

What is Where? : A Fun Way to Learn Prepositions

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Objectives

- To observe and understand the idea of relative position
- To articulate the idea of relative position in a language the learner is comfortable with

Level: Grade II

Preparation: The teacher needs to look around the classroom and take note of the objects that are there and their relative positions.

Time: 60 Minutes

Procedure:

1. Ask the children to look around the classroom and draw at least 5 objects that they can see, in relation to where they are placed. Tell them that they have 10-12 minutes to look around as well as to draw. They can talk and discuss what they will draw with each other during this time. In the meanwhile, the teacher can walk around the classroom to see how their work is progressing.
2. Once the children have completed this task; ask them one by one to name the things that they have drawn. There should be no repetition. While the

children are naming the objects, the teacher can write the names on the board. (Examples of objects include fans, photo frames, tables, chairs, etc.)

3. Read the list of objects from the board. Choose one object from this list, for example, a photo frame of Gandhi. While choosing the object, keep in mind that it should be a unique thing so as to avoid any confusion while describing it. Then circle that object on the board.
4. Next, ask the children to describe in one sentence the relative position of the object, in this case the photo frame. Each child has to say something new to describe the relative position of the chosen photo frame. Tell the children that they must listen carefully, as a sentence that has been already uttered cannot be repeated. Give each child one minute to think of a sentence and then speak it out aloud in front of the class. Give a few examples of sentences such as: तस्वीर दीवार पर लगी है [The picture is on the wall]; दीवार के बीचों बीच लगी है [It is in the middle of the wall]; छत के नीचे की तरफ लगी है। [It is on the lower side of the wall]; फर्श के ऊपर टेबल है और टेबल से ऊपर तस्वीर है। [The is a table on the floor and there is

a picture on the table]; इस तस्वीर के पास एक और तस्वीर है [There is another picture next to this picture] If the students are unable to make sentences, the teacher can add phrases such as, 'left of the window', 'towards the school entrance', 'roughly 5 feet above the ground', etc.)

5. If a child is not able to think and articulate a sentence in the given time, it is okay. Ask them to keep thinking and to raise their hand when they are ready to share the sentence with the class.
6. When one round is complete, with every child having shared a sentence with the class, another round can begin; two or three such rounds can be played with children.

7. Note down all the sentences spoken by the children.

Note: This activity can be played in any language, be it Hindi, a regional language or English. However, conducting it in English in Grade 2 would not be very productive as most of the students are not that fluent in English at that age. The activity can be repeated with another object in some other position.

Noting down the sentences is important for various reasons: 1) At the end of the activity, the sentences can be read to the children, 2) If this activity is repeated after a month, the teacher can observe the changes that have taken place in children's language in terms of sentence structure, ability to describe, vocabulary, etc.