

1

Where is it kept

Ask real questions about where things live in your room, using the question cards or your own. Students answer in a full sentence with a position word and the name of the furniture.

"Where are the scissors kept? Tell me in words, not with your finger."

"In the tub on which shelf?"

2

Move the toy

Pairs take the toy and a word card, place the toy to match the card, and their partner says the whole sentence back. Then they swap. The word card goes face down once the toy has moved, so the sentence has to come from looking rather than reading.

"Put the bear where your card says. Do not show the card."

"Now tell me where the bear is."

3

Two truths and a mix up

Say three sentences about where something is, with one position word swapped, such as calling a bag inside the box when it is on top of it. Students find the wrong one and fix it.

"Which of my three sentences is not right? How would you fix it?"

4

Only pointing

Ask where something is and accept only a point, saying nothing, until the class notices what is missing. Then ask for the same answer in words.

"Your finger tells me where, but it does not tell me the word."

"Say it again using inside, on top of or underneath."

Use a real object and real furniture. These cards name the position.

inside

on top of

underneath

next to

behind

in front of

between

above

below

beside

under

on

Ask these about your own room. Change any that do not fit.

Where do we keep the glue sticks?

Where do we keep the scissors?

Where do we keep the spare pencils?

Where do we keep the spare paper?

Where do we keep the paint?

Where do we keep the tissues?

Where do we keep the lunch boxes?

Where do we keep the hats?

Where do we keep the sports gear?

Where do we keep the whiteboard markers?

Where do we keep the library books?

Where do we put our work when it is finished?