

Understanding Early Prepositions

Goal: Understands prepositions *next to*, *in front*, *behind*, *on* and *under*.

Materials:

- Sheet of cut outs (Thanksgiving items and the pilgrim hat & pumpkin cut outs)
- Picture cue cards
- *Thanksgiving Prepositions* baseboard

Activity Instructions

- Place the baseboard on the table in front of your child and arrange the 4 Thanksgiving cut outs close by.
- Place the cut outs of the pilgrim hat and pumpkin on the baseboard.
- Choose a prompt from a cue card and describe it to your child. Your child should follow the instruction to set up the cut outs 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 corn *next to* the pumpkin."

Your child should take the picture of the corn and place it next to the pumpkin.



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

Using Early Prepositions

Goal: Uses prepositions *next to*, *in front*, *behind*, *on* and *under*.

Materials:

- Sheet of cut outs (Thanksgiving items and the pilgrim hat & pumpkin cut outs)
- Picture cue cards
- *Thanksgiving Prepositions* baseboard

Activity Instructions

- Place the baseboard on the table in front of your child and arrange the 4 Thanksgiving cut outs close by.
- Place the cut outs of the pilgrim hat and pumpkin on the baseboard.
- Your child should choose a prompt from the cue cards and give you an instruction. You should follow the instruction to set up the cut outs correctly on the baseboard.



Example



Your child says, "Put the corn *next to* the pumpkin."

You should take the picture of the corn and place it next to the pumpkin.

Hint: Follow the instruction 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 "corn *on* pumpkin" or "*on* pumpkin."

Following Multi-step Directions

Goal: To carry out a series of two related commands.

Materials:

- Sheet of cut outs (Thanksgiving items and the pilgrim hat & pumpkin cut outs)
- Picture cue cards
- *Thanksgiving Prepositions* baseboard

Activity Instructions

- Place the baseboard on the table in front of your child and arrange the 4 Thanksgiving cut outs close by.
- Place the cut outs of the pilgrim hat and pumpkin 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 cut outs 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 wheat **on** the pilgrim hat and the corn **behind** the pumpkin."

Your child takes the picture of the wheat and places it on the pilgrim hat and then takes the picture of the corn and places it behind the pumpkin.



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