

WHERE IS IT? IN/ON/UNDER

Watch the Maple Leaf learning video** but don't show it to the students as yet.
Note how the question *Where is it?* is answered in the form of a phrase: in the box/under the chair etc.
Teach the students to answer in the same way.

Take up in/on/under one at a time using objects in the classroom.

Start with **in**. Put various objects **in** things. Put a pen **in** a box/a spoon **in** a cup/ a book **in** a bag etc.

Say as you put it: The pen is **in** the box.

Ask: Where is the pen?

Say: **In** the box...

In the box...

Let the children repeat.

It is important they learn to say the phrases: in the box/in the cup/in the bag.

They might just say *box*.

Repeat **IN** the box...**IN** the box.

Later on, the children can be made to say: The pen is in the box.

Next, take up the position word **on**. Take up **under** only when the children are sure of **in** and **on**.

VIDEO

Use of IN

Let one group of children ask:
Where is the dog/monkey/bird?
Let the other group answer:
In the box/cage.

Then let them say the complete sentences:

The dog is in the box.

The monkey/bird is in the cage.

Use other objects in class to continue with the activity.

<https://www.youtube.com/watch?v=91iNODJZvaE>

KG - Numeracy & Concept - On and under

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Walnut Learning System

This is a pencil.

It is on the table.

This is a cat.

It is under the table.

This is a parrot.
It is on the roof.

This is a mat.
It is under the chair.

This is a mango.
It is on the tree.

This is a sheep.
It is under the tree.

This is a book.
It is on the bed.

This is a frog.
It is on the log.

VIDEO FOR TEACHERS

<https://www.youtube.com/watch?v=rrnHWXHGVkw>

Position Words
Teach for Life

The video has:

Put the elephant **on /beside/in front of** the glass.

With the L1 children, you can make them put the object **in/on/under** the glass.

<https://www.youtube.com/watch?v=2SSjw9e-7ng>

IN-ON-UNDER

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Where is the cat?
In/On/Under the box.

Where is the dog?
In/On/Under the car.

Where is the bird?
On the tree.

Where is the rabbit?
In the hat.

Where is the mouse?
Under the bed.

Please help the children pronounce the word *under* correctly. In the video it does not sound like *under*.

Take up **in/on/under** using objects in the classroom.
It will be wonderful if you take the children outside too and explain in/on/under:
a car **on** the road/ the sun **in** the sky/an insect or a leaf **under** a stone etc.

You can take the three prepositions over a period of time so that the students are thorough with them.

<https://www.youtube.com/watch?v=8FONYBBKczM>**

Song: Where is it?
Maple Leaf Learning

Let the students watch the video when they know **in/on/under** well.

Where's the monkey?
Where is it? Where is it?
In the box. In the box.

Where's the bird?
Where is it? Where is it?
On the tree. On the tree.

Where's the snake?
Where is it? Where is it?
Under the rock. Under the rock.

On, in and under. Yeah!

Where's the apple?
Where is it? Where is it?
In the box. In the box.

Where's the carrot?
Where is it? Where is it?
On the chair. On the chair.

Where's the pumpkin?
Where is it? Where is it?
Under the bench. Under the bench.

On, in and under. Great!

Where's the book?
Where is it? Where is it?

On the desk. On the desk.

Where's the pencil?

Where is it? Where is it?

In the box. In the box.

Where's the ruler?

Where is it? Where is it?

Under the chair. Under the chair.

The song uses the contraction **Where's ...** as well as **Where is it?**

You could say **Where is the pencil?**

And then **Where's the pencil?** so that children become familiar with both.

Children learn phrases **in the box/on the tree** when they sing the song.

Later on it will be easier for them to say: The monkey is in the box. The bird is on the tree.

Try muting the video. Will the children be able to say the phrases?