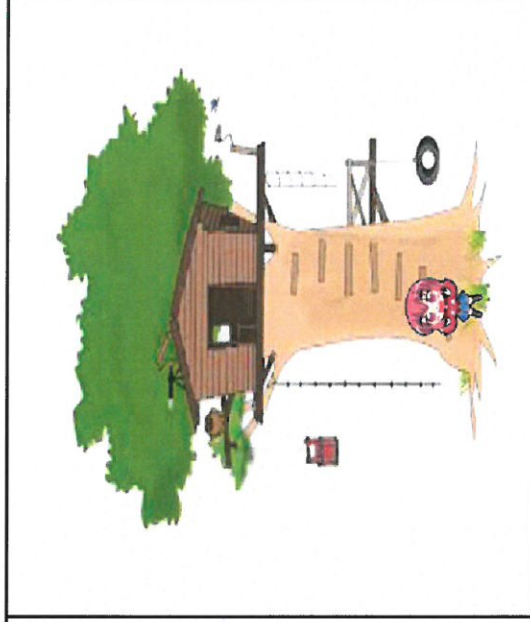
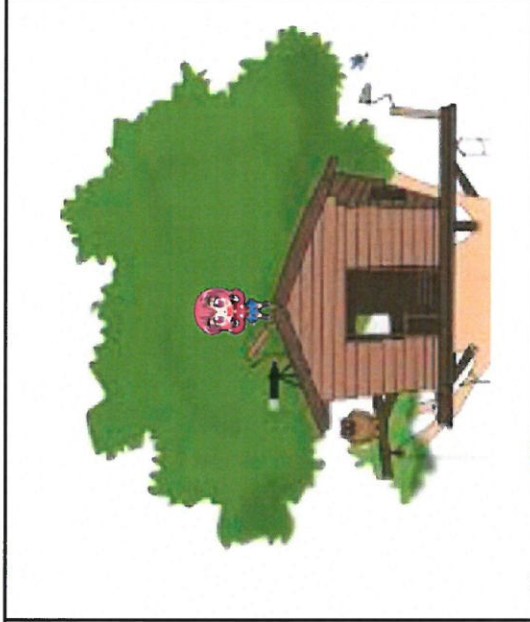
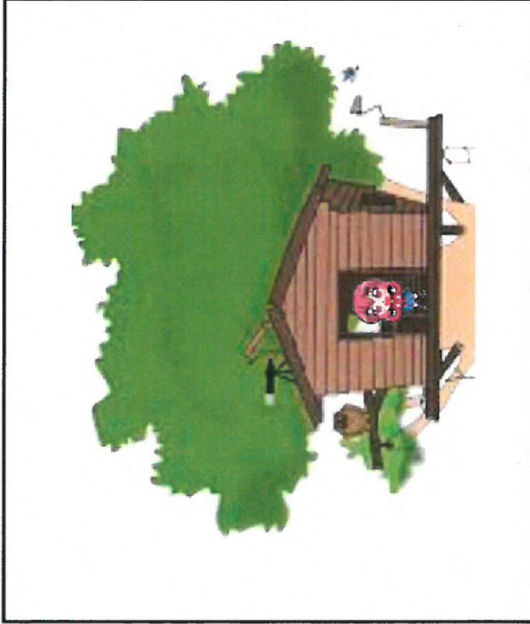




In on under

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In on under

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In on under

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Preposition Board Game

You will need - the board game

a dice

a counter for each player

Place the counters on the start square.

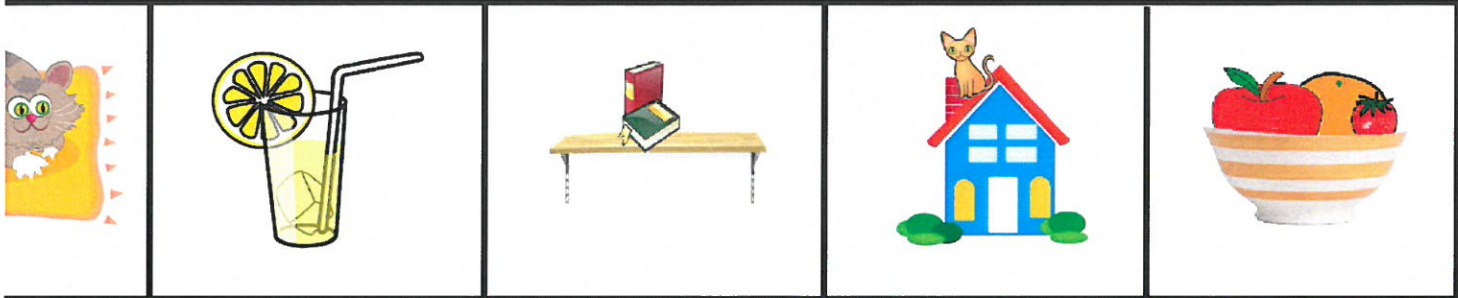
Take turns to roll the dice. You must say what is on the square that you land on using the position words.

The winner is the person who lands their counter on the finish square first.

To make the game harder, If you are wrong you must miss a turn.

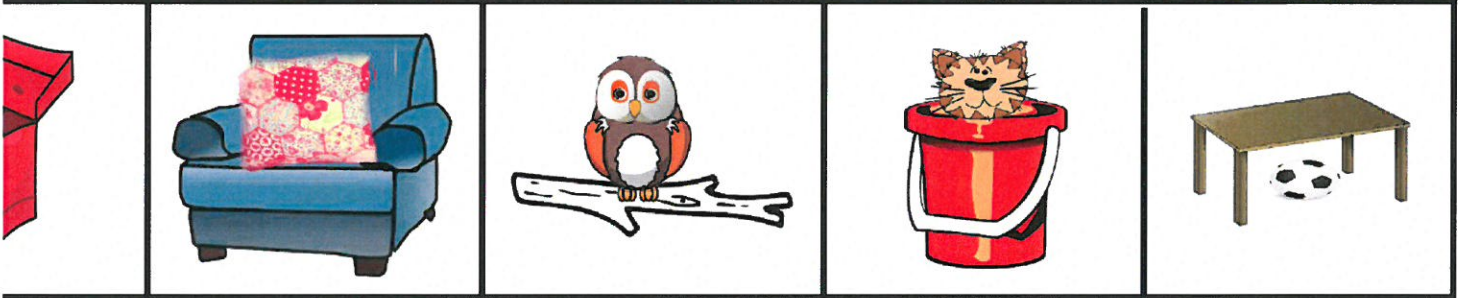
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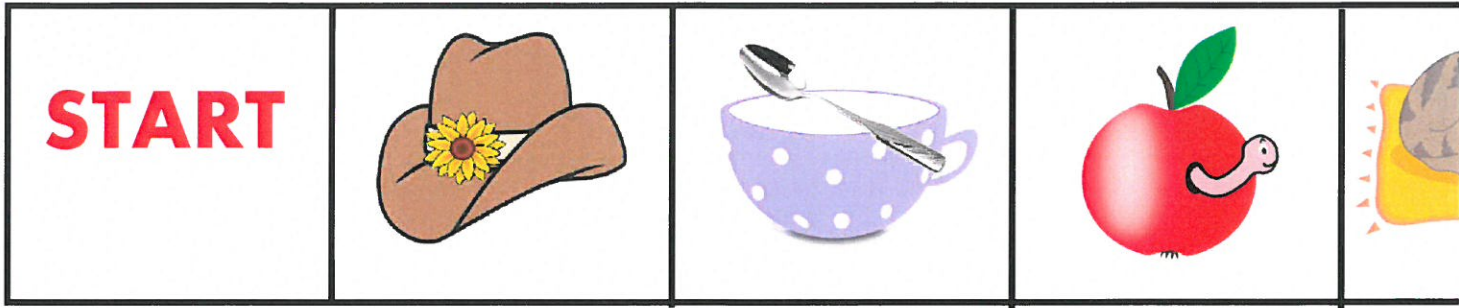




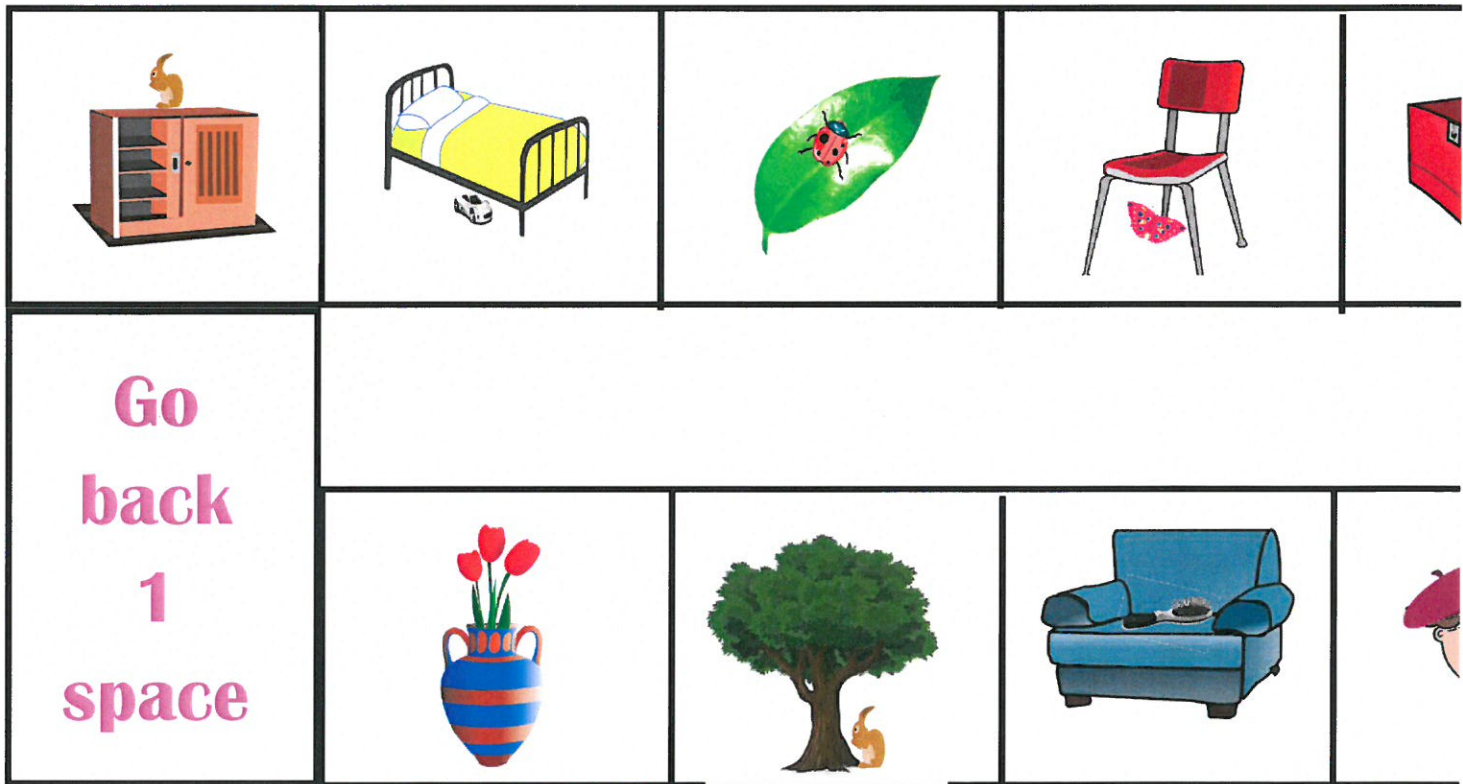
Board Game

Miss
a turn





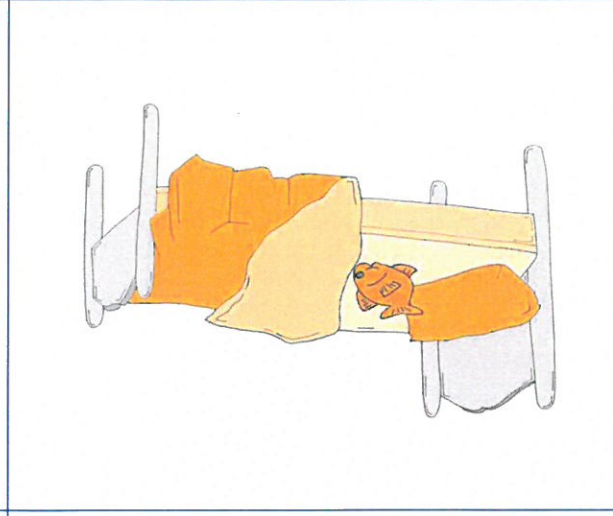
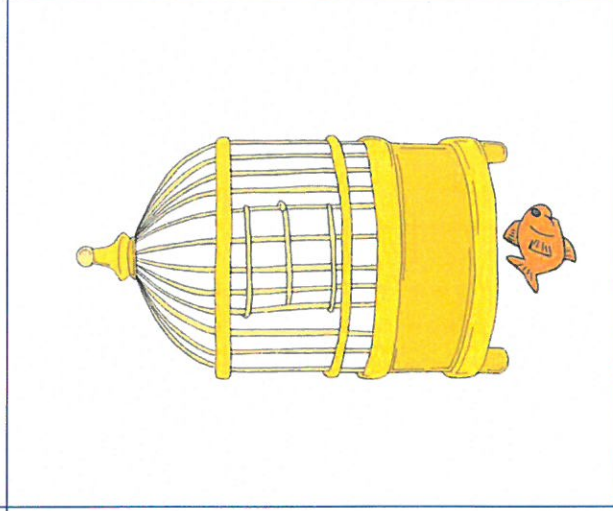
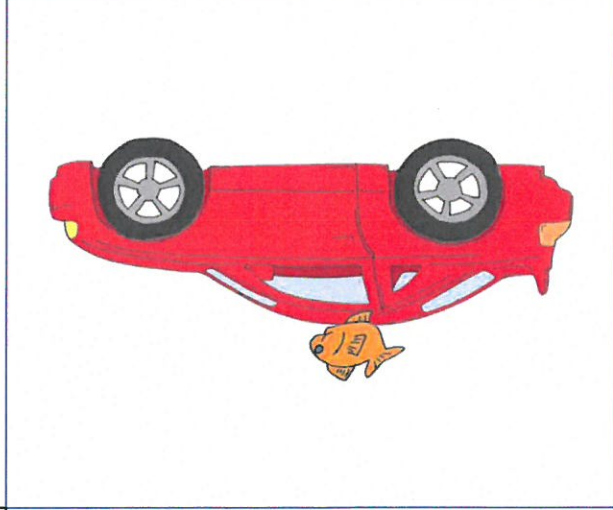
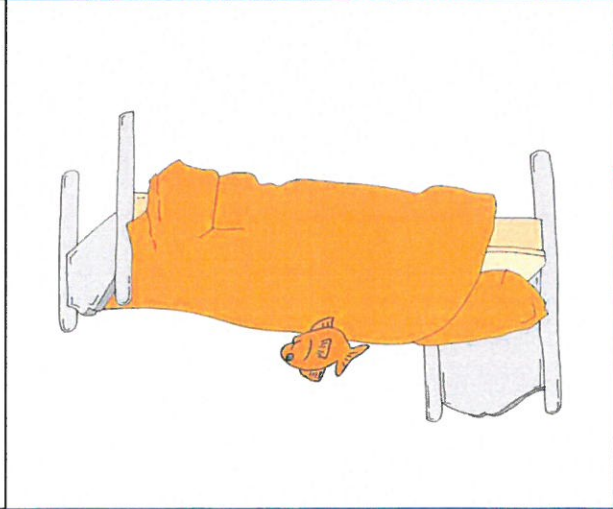
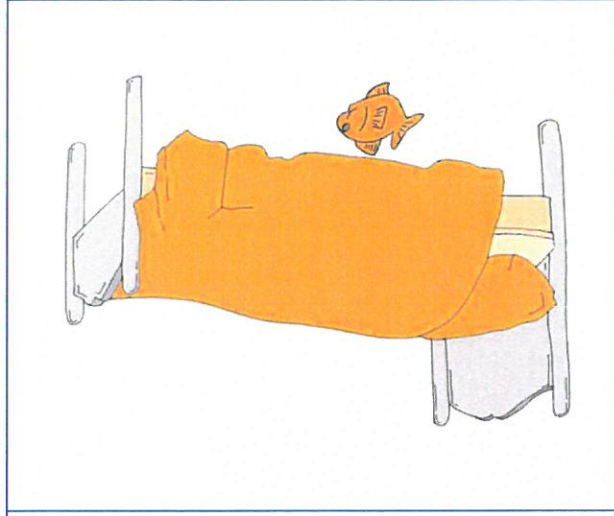
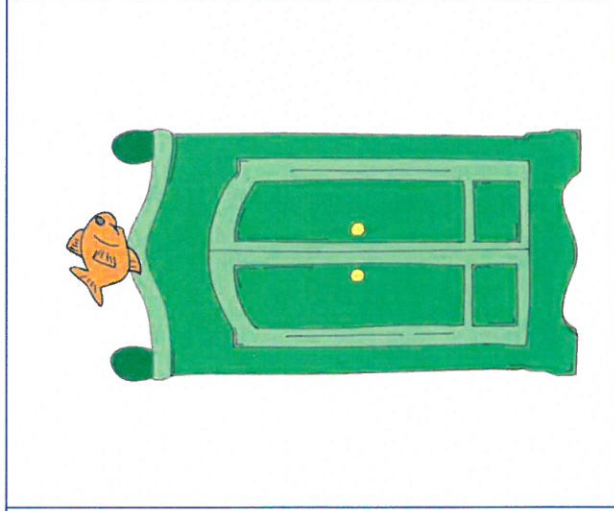
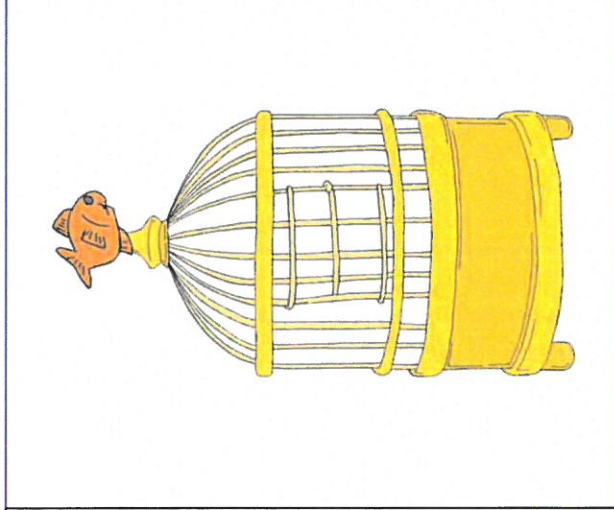
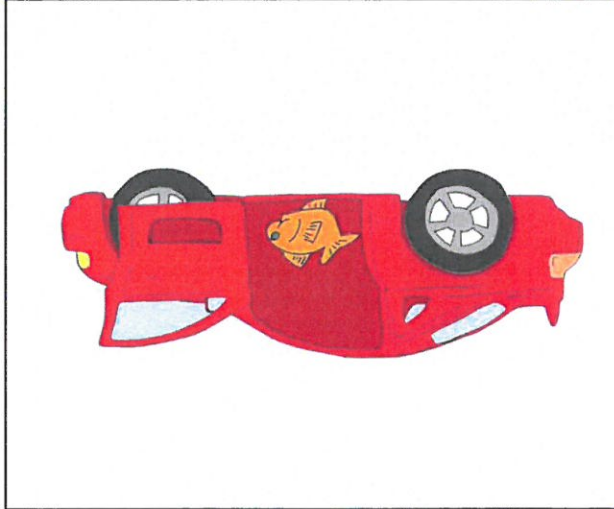
Preposition

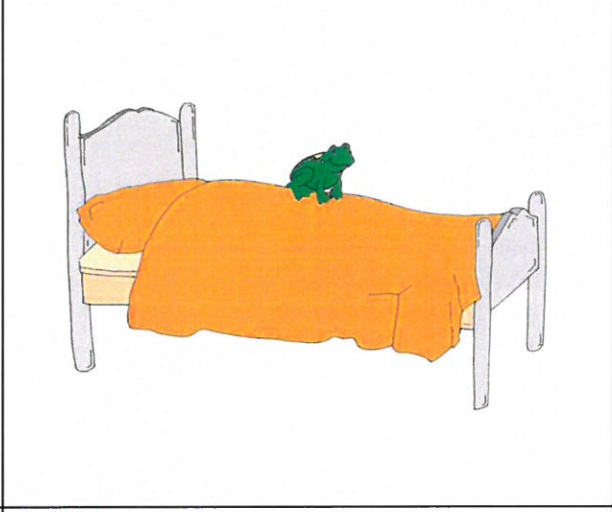
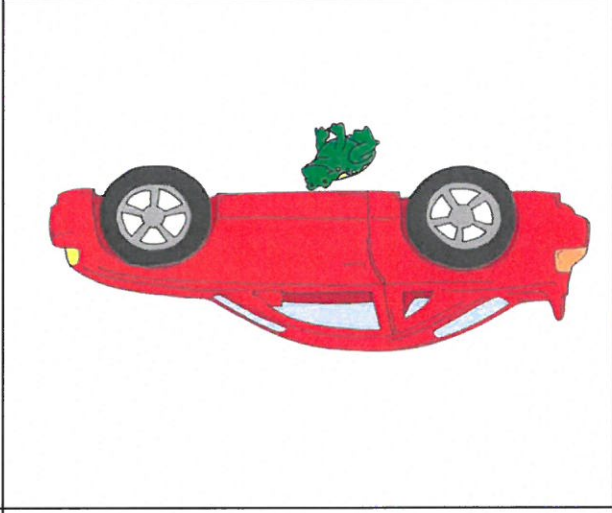
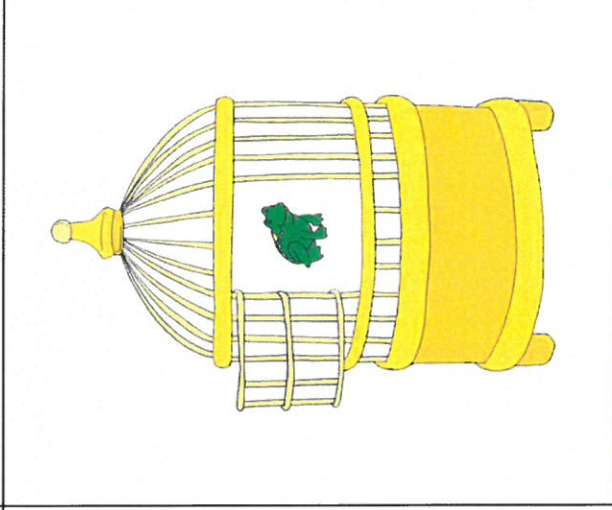
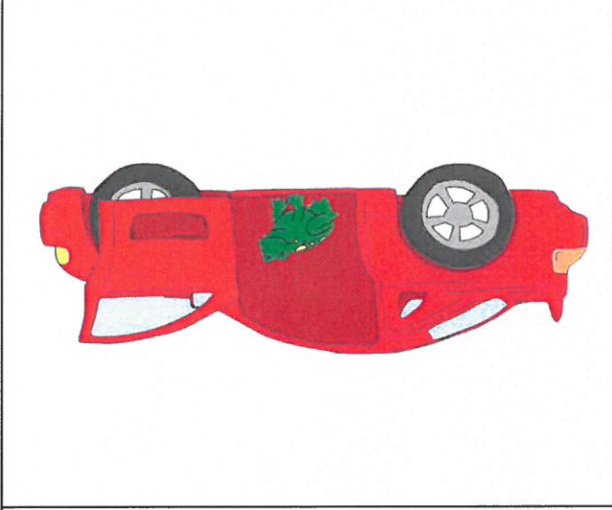
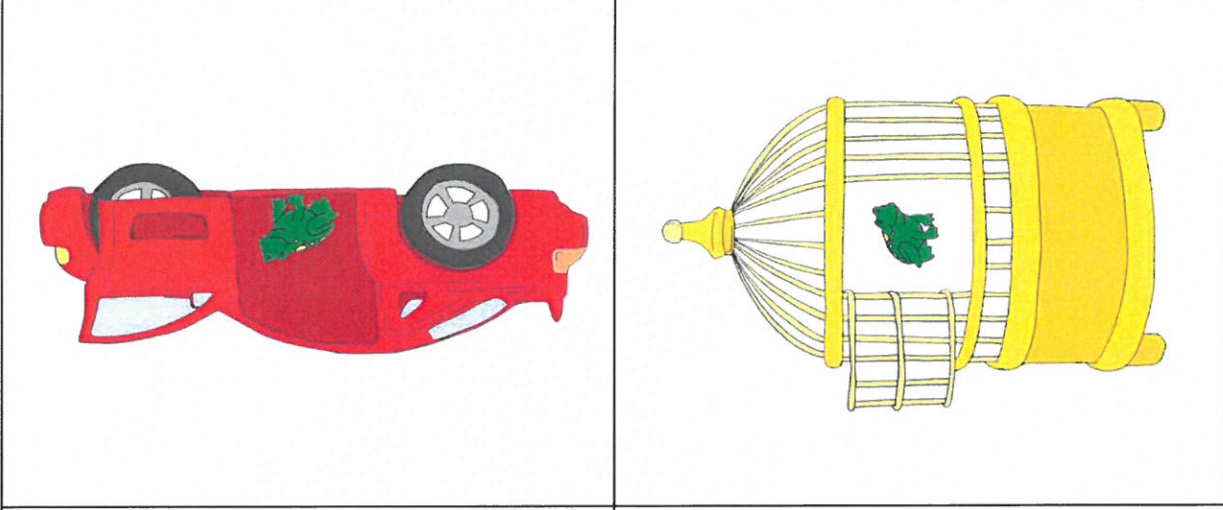
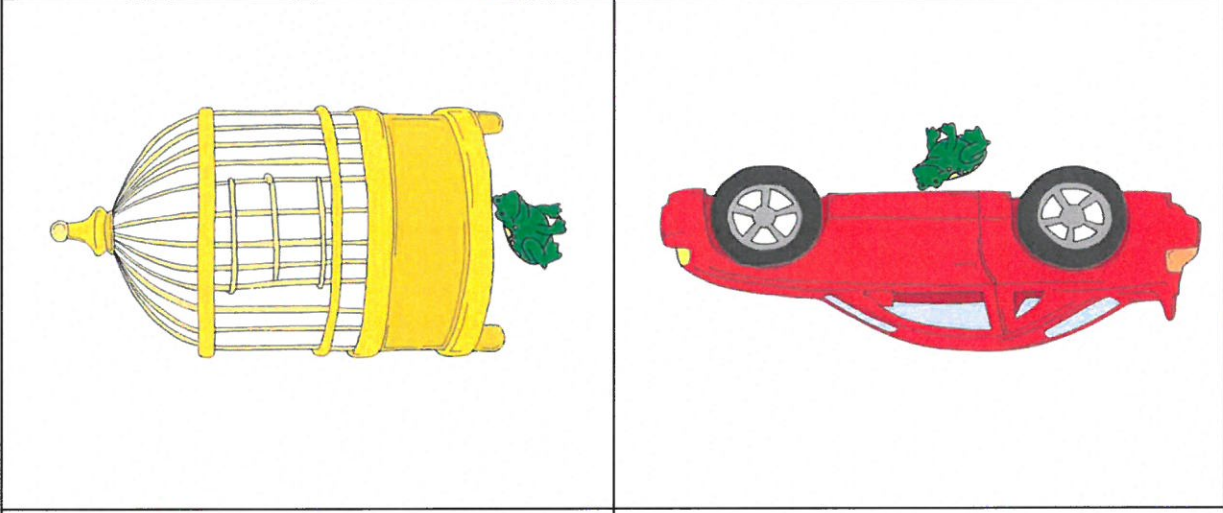
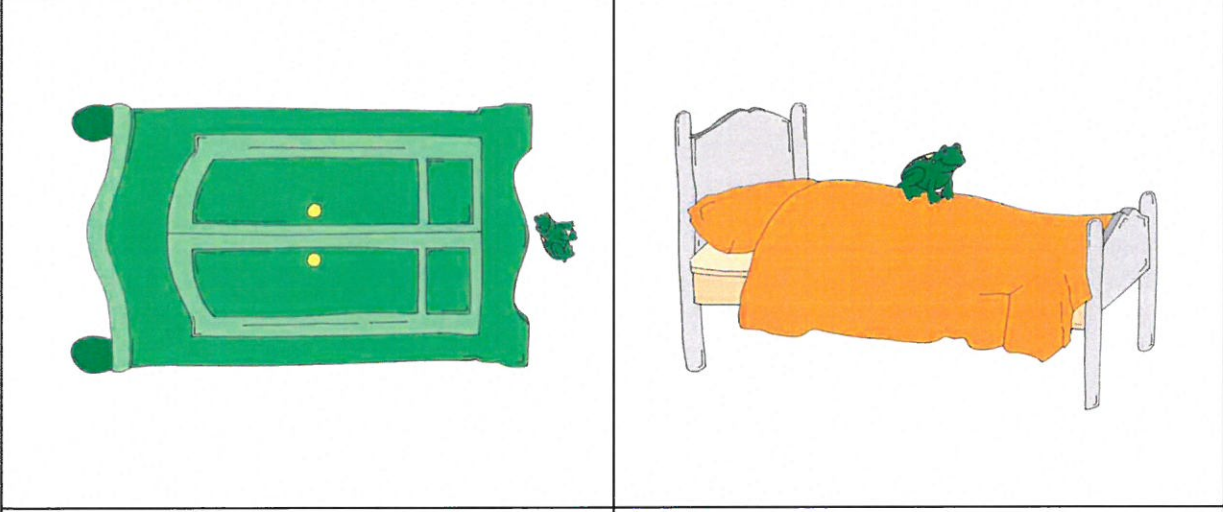
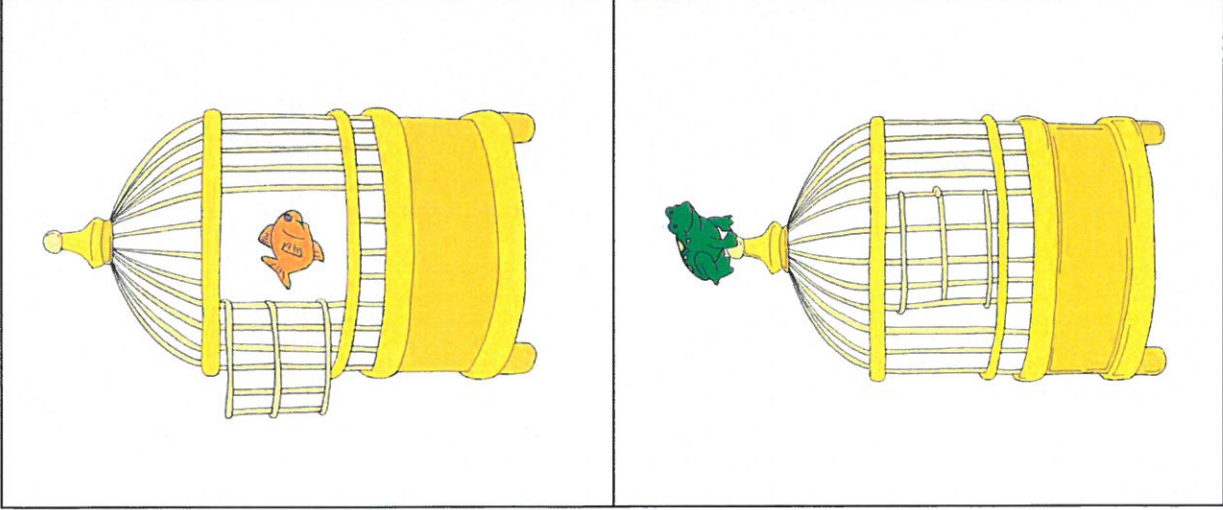


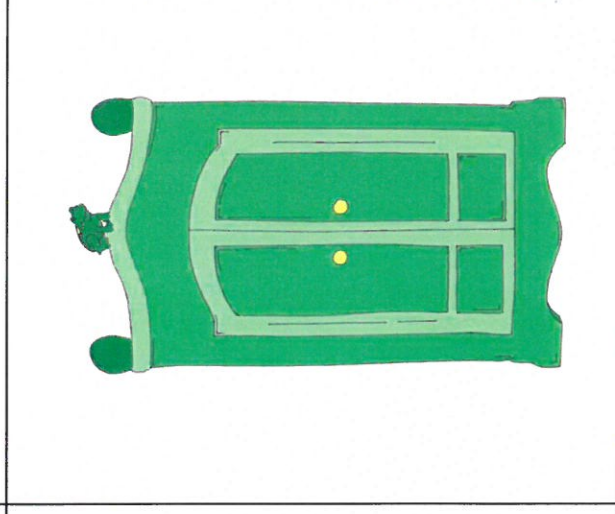
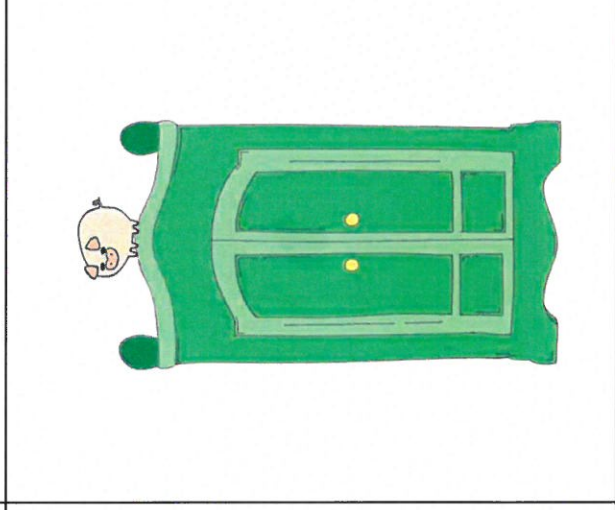
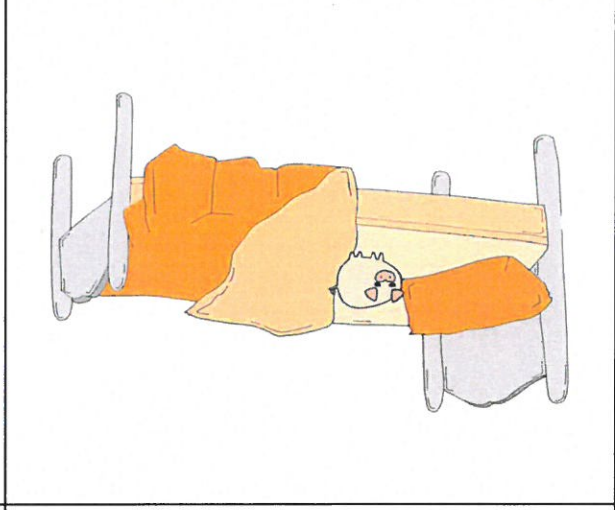
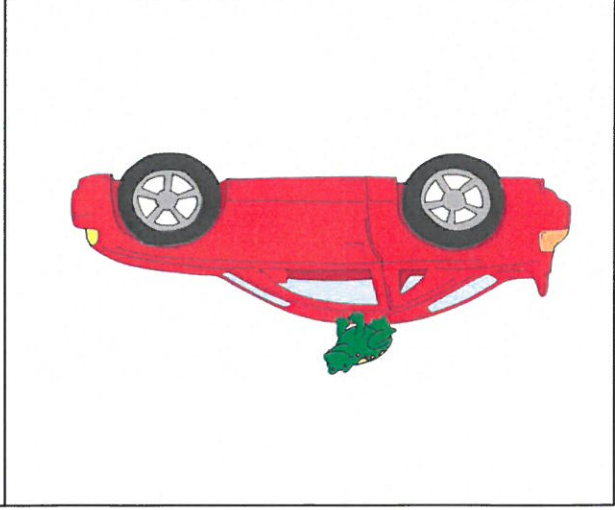
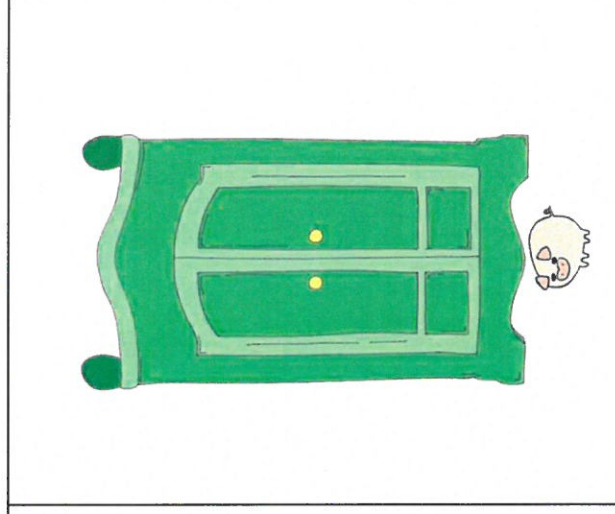
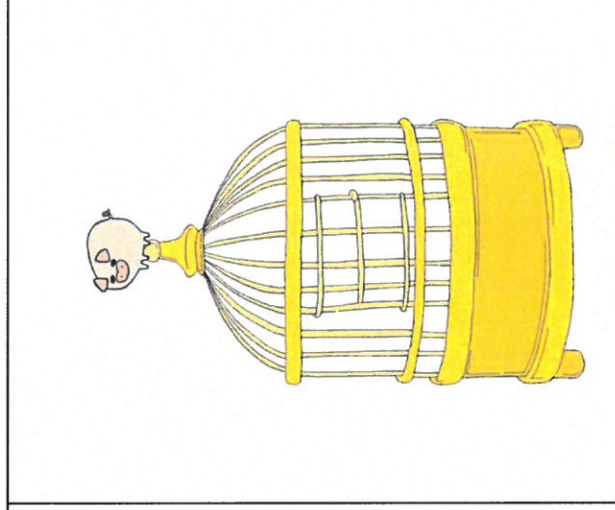
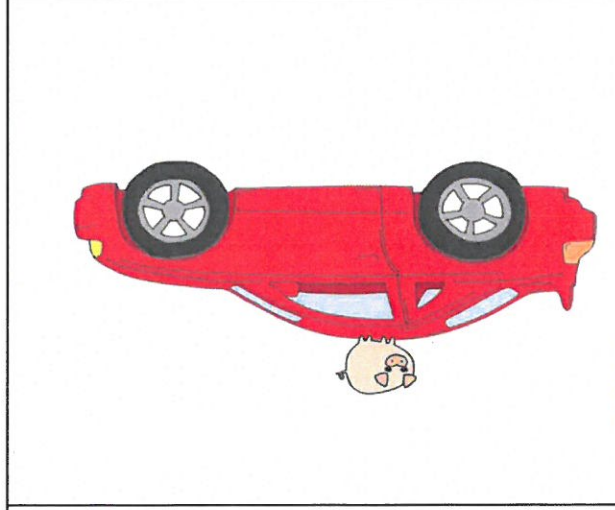
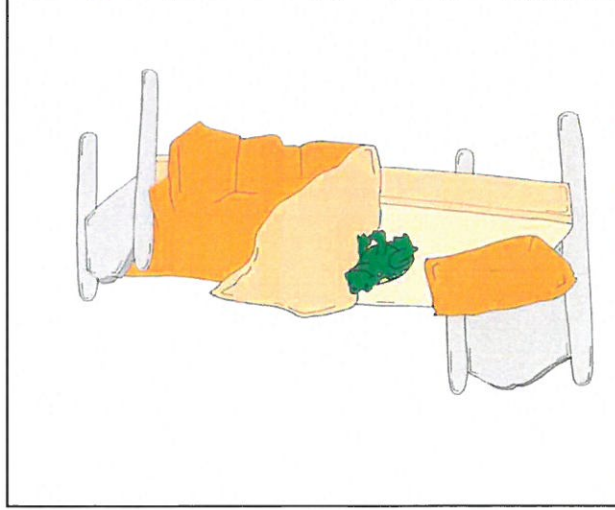
In on under game

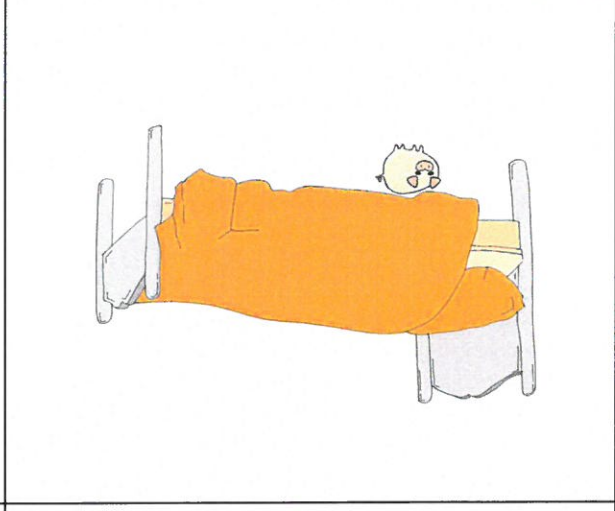
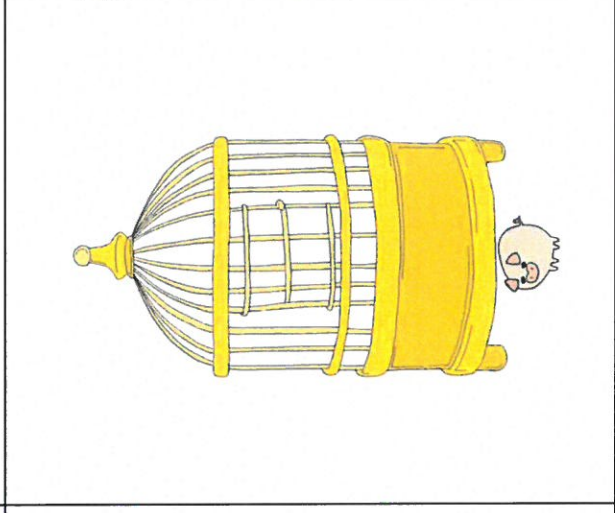
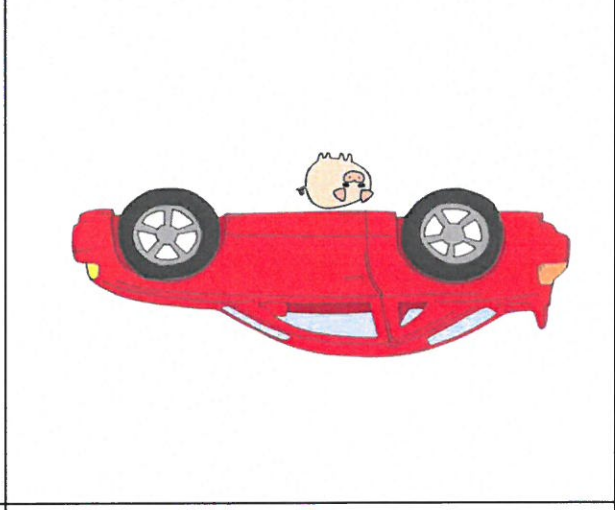
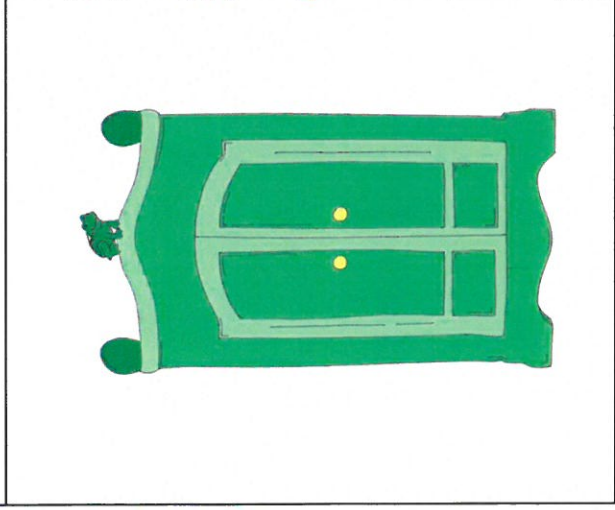
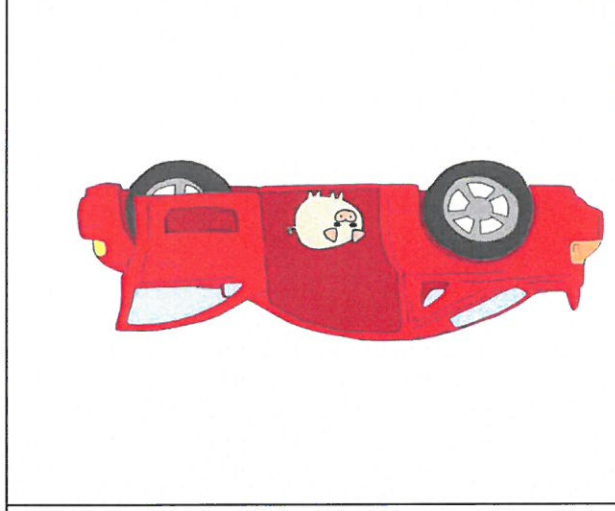
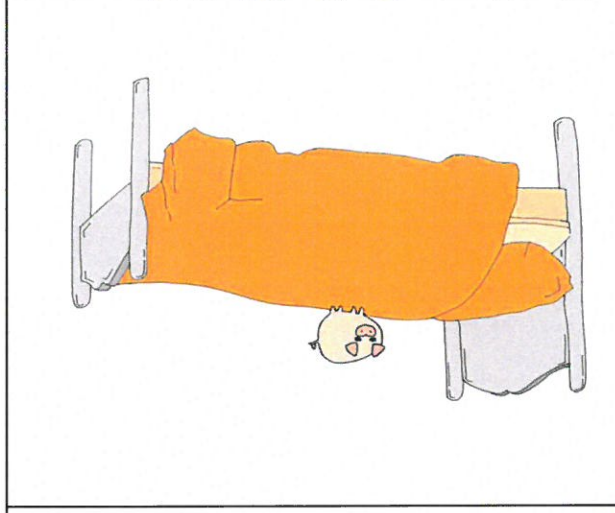
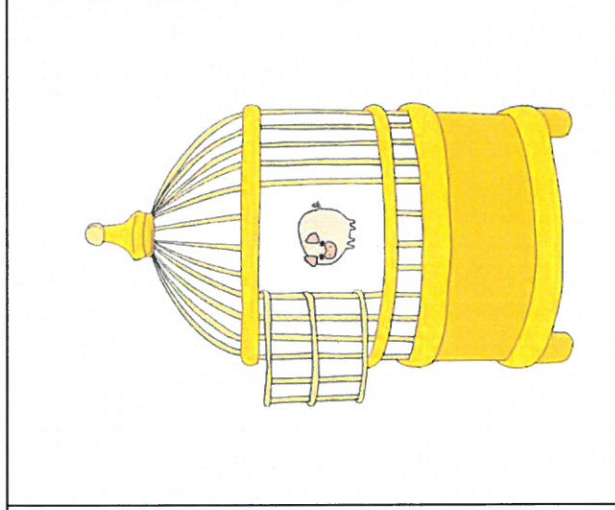
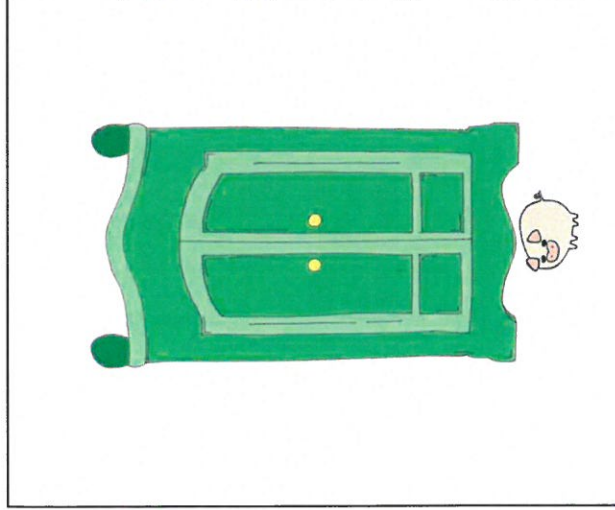
- Cut out the small cards and shuffle them
- Cut out the animal cards and place them in front of the child along with the wardrobe, cage, car and bed pictures.
- Pick up a small card and describe what it is for the child. Can they make the same picture with their pieces.
- Once they have made their picture show them what is on your card and compare the pictures. Talk about where the animal is.
- Once the child is getting 80% correct—change places and they can describe the picture to you.









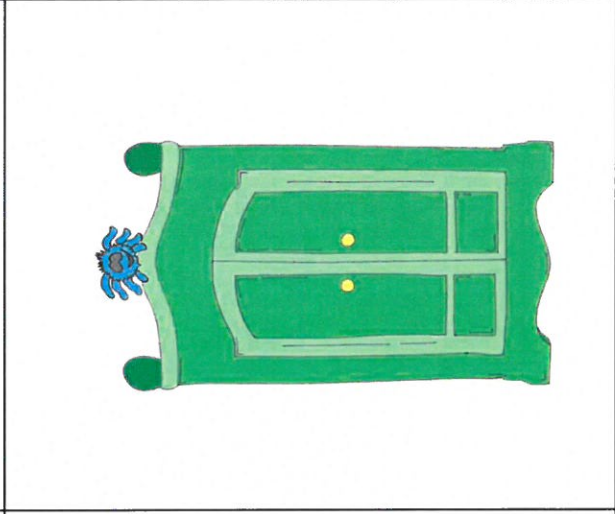
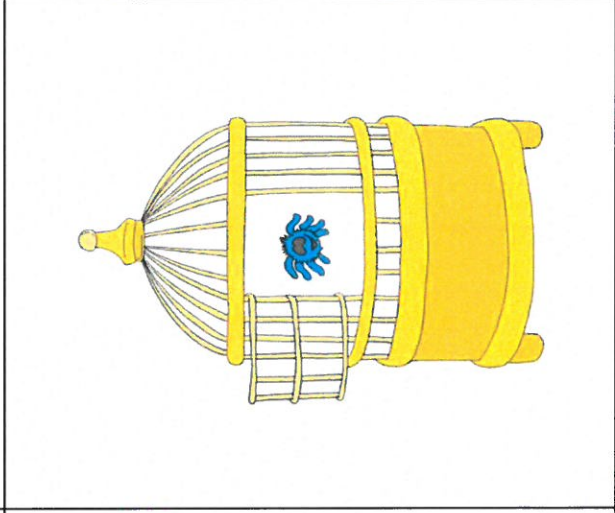
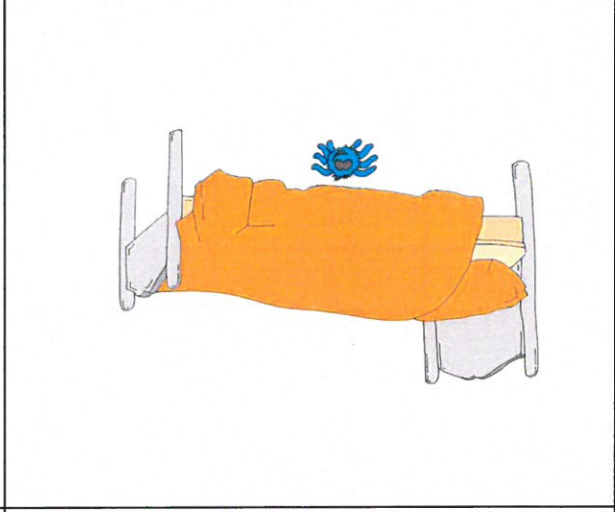
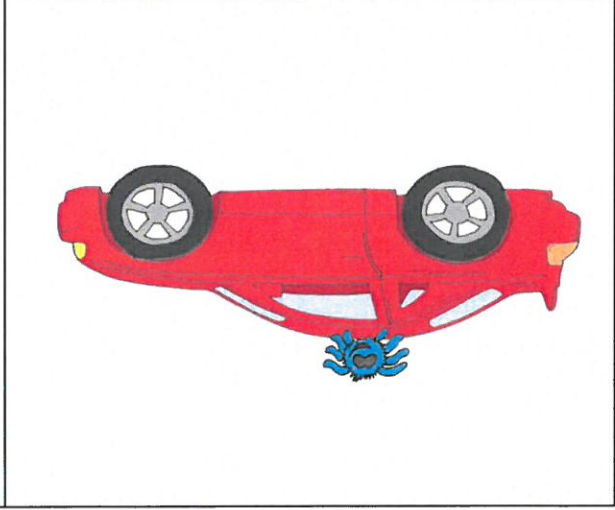
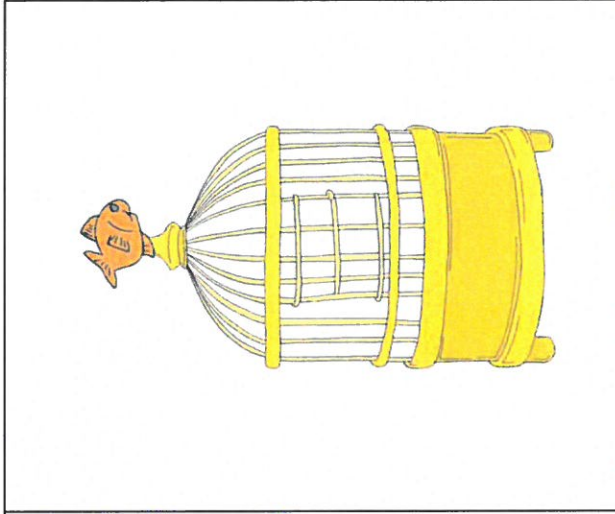
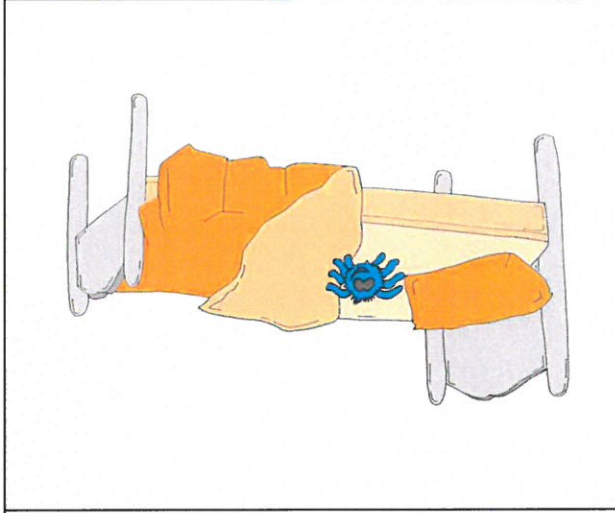
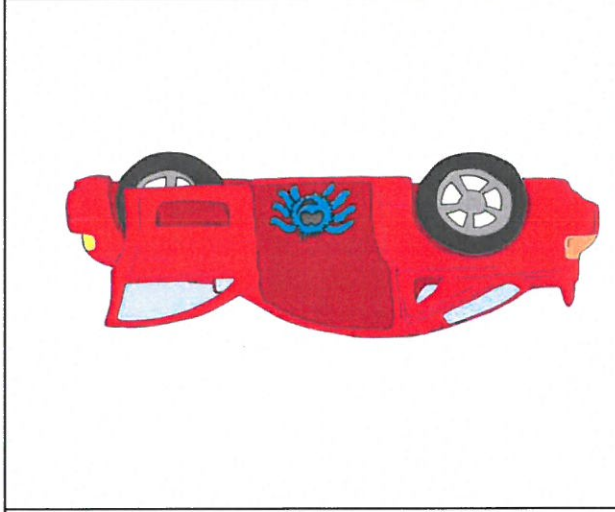
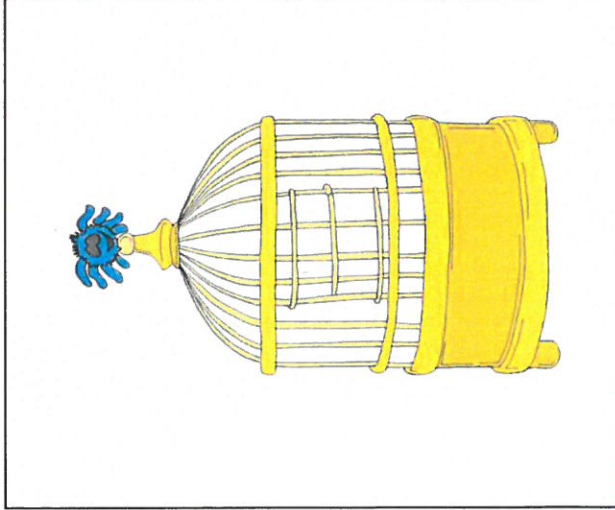




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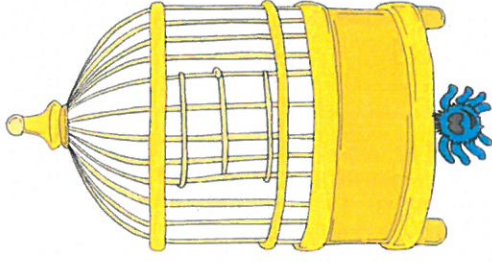
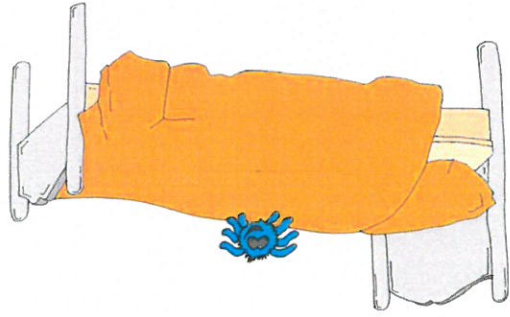
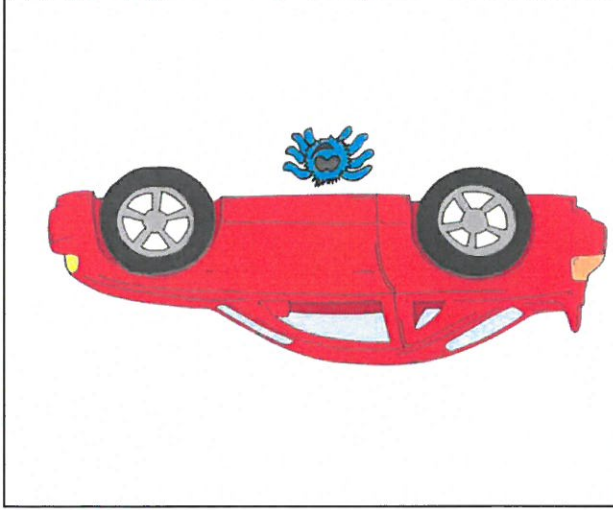


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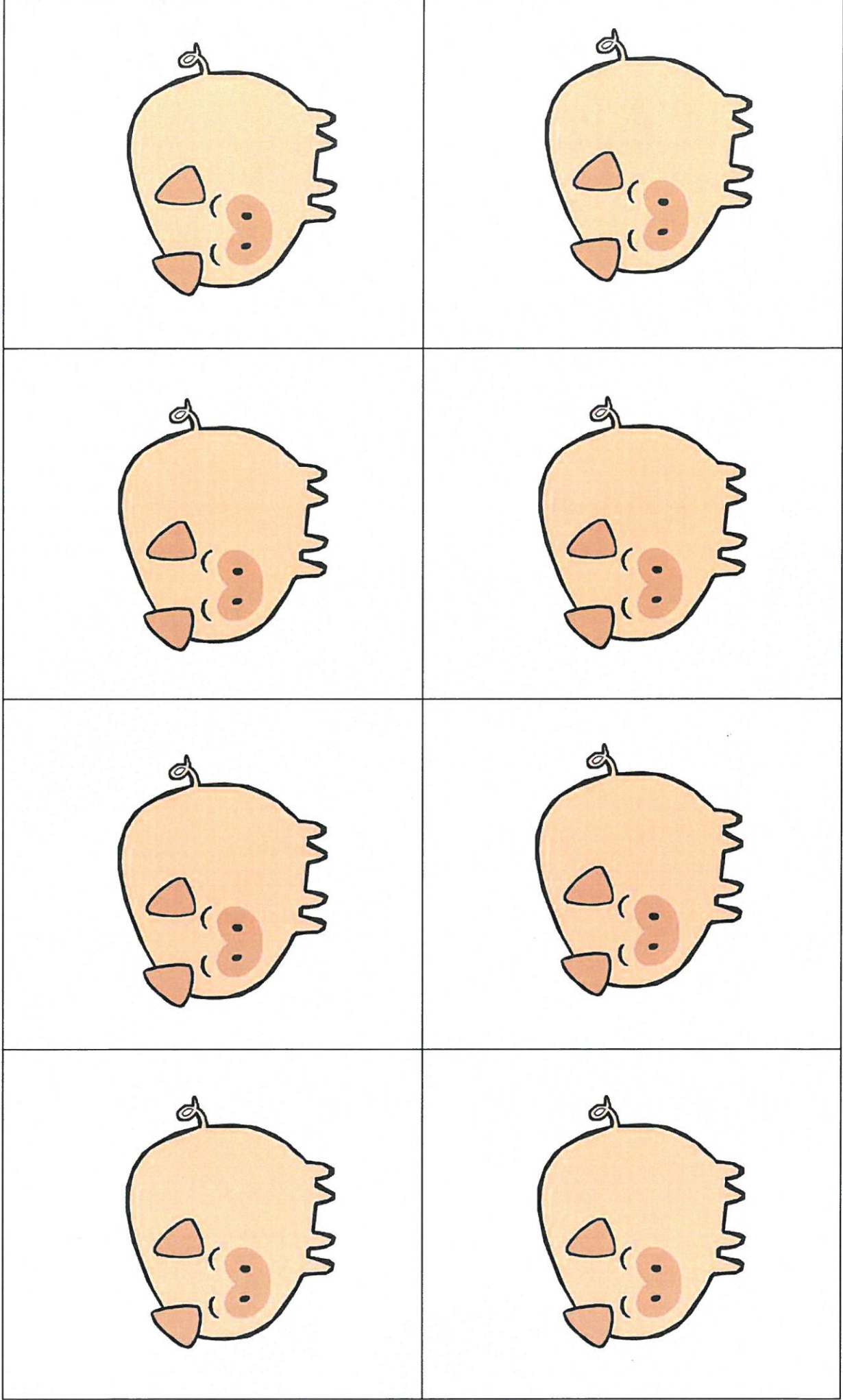
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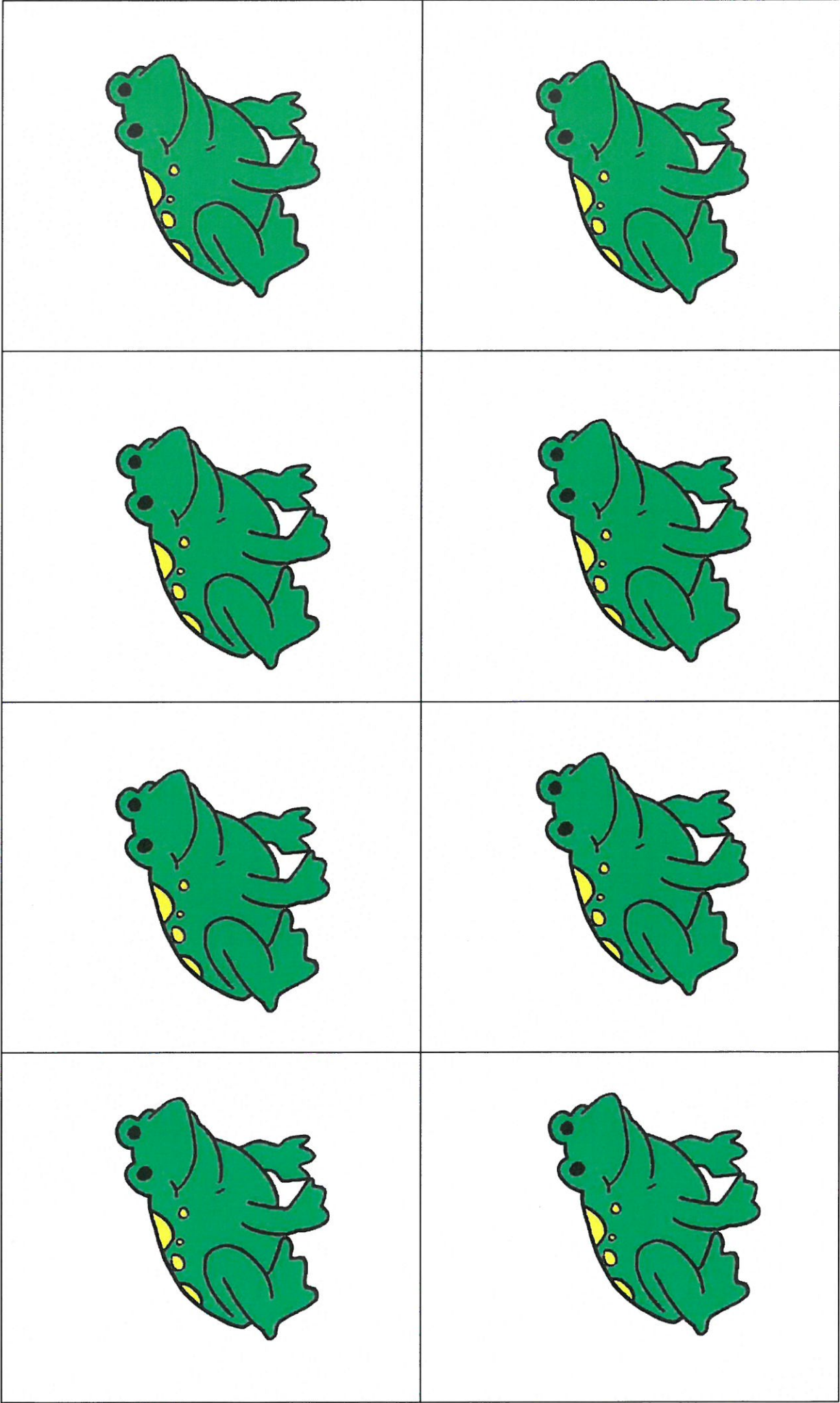


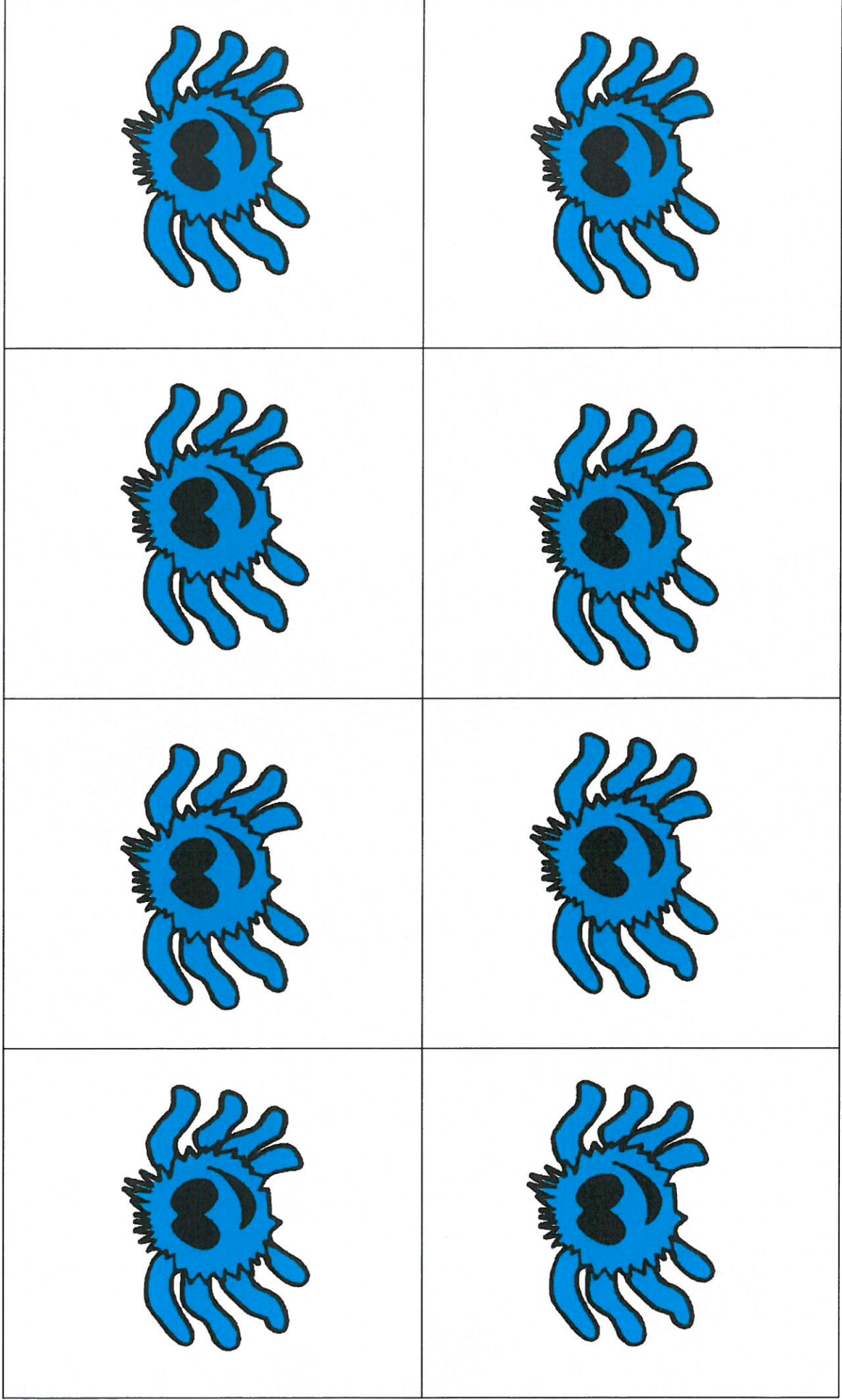


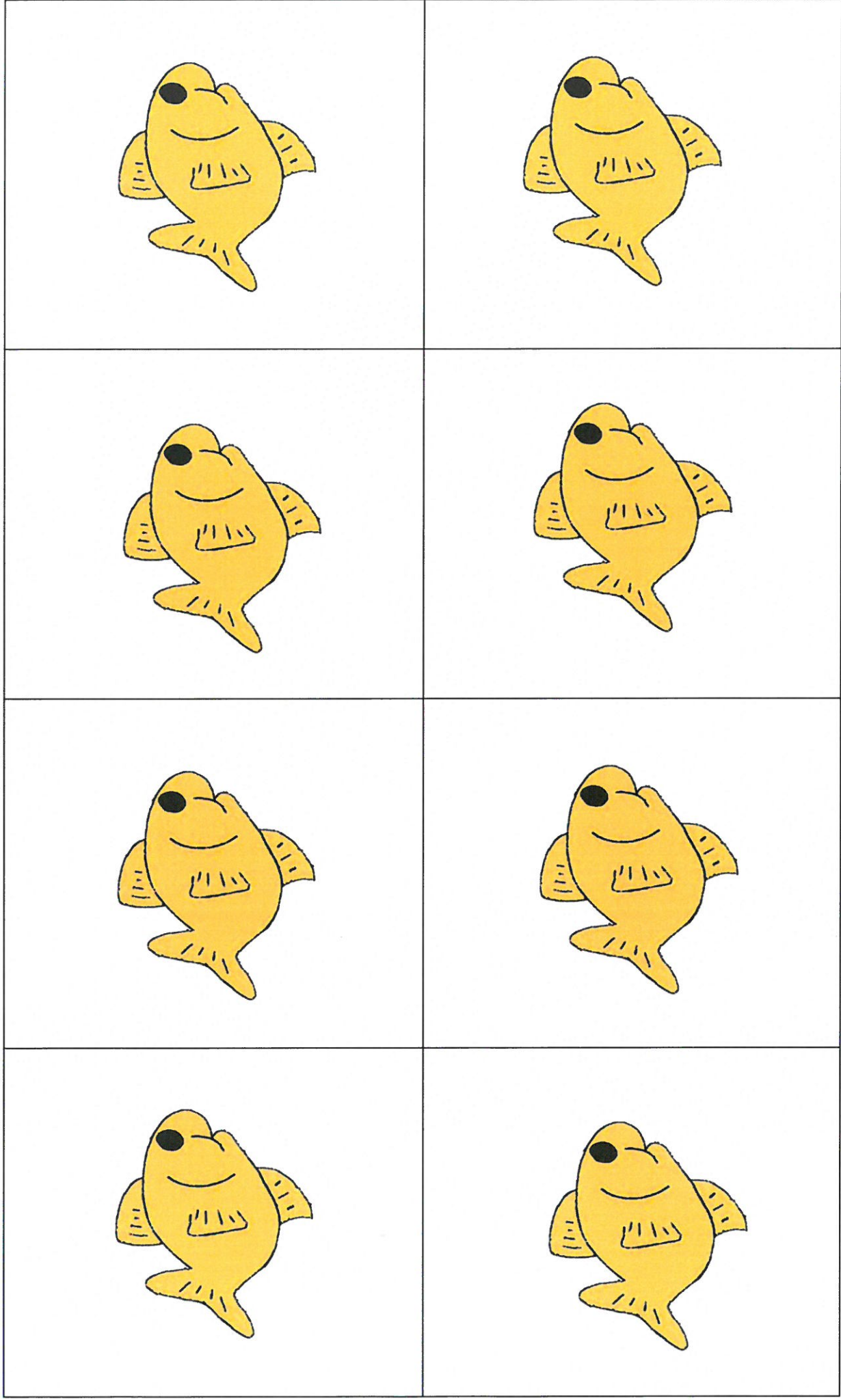
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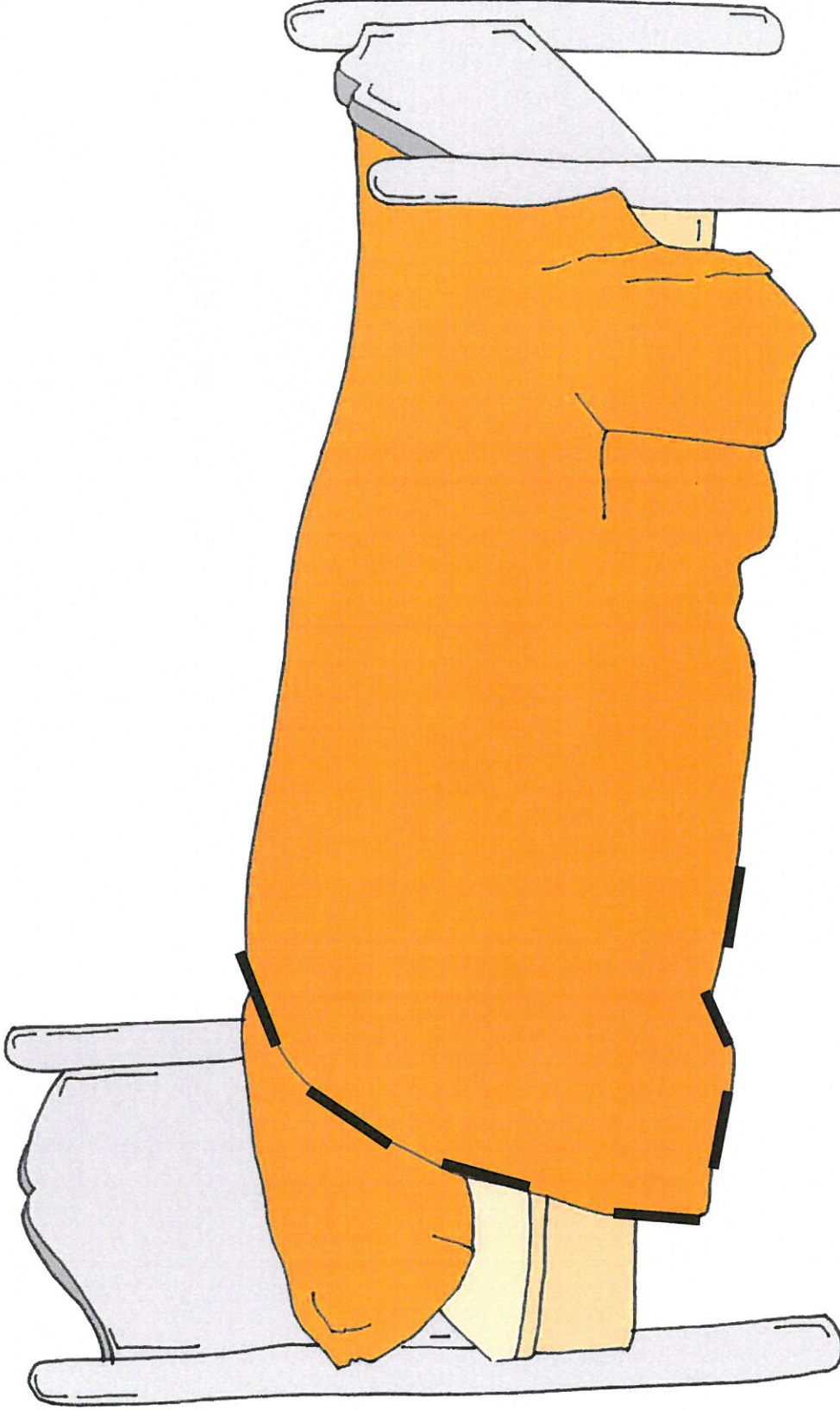






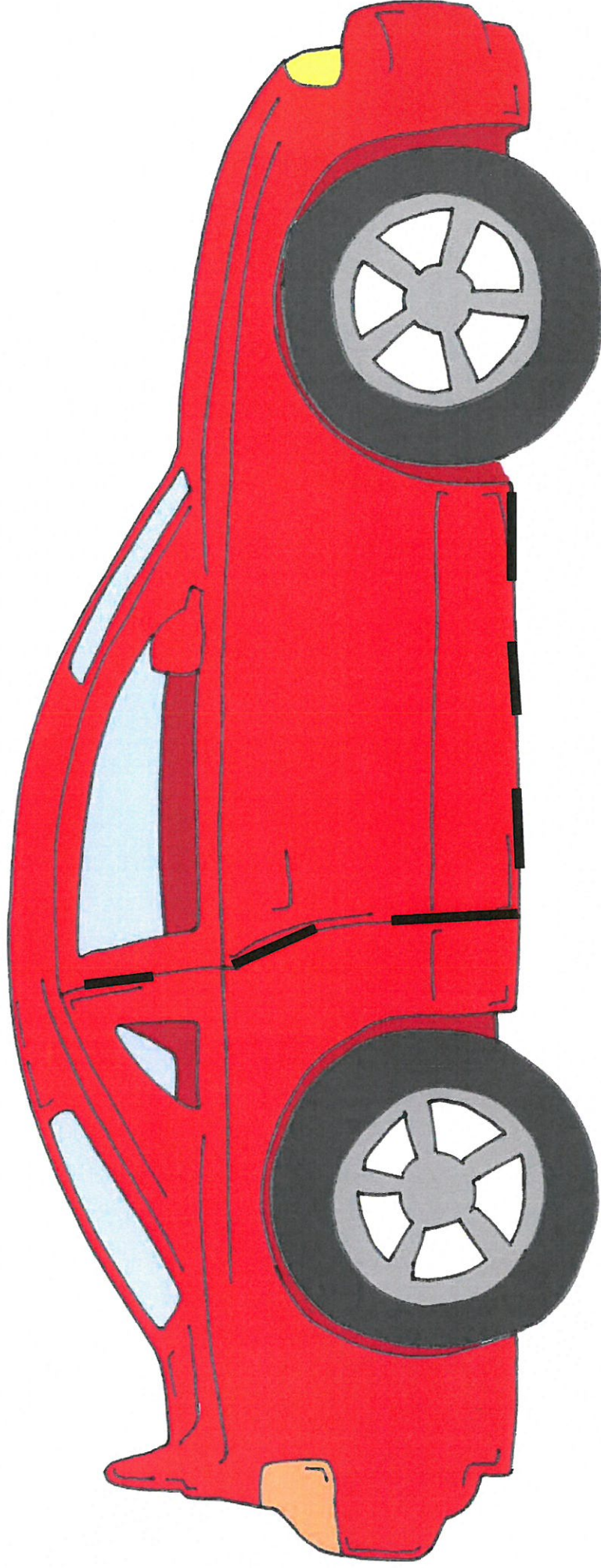






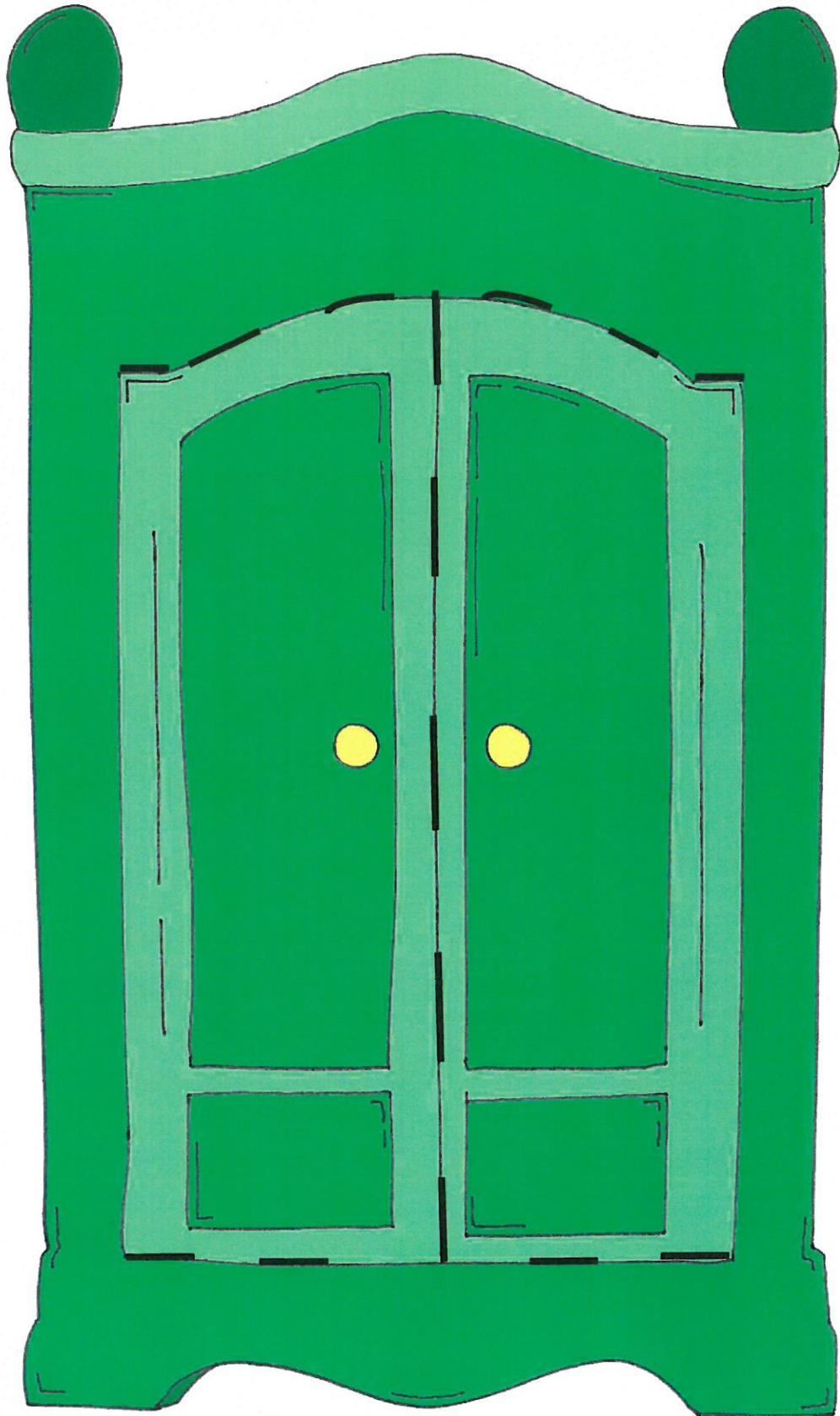
Cut open the covers along the thick black lines so the child can place the animal
in the bed





Cut open the door along the thick black lines so the child can place the animal
in the bed





Cut open the door
along the black lines so that the child can
place the animal in the wardrobe

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Cut open the cage door, so the child can
place the animal in the cage

