

WHERE IS IT?

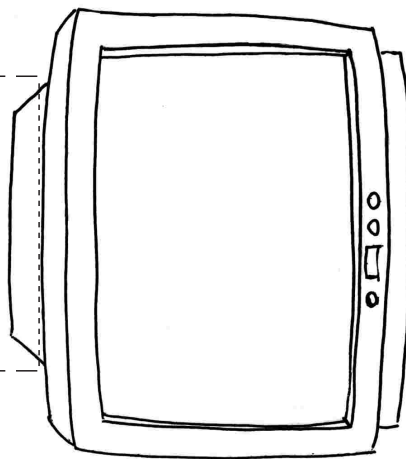
Name _____

Where is it?

8

The bird is on the notebook.

7



The book is _____ the TV.

6

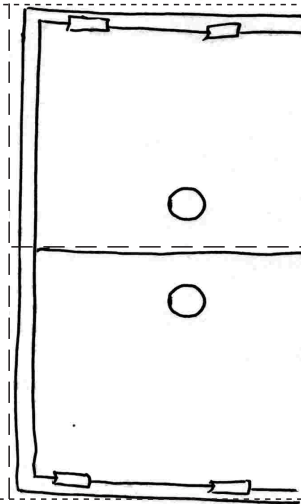
1

2

The dog is under the chair.

5

The spider is _____ the cupboard.

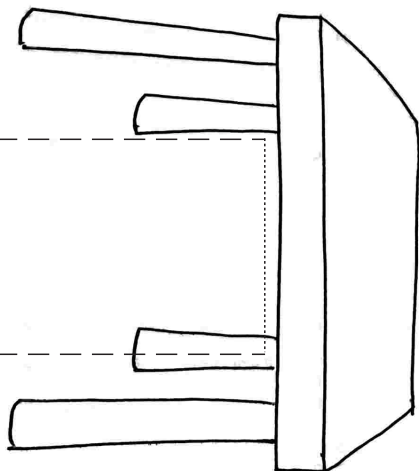


3

The ball is _____ the desk.

4

The cat is in the schoolbag.



WHERE IS IT?

Art and crafts

Aim

- To introduce or review prepositions of place.

Materials

- Coloured pencils.
- Scissors.
- Pencil.
- Worksheet.
- A soft toy (optional).

Duration

30 minutes.

Language focus

- Prepositions of place: *in, on, under*.
- Vocabulary: *dog, bird, spider, cat, desk, chair, notebook, schoolbag, ball, cupboard, TV*.

Cross-curricular content

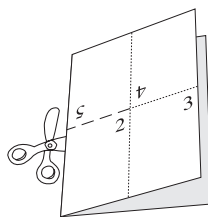
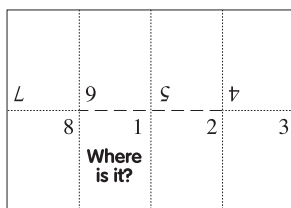
- Art and crafts
- Following instructions to assemble the cut-out.

Preparation

- Introduce or review the prepositions *in, on* and *under* by writing them on the board and drawing pictures to explain their meaning.
- If possible, bring a soft toy to class and introduce it to the children. Put the toy on a chair and ask the children where the toy is (*on the chair*). Then, put the toy under a desk and ask the children where the toy is (*under the desk*). Finally, put the toy in a schoolbag and ask the children where the toy is (*in the schoolbag*).
- Place the toy in various places around the room and asks the children where it is.
- Ask the children to take a rubber or a pencil sharpener. Tell them to put it *on, in* or *under* their hands.

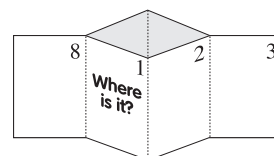
Making the cut-out

- Hand out the worksheet and ask the children to cut out the big rectangle.
- Tell the children to fold the rectangle in half three times. When they unfold it again, it will be divided into eight sections.

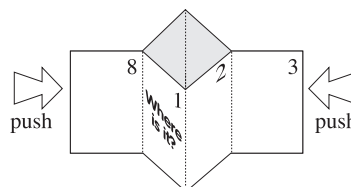


- The children fold the paper in half and cut a slit (starting at the folded edge) along the dashed line. Then they unfold it again (there is a slit in the centre).

- The children then fold the paper lengthwise (there will be an empty space in the centre).



- Now the children hold the two ends of the paper and push and fold until a book is formed (the front cover is section number 1 with the title *Where is it?*). Help them to do this if necessary.



- The children cut along the dashed lines on pages 3, 5 and 6 in their minibooks (make sure they cut only the pages with the dashed lines, not the ones behind them).
- The children write their names on page 1. Then they draw pictures on pages 2, 4 and 7 to illustrate the sentences on those pages (a dog under a chair, etc). They can also colour in the letters of the prepositions in the sentences (*under, in, on*).
- The children turn to page 3. They read the sentence, lift and fold the flap under the desk and draw a ball under the flap. Then, they write the preposition *under* in the gap in the sentence.
- The children turn to page 5. They read the sentence, lift and fold the flaps on the cupboard and draw a spider in the cupboard. Then, they write the preposition *in* in the gap in the sentence.
- The children turn to page 6. They read the sentence, pull down and fold the flap on the TV set and draw a book **on the flap**. Then, they write the preposition *on* in the gap in the sentence.

Extra activity

The children colour all the pictures in their minibooks.