

Section 4.7

Using 'in' and 'on' at the simplest level

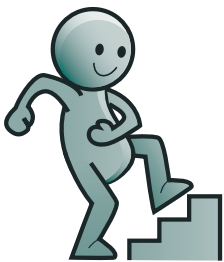


Why is this important?

Prepositions are words that describe the position of an object (e.g. 'in', 'on', 'under' and 'behind'). They are useful foundations for describing physical relationships in the world around.

What to do

- Gather together some toys and place them around the room: put them 'in' and 'on' things.
- As the child locates an object, encourage him/her to say where the preposition is being used (e.g. 'in' cup; 'on' bed).
- If the child makes a mistake or doesn't respond, offer a choice (e.g. 'Is the car *in* or *on* the box?').
- When all the toys have been seen, change places and encourage the *child* to place them this time, and then tell *you* where to look, using the preposition.



Step up

- Encourage the child to *use* two words to describe where the object is hidden (e.g. 'in' cup).
- Once 'in' and 'on' are consistent, introduce 'under'.
- As you share books, encourage the child to use prepositions to describe where people or things are (e.g. ducks 'in' pond; lady 'on' chair).
- Try *hiding* objects for the child to find, describing where to find them.

Step down

- Use signs/gestures to support the spoken words.
- Place all the objects 'on' things to begin with. Then introduce 'in' when the child is using 'on' consistently.
- Offer choices (e.g. is it '*on*' box or '*in*' box?).
- Take it in turns to say where things are – this takes the pressure off the child.

