

# 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.

## Example



You say , "Put the bee *in* the jar".

Your child should take the picture of the bee and place it in the jar.



**Hint:** If you need to make this task easier to begin with, hand your child the correct character cutout and then give the instructions as normal.

# 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 cutouts
- Sheet of big cutouts
- *In 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.

### Example



Say, "Show me the **big fish**".

Your child should take the correct picture and hand it to you.



**Hint:** If your child finds this activity hard, reduce the amount of cutouts to begin with. Consider starting with just two objects - one big and one small and then build up from there.

# 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.



## Example



Say, "That looks great, you used the fish. Which fish did you use?"

Your child should say "**big fish**".

**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

## 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.

## Example



Say, "Put the **bee in the jar** and the **frog in the net**".

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.