

# Prepositions

## Guided Discussion

**Know** whether you will be working on location prepositions, time prepositions, or relation prepositions. It is usually more effective to work on one of these at a time.

**Say this for location prepositions:** Some words are called location words. They tell you where things are at. These are words like “*up, down, beside, etc.*” (for children at an earlier developing level), or (*across, through, and against*”) (for children at a later developing level. Write examples on the board or a piece of paper.

**Say this for relationship prepositions:** Some words are called relation words. They tell how different words are related. An example is the word, “*to,*” like in the sentence, “*Give the pencil to me.*” The word “*to*” relates *pencil* and *me*. These are often little words that are sometimes easy to forget, like “*for, as, by, of, and with.*” Write examples on the board or piece of paper.

**Say this for time prepositions:** Some words are time words. They tell when something happens compared to something else. Examples of time words are “*after, at, before, during, and until.*” Write examples on the board or piece of paper.

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## Quick Drill

## Guided Practice Ideas

Write prepositions at student’s level on board or piece of paper. Ask questions related to the local environment. Provide cues as needed so that student can answer questions with near 100% accuracy.

Examples of possible questions:

### **Location Prepositions:**

Where is the ceiling?  
Where is the floor?

*After placing a pencil on a piece of paper:* Where is the pencil? Where is the paper?

*After putting eraser between two books:* Where is the eraser?

*After leaning a ruler against the wall:*

### **Relation Prepositions:**

*After holding up a book:* Who was this book written by?

*After starting to give student a pen, and instead giving student a pencil:* Use the word “*instead*” to tell me what I gave you.

*After giving student a sticker:* Who did you get that sticker from?

### **Time Prepositions:**

Use the word “*at*” to tell me when you eat lunch.

Use the word “*during*” to tell me what you did at recess yesterday.

*After writing your name and student’s name:* Use the word “*before*” to tell me what I did.