

Prepositions

Objective

Students will learn academic vocabulary.

Materials

None

Overview

Explicitly model and provide multiple opportunities for practice with corrective feedback.

Activity

1. Demonstrate the preposition *on* by placing your hand on your head and saying, “My hand is on my head.”
2. Demonstrate the preposition *over* by holding your hand over your head and saying, “My hand is not on my head. My hand is over my head.”
3. Say: “Hold your hand on your head. Where is your hand?”
4. Say: “Hold your hand over your head. Now where is your hand?”
5. Continue with other body parts.
6. Use objects or pictures for some demonstrations. For example, use a table to demonstrate the preposition *on*.
7. Use the procedure for other important prepositions, such as *in*, *under*, *near*, *far*, and *between*.
8. Emphasize the targeted prepositions at different times during the school day (e.g., during read-alouds, art activities, play time).

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.