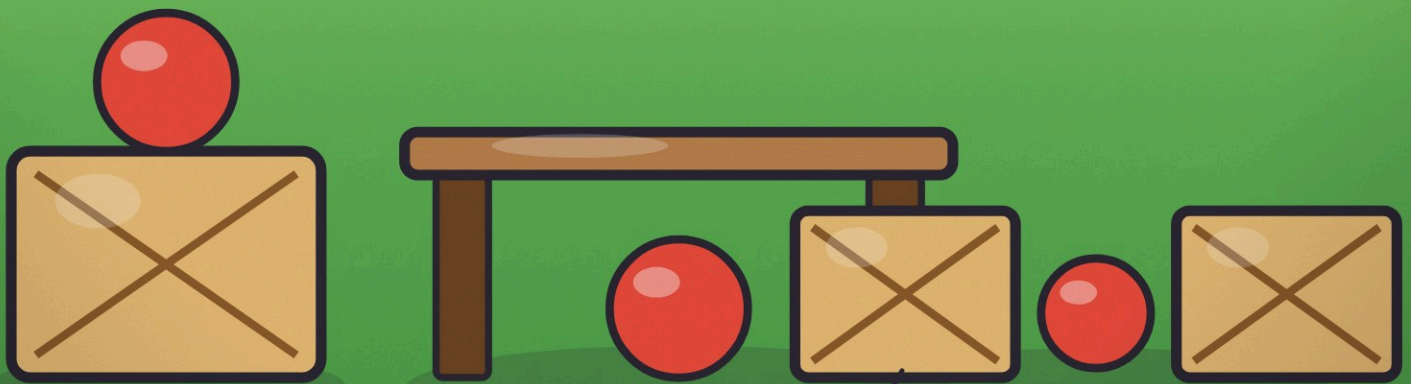


Prepositions & Position Words

IN · ON · UNDER · BETWEEN



31 pages · 6 page types · 8 position words



THREE STEPS

1 Look at the Helper together

Page 6 shows all eight position words, each with its own small picture and a kid-words clue. Read them together before the first practice page.

2 Pick a page type and a set

Four practice formats after the Helper, easiest to hardest, plus a creative My Turn page. Items come in three sets (A, B, C); the chart below says which page for which child.

3 Check it, record it, send it home

The answer keys are pages 20, 21 and 22. Date each page on the tracker (page 23), roll the group up on page 24, and send the home page (26). A filled example is on page 27.

WHICH PAGE, WHEN

WHEN...	USE...
Learning the eight words	Helper, page 6
Recognizing a position word (circle)	Where Is It?, pages 7, 8, 9
Sorting pictures by position	Sort by Position (cut and glue), pages 10, 11, 12
Spelling the word itself	Write the Word, pages 13, 14, 15
Going from words to a picture	Draw It, pages 16, 17, 18
Ready to write and draw their own	My Turn, page 19
Writing a progress note or a note home	Team note, page 25 · phrase bank, page 28

Everything inside (31 pages)

- **14 student pages** in 6 page types: Helper, Where Is It?, Sort by Position, Write the Word, Draw It and My Turn
- **8 position words** (in, on, under, above, behind, in front of, next to, between), every one shown in a drawn picture, never hand-typed into a key twice
- **18 cut-and-glue picture cards**, six a page, in a block that takes 3 straight cuts
- **1 about page, 3 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 binder cover, 6 divider tabs** and a spine label

What makes it different

Teaches the CONCEPT with a picture on every item, not a scored data-collection probe. Page 5 says what is left out and how this differs from a prepositional-phrase progress monitoring probe.



My name: _____

Date _____



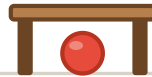
Every picture shows one position word. Read the clue under each one.

**in**

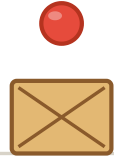
Fully inside, with sides all around it.

**on**

Touching the top of something.

**under**

Below something, with a gap above it.

**above**

Up high over something, not touching it.

**behind**

Mostly hidden, peeking out from behind.

**in front of**

Out front -- it is the first thing you see.

**next to**

Right beside something, with a little gap.

**between**

With one thing on each side of it.



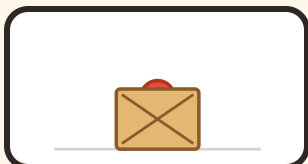
My name: _____

Date _____



Look at the picture. Read the sentence. Circle the word that is true.

1



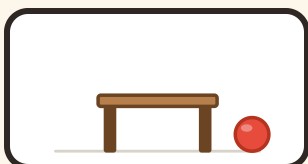
The ball is _____ the box.

behind

on

in

2



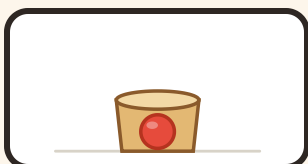
The ball is _____ the table.

in front of

next to

above

3



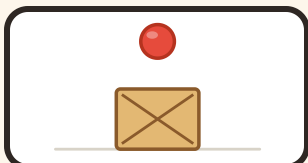
The ball is _____ the box.

between

under

in

4



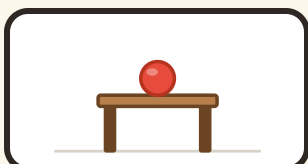
The ball is _____ the box.

above

in

under

5



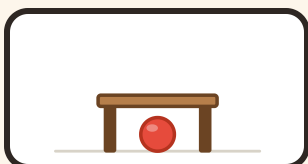
The ball is _____ the table.

behind

in front of

on

6



The ball is _____ the table.

between

under

on





My name: _____

Date _____



Cut out the six pictures. Glue each one under its word.

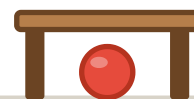
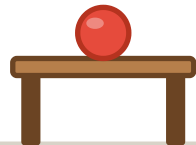
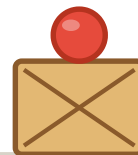
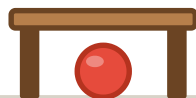
on

under

behind



Cut on the dashed lines.





My name: _____

Date _____



Look at the picture. Write the position word on the line.

in

on

under

above

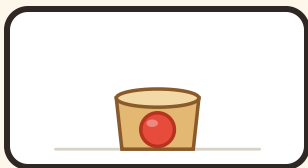
behind

in front of

next to

between

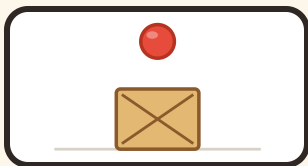
1



The ball is _____ the box.

Write the word

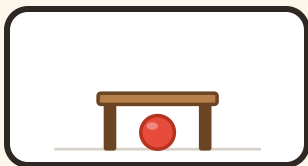
2



The ball is _____ the box.

Write the word

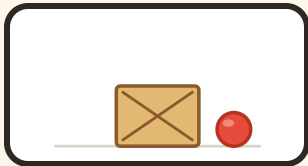
3



The ball is _____ the table.

Write the word

4



The ball is _____ the box.

Write the word

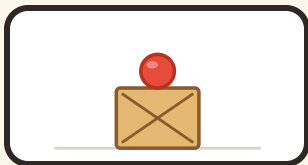
5



The ball is _____ the box.

Write the word

6



The ball is _____ the box.

Write the word





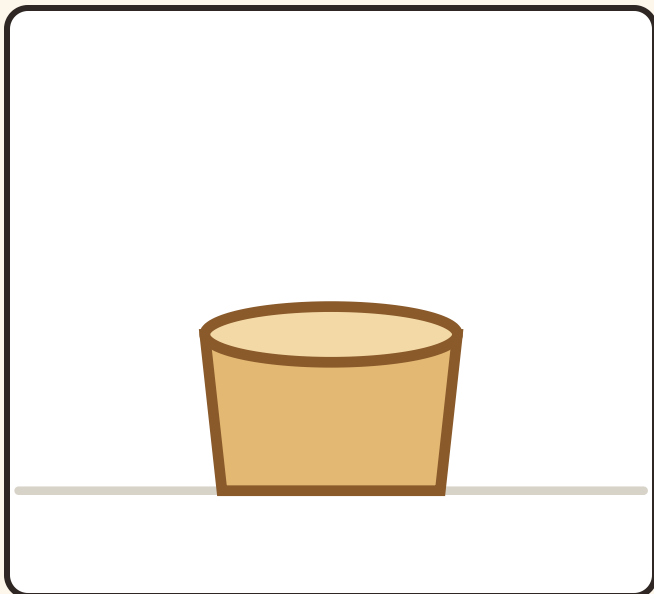
My name: _____

Date _____

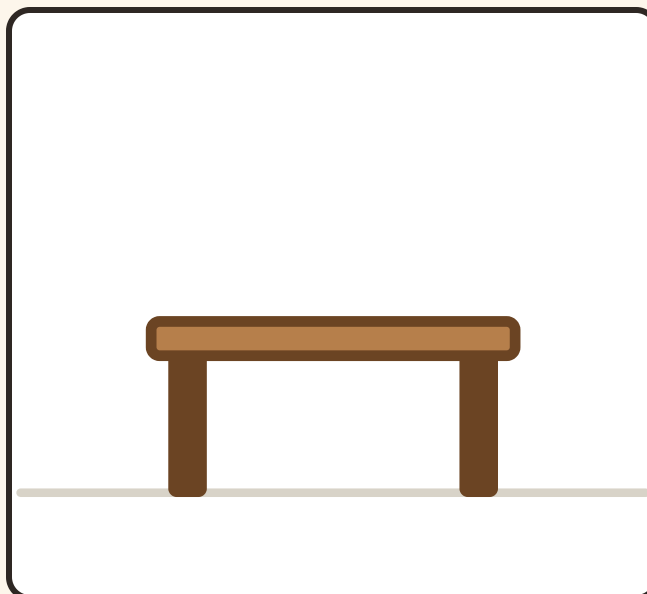


Read the sentence. Draw the ball in the right spot.

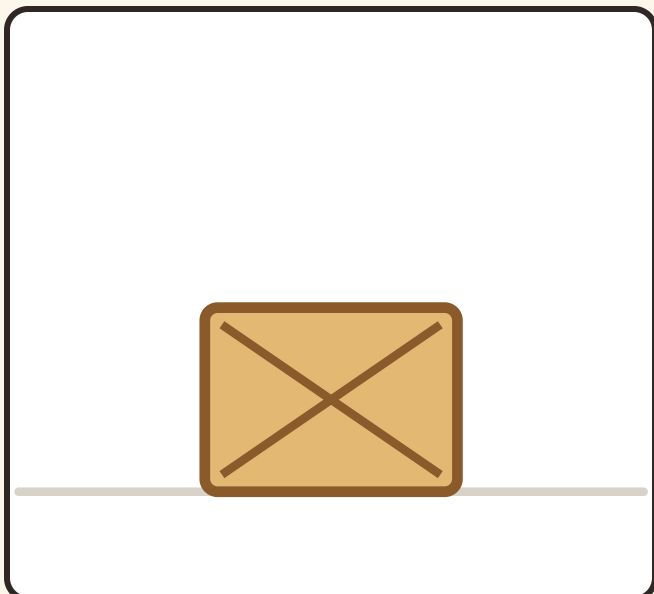
1 Draw the ball in the box.



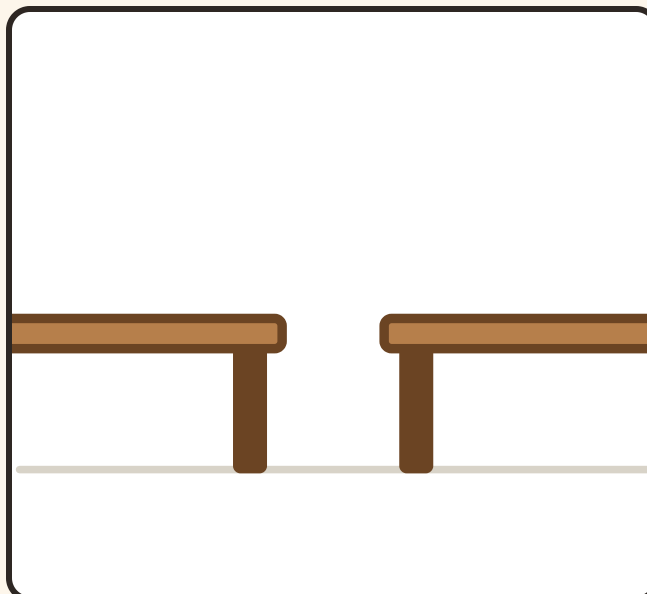
2 Draw the ball under the table.



3 Draw the ball behind the box.



4 Draw the ball between the tables.





STUDENT

TEACHER

MONTH

PAGE TYPE AND SET	PG	DATE	RIGHT (WHERE/SORT/WRITE OF 6, DRAW OF 4)	NOTES
Where Is It? · Set A	7			
Where Is It? · Set B	8			
Where Is It? · Set C	9			
Sort by Position · Set A	10			
Sort by Position · Set B	11			
Sort by Position · Set C	12			
Write the Word · Set A	13			
Write the Word · Set B	14			
Write the Word · Set C	15			
Draw It · Set A	16			
Draw It · Set B	17			
Draw It · Set C	18			

How to fill this in

Date each page the day it is finished, and write how many items the child got right with no prompt. A blank means not tried yet, never wrong. Answer keys: pages 20, 21 and 22. Filled example: page 27.

THIS MONTH WE ARE WORKING ON





Devon R. is invented; nothing on this page describes a real student. The blank tracker is on page 23.

STUDENT

TEACHER

MONTH

Devon R. (an invented student)

Ms. Park (invented)

October

PAGE TYPE AND SET	PG	DATE	RIGHT (WHERE/SORT/WRITE OF 6, DRAW OF 4)	NOTES
Where Is It? · Set A	7	10/5	6 of 6	–
Where Is It? · Set B	8	10/7	5 of 6	Picked “above” when the ball was touching the box (meant on)
Where Is It? · Set C	9	–	–	–
Sort by Position · Set A	10	10/8	6 of 6	–
Sort by Position · Set B	11	–	–	–
Sort by Position · Set C	12	–	–	–
Write the Word · Set A	13	10/9	4 of 6	Spelled “bihind” for behind; the word chosen was right
Write the Word · Set B	14	–	–	–
Write the Word · Set C	15	–	–	–
Draw It · Set A	16	10/12	3 of 4	Drew the ball touching the table for above (needs the gap)
Draw It · Set B	17	–	–	–
Draw It · Set C	18	–	–	–

How to read it

Devon R. has finished **2 of 3** Where Is It? pages (**11 of 12** right), **1 of 3** Sort by Position page (**6 of 6**), **1 of 3** Write the Word page (**4 of 6**) and **1 of 3** Draw It page (**3 of 4**). My Turn is not started. Every number comes from the table above.

The family note this tracker would produce

“This month Devon R. named the right position word on 11 of 12 pictures and sorted 6 of 6 correctly. He is starting to draw the picture from the words: 3 of 4 on his first try, missing the gap above the table once.” — every fact in it is a row of the table above.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a table of children who each need a different amount of support finding where something is. If this helped, leaving feedback on TPT helps other teachers find it.

EVERYTHING INSIDE, ONE MORE TIME

The six page types

- Helper (page 6): all 8 words, one small picture and a kid-words clue each.
- Where Is It? (pages 7, 8, 9): a picture and a sentence with a blank; circle the true word.
- Sort by Position (pages 10, 11, 12): cut six pictures, glue each under its word.
- Write the Word (pages 13, 14, 15): a picture and a blank; write the word.
- Draw It (pages 16, 17, 18): words only; draw the ball in the right spot (the reverse direction).
- My Turn (page 19): pick a word, write a sentence with it, draw the picture.

Ideas for using this pack beyond the folder

- Table-top check: before small group, hand a child one Where Is It? item and ask them to show you the position with two real objects first.
- Spiral review: keep the Draw It pages for a quick Friday check once the easier pages are solid, since drawing from words alone is the furthest-along skill in this pack.
- Send the Helper page (page 6) home at the start, so the clue wording matches what the family hears used at school.
- The binder cover and tabs (pages 29–30) keep a whole caseload's copies sorted by page type instead of by student, which is faster when you run small groups by skill.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

More K–2 grammar and skill-practice resources are added to this store regularly.

Part of the K–2 Language and Position Concepts collection. Click **Follow** on the store page and TPT will email you when new resources go up.

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