Session 23: Preposition of place

Session Title	Preposition of place
Objective	1. To helps students understand the c preposition of places (in, on, at, unc between) 2. To enable students to form sentenc these preepositions 3. To apply prepositions to real world s
Topics/Concept	1. Preposition of place (in, on, at, unde between) 2. Spatial relationships and describing 3. Location and positioning of objects
Material Required	1. White board and markers 2. Small objects like (book, pencil, cup
Methodology	1. Activity based learning: Physical ga group works 2. Experimental learning
Session Duration	90 Minutes

Introduction Activity (20 minutes):

Guess the Word

How to Play

- Start by giving clues related to prepositions that describe where something is placed or its relationship with another object.

For example:

1. Clue: "This is used to describe the position of a book that is placed on a table." (Answer: On)
2. Clue: "This describes the position of a cat that is beneath the chair." (Answer: Under)

- Ask the children to guess the correct preposition.
- This activity helps children begin thinking about where objects are located and links the concept of prepositions to real-world objects. It also warms them up to the topic.

Main Activity (50 minutes):

Idea about preposition of place (20 minutes)

- Start by asking students if they know what prepositions are and how they help in understanding the position of things.
- Ask them whether they remember the previous class tell them to recap some examples of prepositions.
- Then Introduce the prepositions of place (in, on, at, under, and between)

1. In- Used when something is inside a space (e.g., "The book is in the box.")
2. On - Used when something is resting on a surface (e.g., "The cup is on the table.")
3. At - Used to show a specific point or place (e.g., "I am at the door.")
4. Under - Used when something is beneath something else (e.g., "The cat is under the table.")
5. Between - Used when something is in the middle of two things (e.g., "The ball is between the shoes.")

Prepositional treasure hunt (30 minutes)

How to play :

1. **Hiding the Treasure**

- One student is designated as the "hider."
- The hider secretly places the treasure object somewhere in the classroom, using one of the designated classroom items as a reference point.
- The hider then gives a verbal clue using preposition of places or riddle clues that leads to the locations.

2. **Finding the Treasure:**

- The rest of the class becomes the "finders."
- The finder(s) listen to the clue and try to locate the treasure.

Example clues:

1. "The treasure is under the book."
2. "It is inside the box."
3. "Look beside the pen."
4. "It's on top of the table."
5. ”The treasure is between the chair and the desk."
6. "It is behind the notebook”

Follow-Up Activity (10 minutes):

Tell them to write down the sentences they saw while walking to school from home, tell them to focus the words we learn today

Review Questions/Assessment/Tasks (10 minutes):

Ask the students which is the easiest preposition to understand and which is the hardest. Then gave each student a partner and discuss that with their peer.

Expected learning outcome:

Skill building

- Listening & Comprehension – Following verbal clues in the Treasure Hunt sharpens their ability to interpret instructions.
- Sentence Formation– Practicing prepositional phrases in peer discussions builds confidence in constructing accurate sentences.
- Observation & Description– The follow-up task (writing sentences about their commute) trains them to observe and articulate real-world spatial relationships.

Knowledge building

- Definition & Usage – Students will learn the meaning and correct application of prepositions of place (in, on, at, under, between) in sentences.
- Spatial Relationships– They will understand how prepositions describe an object’s position relative to another (e.g., "The ball is between the shoes").

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