

Parts of Speech: Identifying Prepositions

Student will learn to receptively identify and expressively label a variety of prepositions.

Suggested Materials

LB7-10 Language Builder:
3D-2D Matching Kits

LB13 Language Builder:
Prepositions Cards

Suggested Reference Objects:

You will need a selection of reference objects upon which you can place an object in a clearly identifiable location. Examples include:

- ★ Box
- ★ Bucket
- ★ Jar
- ★ Truck
- ★ Chair
- ★ Table
- ★ Shelf
- ★ Step Stool

Suggested Prepositions:

- ★ In or inside
- ★ On top
- ★ Under or underneath
- ★ In front of
- ★ Behind
- ★ Between
- ★ Next to
- ★ Above
- ★ Below
- ★ Outside
- ★ Near
- ★ Far
- ★ Over
- ★ Beside
- ★ Across from



Notes

Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

- [Student] will receptively identify an object according to its placement relative to a reference object or objects, when asked by an instructor to find objects by 15 different preposition labels (find the ball that is inside), in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
- [Student] will expressively identify 15 preposition labels that describe the location of an object relative to a reference object or objects, when asked by the instructor to name the object's position (Where is the ball?), in 4 out of 5 trials, in a low distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
- [Student] will receptively identify picture cards depicting 15 prepositions, when provided a field of 2-4 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
- [Student] will receptively identify picture cards depicting 15 prepositions, when provided a field of 4-8 cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
4. [Student] will receptively identify picture cards depicting 15 prepositions, when provided a messy array of 8 or more cards and given verbal direction by an instructor in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
6. [Student] will expressively identify picture cards depicting 15 prepositions shown to them one at a time, when asked by an instructor to identify the picture in 4 out of 5 trials, in a reduced distraction environment, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

Parts of Speech: Identifying Prepositions

Lesson Focus

Student will learn to receptively identify and expressively label a variety of prepositions.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson begins as an indoor, classroom setup activity in which the teacher and student are seated across from each other at a table.

Preparation

Phase I

Gather a selection of reference objects (i.e., box, bucket, truck) and positioning objects (3D objects from LB7-10 Language Builder: 3D-2D Matching Kits work well).

Phase II

Pull cards from LB13 Language Builder: Prepositions.

Procedures

Phase I: Identification of 3D Object Positioning

Choose 3D objects and reference objects with which the student has had success in **Lesson 93: Object Placement**. Objects from the LB7-10 Language Builder: 3D-2D Matching Kits work very well for this activity.

1. Place 2 target objects in reference to another object (e.g., place a ball **In** a bucket and a ball **Next To** the same bucket).
2. Give the instruction: "Show me **Inside**" or "Touch **Next To**."
3. Prompt if necessary.
4. Wait for the student to select the object in the requested position.
5. Reinforce the student.
6. When the student is able to identify the prepositions receptively, do the activity expressively.
 - a. Point to an object and ask the student: "Where is the block?"
 - b. Wait for the student to say the correct position: "**In**." Or, if you are working on full sentences: "The block is **In** the box."

Phase II: Identification of Preposition Photos

Start with 1 easy-to-identify preposition, such as **On Top**. Pick a picture scenario that the student has mastered in **Lesson 93: Object Placement**.

1. Place 1 preposition card in front of the student.
2. Give the instruction: "Show me **Inside**," "Touch **Next To**," "Find **Under**," or "Point to **Between**." Choose the phrase that works best for the student.
3. Prompt if necessary.
4. Wait for the student to select the correct preposition card.
5. Reinforce the student.
6. When the student is able to identify the preposition photos receptively, do the activity expressively.
 - a. Show the student a photo and ask: "Where is the block?"
 - b. Wait for the student to say the correct position: "**In**." Or, if you are working on full sentences: "The block is **In** the box."

Prerequisites

Prepositions is an intermediate activity. The prerequisite is:

- ★ **Lesson 93: Object Placement**

Standards

Head Start

- ★ P-LC 2

Common Core

- ★ CCSS.ELA-Literacy.L.K.1

ABLLS-R

- ★ G35

VB MAPP

- ★ T 12-d

Record Keeping

Data Sheet

- ★ *Vocabulary-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



Teacher Tip

Some preposition images may be more difficult for your student to identify than others. If they have trouble with the picture of the spoon inside the cup, try the candy inside the jar!



Lesson Progression

This lesson has 2 phases, but they may not be best presented to every student in the same order. Some students will find it easier to identify prepositions in photos. Others will do better with physical items. Move through the phases in the order that works best for the student.

Phase I: Identification of 3D Object Positioning

Choose 3D objects and reference objects with which the student has had success in **Lesson 93: Object Placement**. Introduce 1 preposition at a time. It is often easiest to begin with **In** and **On Top**.

- Start with a single reference object. Choose something that has a clear location for placement of an object **In** or **On Top**. For example, a bucket, box, garbage can, or basket is great for teaching **In**. Select a single, constant, positioning object like a ball.
 - › Place the positioning object inside the reference object (e.g., the ball **In** the bucket) and give the instruction: “Point to **In**,” “Find the ball that is **In**,” or “Show me where the ball is **In** the bucket.”
 - › When the student can correctly point to the ball **In** the bucket, several trials in a row, introduce distractors in between trials.
 - › As described in earlier lessons, start with a few trials of non-verbal imitation as a distractor.
 - › When the student can identify the preposition, with non-verbal imitation as a distractor, use expressive labeling of mastered noun cards as a distractor.
 - › When the student can correctly identify the preposition, with different types of distractor trials in between, teach the same preposition using a different reference object. For example, put the ball **In** the basket and then **In** the box, etc.
 - › When the student can identify the prepositional location of the ball in any vessel, change the positioning object. For example, place the dog **In** the bucket. Then, follow the same rotation of distractors and changing of reference objects.
- When the student can successfully identify any object located **In** any vessel, introduce a 2nd preposition, such as **On Top**, using the same procedure as above.
- When the student can identify **On Top** consistently, begin alternating randomly between the 2 locations, keeping the distractor trials in between at first, then fading the distractors. In this instance, have only 1 set of reference and positioning objects on the table at a time. Use the same objects, but pull them off the table and reset between every trial.
- Work toward having 2 identical reference objects and 2 identical positioning objects. Ultimately, you will want to have both reference objects on the table at once, with 1 positioning object **In** and 1 positioning object **On Top**.
- Randomly rotate, asking for each position until you are sure the student knows both **In** and **On Top**. (Hint: A box on its side works well for both **In** and **On Top**.)
- When the student can consistently identify 2 prepositions, introduce additional prepositions until the student can identify multiple prepositions, in random order, with various reference and positional objects.

When the student is able to receptively identify the placement of 3D objects, work through the above procedure, asking the student to expressively label the prepositions.

Phase II: Receptive Identification of Preposition Photos

Start with 1 easy-to-identify preposition, such as **On Top**. Pick a picture scenario that the student has mastered in **Lesson 93: Object Placement**.

- Follow the typical receptive labeling progression.
 - › 1 preposition card only on the table.
 - › 1 preposition card vs. a blank distractor card.
 - › 1 preposition card vs. a static, non-preposition distractor card.
 - › 1 preposition card vs. rotating non-preposition distractor cards.
 - › 1 preposition card vs. a preposition card that you are not yet teaching (first static, then rotating).
 - › Introduce a 2nd preposition card, following the above procedure.
- When the student knows 2 prepositions, randomly rotate between the 2 preposition cards, using the typical receptive labeling progression.
 - › Introduce only 1 variation of each preposition until the student can label all of the prepositions in a series (e.g., all apples and boxes). Then go back and introduce the 2nd version of mastered prepositions.
 - › As the student masters more prepositions, gradually increase the number of preposition cards in the field from 2 to 3, to 4, etc.
 - › Start with a grid array of cards and progress to a messy array of cards.
 - › To challenge the student, put multiple versions of the preposition in the array and give the instruction: “Find all pictures that show **Under**.”

When the student is able to receptively identify prepositions photos, work with the student to expressively label all of the preposition photos.

Generalization

Generalization is built into this lesson, as the student has practiced identifying prepositions in multiple ways (receptively, expressively, in photos, in 3D settings). To generalize prepositions beyond this lesson:

- Have the student practice labeling preposition photos and 3D preposition scenarios with another staff member.
- Ask the student to identify prepositions in increasingly natural settings, such as in books, digital media, and objects in their environment.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Vocabulary Home Communication Sheet*, so parents know which prepositions the student is learning and can practice in the home environment.

Whole-Child Lesson Ideas

Doctor, Doctor

Give the student a box of Band-Aids and a stuffed animal. Tell the student that they can pretend to be a doctor and help the stuffed animal feel better. Instruct the student to identify where the stuffed animal hurts, based on the Band-Aid locations. For example, you can say: “Show me the Band-Aid **On Top** of the bear’s head.” As the student finds the Band-Aids, let them remove them one at a time as a reinforcer.

Prompting

As discussed in the Lesson Progression section, some students may be better at identifying prepositions with 3D objects, other students with photo cards. The activity the student succeeds at first can serve as a prompt for other activities.

For example, if the student can identify prepositions from picture cards, you can use the pictures to prompt recognition of a 3D scenario. Alternatively, if the student understands the 3D placement, but struggles with the picture cards, you can have a 3D setup off to the side.

In addition, typical prompts apply to this activity:

Receptive:

1. Place only the target card on the table.
2. Glance toward the correct preposition card.
3. Point to the correct preposition card.
4. Place the target preposition closer to the student and the other choices further away.
5. Hand over hand guide the student to touch the correct preposition card.

Expressive

1. Point to the card.
2. Look at the student and make sure they focus on your mouth.
3. Start to say the first sound of the word (e.g., “uhhh” for **Under**).
4. Model full vocalization of the word.

Next Steps

Lesson 37: Opposites and Lesson 36:

Identifying Prepositions may be introduced in whichever order the student seems to grasp, or they may be introduced simultaneously.

Depending on the specific student’s needs and strengths, next steps may include:

- ★ **Lesson 108: Receptive Labeling – Features**
- ★ **Lesson 109: Receptive Labeling – Functions**
- ★ **Lesson 110: Receptive Labeling – Classification**



Vocabulary-Based Lessons

DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Trial Types		Notes
V	Verbal	FP	Full Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Gesture	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										