

Language & Literacy	Title: Position Words	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe the position of objects</p>	<p>Recap: Students will be asked to tell the opposites of different words by showing them the flashcards.</p> <p>We Are Learning to: Describe the position of objects</p> <p>What I am looking for: How well you can describe the position of objects</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Ask the students to take out their stuffed animal and tell them they are going to play a game with their stuffed animal. Tell the students you are going to give them a set of directions and they are to follow by putting their animal in the identified position. Give these directions to students one at a time and allow them to complete the action: Place your animal in front of your desk. Place your animal on your desk .Place your animal near your desk. Place your animal in the box. Place your animal outside your class. Place your animal between two chairs. Place your animal in front of your chair. Place your animal behind your chair. During this time, the teacher should observe the students' actions and adjust instruction as needed. Tell the students these are called the position words.</p> <p>Play the position words song for students.</p> <p>https://youtu.be/idJYhjGyWTU</p> <p>Guided practice: Take out a pen and elicit the word. Have everyone close their eyes. Hide the pen somewhere in the classroom (e.g. inside a book). Tell everyone to open their eyes and ask them "Where is the pen?" Have each student guess using the structure "Is it (under) the (chair)?" When the pen is finally found take out a pair of shoes (can be a dolls pair). Elicit / Teach "They're shoes" and show the contrast between "It's" and "They're". Again, have your students close their eyes as you hide the shoes. Students try and guess their location by asking questions such as "Are they (behind) the (desk)?" Now put students</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on</p> <p>Describing the position of objects</p>	<p>Flash cards</p> <p>Toy, desk, chair</p> <p>Pen, books, table</p>

	<p>in pairs and have each pair hide objects and ask where things are using the prepositions and structures.</p> <p>Focused Task: Now ask the students open book pages no _____. Read the sentences with students and point out position word with finger and tell students the position of ducklings in the pictures. Give students the worksheet in which they will match the words with the pictures.</p> <p>Wrap up: Wrap up the lesson by asking the students, "Where is your animal?"</p> <p>Reflection :</p> <p>Homework: Do worksheet fill in the blanks according to pictures from the given words.</p>	5 mins		<p>Book pages no____ worksheet</p> <p>worksheet</p>
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Language & Literacy		Title: Position Words	Day: 2	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe the position of objects</p>	<p>Recap: Students will be asked to name some words that tell where an object is or its position.</p> <p>We Are Learning to: Describe the position of objects</p> <p>What I am looking for: How well you can describe the position of objects</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Ask the students, "Why do you think it is important that we use positional words?" Listen to the responses and write them on the board. Now state, "Now, let's look at the board with the positional words. Listen as I read the words. If there are words we need to remove or add, raise your hand. "Afterwards, call a student up to the board and turn their back to the class. Instruct another student to place the student's (with back turned) toy animal somewhere in the room. The student with his back turned will ask the rest of the students questions about the position of the animal. The students will either answer yes or no to the following questions: Examples: Is my animal below the table? Is it beside my desk? Is it behind me? Is it on the chair? Is it near the board?"</p> <p>Guided practice: Have a blindfolded student, and a large picture of a donkey. Give the student a pretend donkey tail with a large piece of tack on it. The student has a partner, and they try to give them directions like 'on', 'near', 'up', and 'down', to get them to put the tail in the right place on the donkey.</p> <p>Focused Task: Now ask the students open book pages no _____. Look at the pictures and write the words in the blanks according to the position of cat.</p> <p>Wrap up: Wrap up the lesson by asking the students, "Where is your bag? Where is your pencil?"</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Describing the position of objects</p>	<p>Flash cards</p> <p>Toy animal</p> <p>Picture of donkey, blind fold</p> <p>Book pages no_____</p>

Language & Literacy		Title: Position Words	Day: 3	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe the position of objects</p>	<p>Recap: Students will be asked to where is fan? Where is the door?</p> <p>We Are Learning to: Describe the position of objects.</p> <p>What I am looking for: How well you can describe the position of objects.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Ask the students we will play game "Simon Says". In this 'Simon' will say things like 'Simon says put your hand under your chin. Put your hand on top of your head.' Other ideas could be: 'Simon says put one hand beside the other.' 'Simon says put one hand in the above your head.' 'Simon says put one hand under your armpit.'</p> <p>Guided practice: Teacher will divide the class in a large group, or they could do it by themselves in teams. Have some clues written that you place in key spots either inside or outside. They could say things like 'go to the sink'. On the sink there will be another clue that might say 'look under the big chair.' Basically use lots of positional language and lead the students to some kind of treasure or prize.</p> <p>Focused Task:</p> <p>Now ask the students open book pages no _____. Ask the students complete the sentences by writing suitable position words. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Ask the student where we can see the sun? Where do the fish live?</p> <p>Reflection :</p> <p>Homework: Do worksheet fill in the blanks with correct preposition?</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Describing the position of objects</p>	<p>Flash cards</p> <p>Clues flashcards</p> <p>Book pages no_____</p> <p>worksheet</p>

Language & Literacy		Title: Position Words	Day: 4	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe the position of objects</p>	<p>Recap: Students will be asked to name some words that tell where an object is or its position.</p> <p>We Are Learning to: Describe the position of objects</p> <p>What I am looking for: How well you can describe the position of objects</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Bring a box and a small toy animal (teddy bear). Before class, put the teddy bear inside the box. In class, sit your students down and take out the box. Rattle the box and have your students rattle the box and try to guess what is inside. Take out the toy and introduce it to the class. Also elicit the word "box". Sit the toy on the box and ask "Where is it?". Elicit/Teach the preposition "on" and then "It's on the box". Do the same for the rest of the prepositions (on, under, in, behind, next to, in front of, between).</p> <p>Guided practice: Teacher will stick the picture of car on the board. Put some flashcards like cat, ball, dog, near to board Bring a student up to the class. Say "stick a cat on a car". The student has to stick the picture and tell the position of cat Then get the student who stick the picture to call another student and will ask him stick the ball in front of the car. Keep playing so that everyone has a chance to stick the pictures and understand the position of different objects.</p> <p>Focused Task: Give students the worksheet in which they will look at the picture and complete the sentences. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Hold the ball in your hand and change its position and ask one by where is ball?</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Describing the position of objects</p>	<p>Flash cards</p> <p>Box, teddy bear</p> <p>Flashcards</p> <p>worksheet</p>

Language & Literacy		Title: Position Words	Day: 5	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Describe the position of objects</p>	<p>Recap: Students will be asked to name some words that tell where an object is or its position.</p> <p>We Are Learning to: Describe the position of objects</p> <p>What I am looking for: How well you can describe the position of objects</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Write a sentence on the board that is missing a preposition (i.e. The dog sits the table.) Ask students what is wrong with the sentence (e.g. it's missing a word; it doesn't make sense). Explain that, in this sentence, it is unclear how the dog and the table are related to one another. Paste a picture of a dog under a table, and ask the students to use the picture to decide what word should be added to the sentence to make it more clear. Invite a student to come up to the board and rewrite the correct sentence (i.e. The dog sits under the table.)</p> <p>Guided practice: Set the different object in class in different positions. Ask the students today we will play the game "I spy". Now one by one ask the name of student and ask I spy something below... I spy something between... I spy something inside... I spy something beside... I spy something outside... I spy something in front of... I spy something behind...</p> <p>Focused Task: Now ask the students open your copies and write any five position words and use them in sentences. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show different pictures flashcards and ask the position of the objects.</p> <p>Reflection :</p> <p>Homework: Underline the correct position words according to the picture</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Describing the position of objects</p>	<p>Flash cards</p> <p>Picture flashcard</p> <p>Concrete objects</p> <p>copy work</p> <p>worksheet</p>