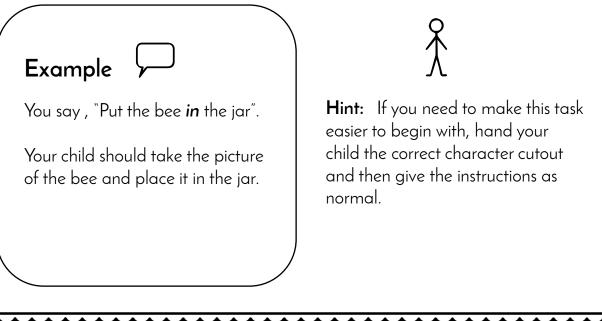
Understanding Early Prepositions

Goal:	Understands prepositions in , on and under .
Materials:	 Sheet of small cutouts Picture cue cards In the Park baseboard

Activity Instructions:

- Place the baseboard on the table in front of your child and arrange the 4 small character cutouts close by .
- Place the cutouts of the small net and small jar on the baseboard.
- Choose a prompt from a cue card and describe it to your child. Your child should follow the instructions to set up the cutouts on the baseboard.
- Afterwards, show your child the picture on the cue card so they can check if they were correct. Help them to move the character if they placed it incorrectly.



Using Early Prepositions

Goal:	Uses prepositions in , on and under correctly.
Materials:	 Sheet of small cutouts Picture cue cards In the Park baseboard

Activity Instructions:

- Place the baseboard on the table in front of your child and arrange the 4 small character cutouts close by .
- Place the cutouts of the small net and small jar on the baseboard.
- Your child should choose a prompt from the cue cards and give you instructions. You should follow the instructions to set up the cutouts correctly on the baseboard.

Example

Your child says, "Put the frog on the net".

You should take the picture of the frog and place it on the net



Hint: Follow the instructions given by your child, even if you can see they are using the wrong word. Check the cue card and problem solve together.

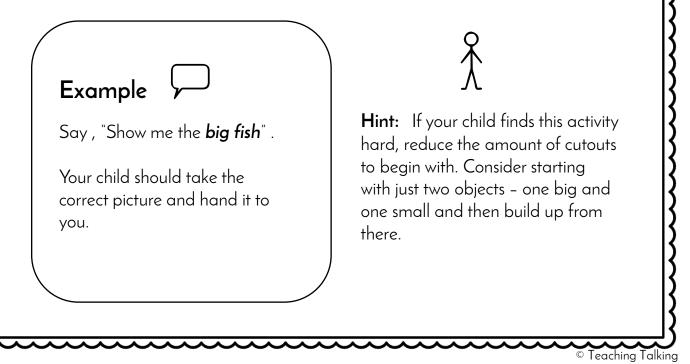
Hint: Decide with your SLP on an acceptable sentence structure for your child. E.g. children working at an early level may say "frog **on** net" or "**on** net".

Understanding Basic Concepts

Goal:	Understands adjectives big and small .
Materials:	Sheet of small cutoutsSheet of big cutoutsIn the Park baseboard

Activity Instructions:

- Place the baseboard on the table in front of you.
 Place the big and small cutouts on and around the baseboard to make a scene.
- Ask your child to hand you one of the cutouts. Make sure you do not point or give clues by looking at the correct picture.

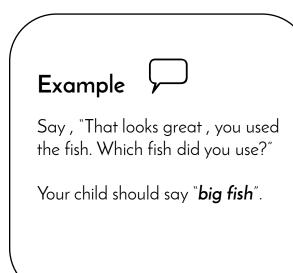


Using Basic Concepts

Goal:	Uses adjectives big and small .
Materials:	 Sheet of small cutouts Sheet of big cutouts In the Park baseboard

Activity Instructions:

- Place the baseboard on the table in front of you. Have the big and small cutouts close by.
- Hand your child one of the cutouts and let them place it somewhere on the board to make part of the scene.
- Ask them to tell you which piece they used.





Hint: You may need to demonstrate this activity to your child for them to understand what is expected of them.

Hint: Decide together with your SLP if your child should be expected to say two words "**big** fish" or just "**big**".

Following Multi-step Directions

Goal:	To carry out a series of two related commands.
Materials:	 Sheet of small cutouts Picture cue cards In the Park baseboard
	 In the Park baseboard

Activity Instructions:

- Place the baseboard on the table in front of your child and arrange the 4 small character cutouts close by.
- Place the cutouts of the small net and small jar on the baseboard.
- Choose two prompts from the picture cue cards and describe them to your child. Your child should follow the instruction to set up the cutouts on the baseboard.
- Afterwards, show your child the pictures on the cue cards so they can check if they were correct. Help them to move the characters if they placed them incorrectly.



Your child takes the picture of the bee and places it in the jar and then takes the picture of the frog and places it in the net.



Hint: When you are getting started, choose all the cards targeting one preposition (choose all the *in* cards for example). This makes the task easier to begin with.