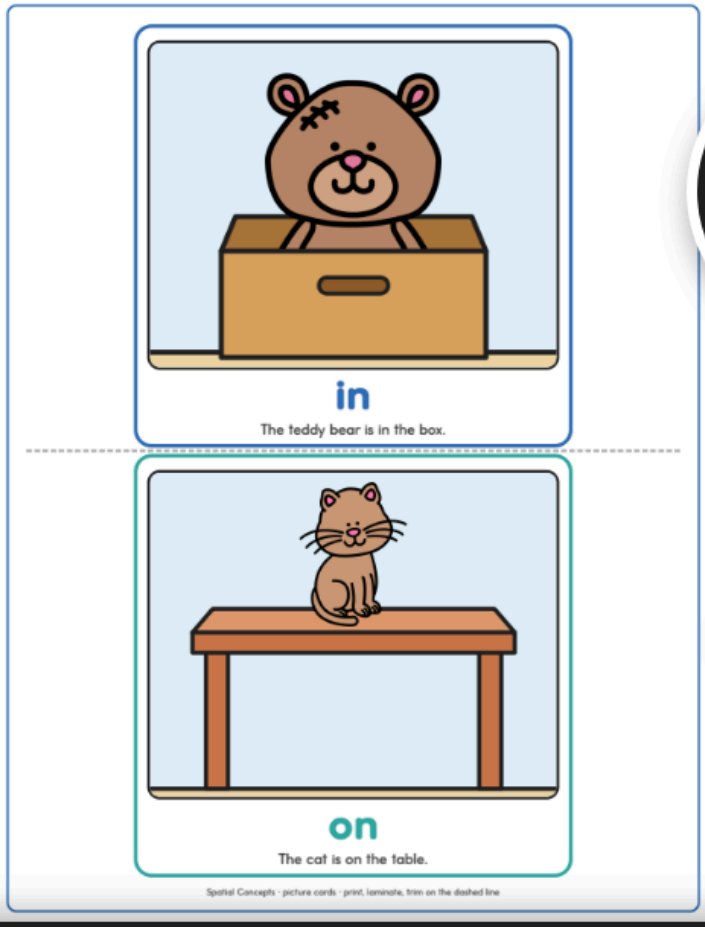
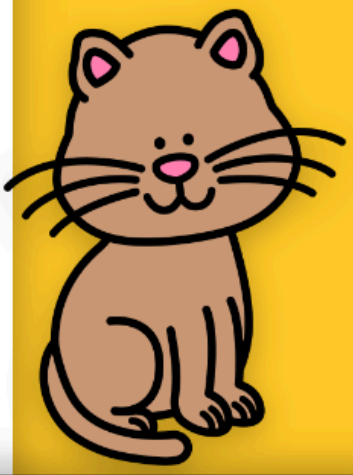
Bright Path Sped







10 WORDS



SPATIAL CONCEPTS

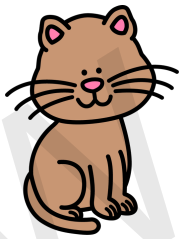
CARDS • CUT & GLUE • SHOW ME

Spatial Concepts: Start Here

What's inside



- **10 prepositions**: in, on, under, next to, behind, in front of, above, below, between, on top of. Each is one picture scene: a drawn box, table, fence or shelf with one animal or object placed in the relation.
- **5 color picture-card pages** (pages 5-9): 10 cards, two a page, each a scene with its word under it
- **5 trace-and-color pages** (pages 10-14): the same 10 scenes in black and white to color, with the word to trace
- **4 cut-and-glue pages** (pages 15-18): 20 scene pieces, five a page, glued next to their word; two pages with a faint picture in each glue box, two without
- **Show Me** (pages 19-20): a scene mat, 6 animals to cut out and 7 lines to follow
- **2 sentence pages** (pages 21-22): look at the picture, write the words
- A words list (page 3), a finished example (page 4), a tracker (page 23), a family note (page 24), a what's-next page and credits



Three steps

- 1. **Pick the words.** You choose which prepositions a child works on and in what order; follow your own plan. Print the card pages and laminate them to show and talk about.
- 2. **Do it with pictures.** Trace and color, then cut and glue each scene by its word. The circle pages have a faint picture in the glue box to match; the square pages do not.
- 3. **Do it with your hands.** On the Show Me mat the child puts a cut-out animal where you say. Then the sentence pages: look at a scene and write the words.

Which page for which job

- **Teaching table or circle time**: the color picture cards, one scene at a time.
- **Center or early finisher**: a trace-and-color page or a cut-and-glue page.
- **Small group**: the Show Me mat, one animal at a time.
- **Writing time**: a sentence page. **Notes**: the tracker (page 23).

What this is, and is not

This is a picture-card teaching set: scenes, words, pieces to glue and a mat. It is **not** a set of progress-monitoring probes, and it has no scoring, no assessment and no timeline; the district's rules and your own plan decide when and how a child works on a word. Each picture shows one clear relation, so a child can name it before saying it. The mat shows 7 of the 10 words, because a loose paper animal cannot go behind or on top of a printed box; the scene cards cover all 10. More than one spot can be right on the mat: look for the relation.

PREVIEW

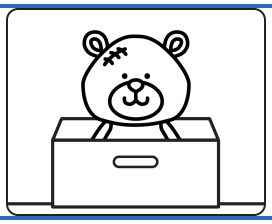
Example: a Finished Page

Sam is an invented student. Sam wrote 14 of the 15 blanks. 4 sentences are finished and 1 blank is still open: the last word in row 5.

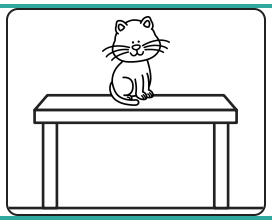
My name **SAM**

Look. Write the words.

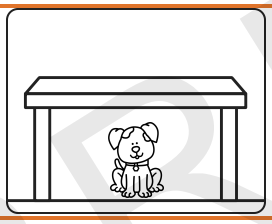
in on under next to behind



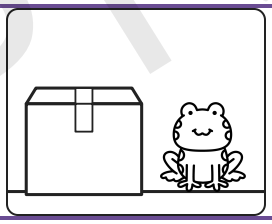
The **TEDDY BEAR** is **IN** the **BOX** .



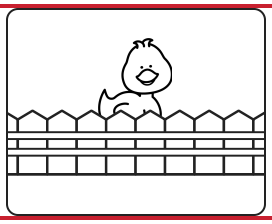
The **CAT** is **ON** the **TABLE** .



The **DOG** is **UNDER** the **TABLE** .



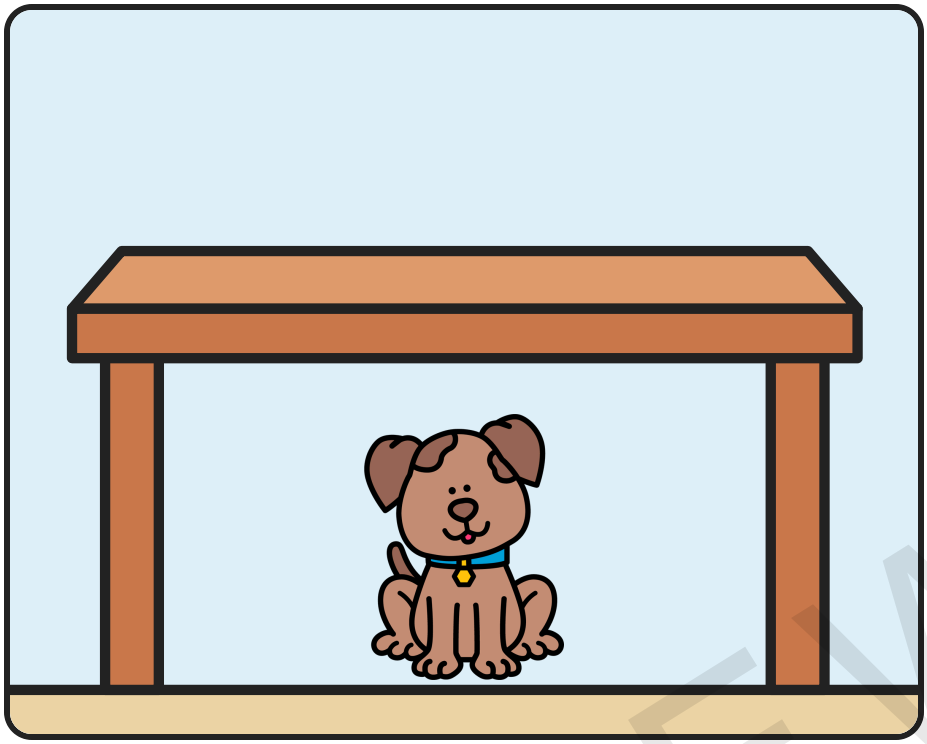
The **FROG** is **NEXT TO** the **BOX** .



The **DUCK** is **BEHIND** the _____ .

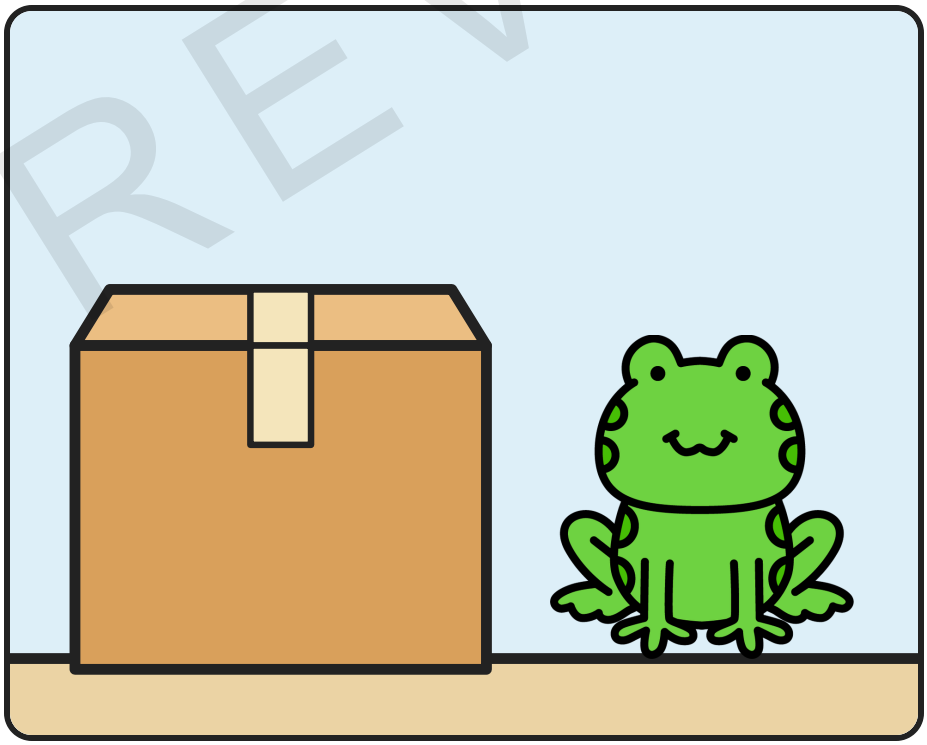
The word bank at the top holds the five prepositions on the page. Your pages can be handed out blank.

PREVIEW



under

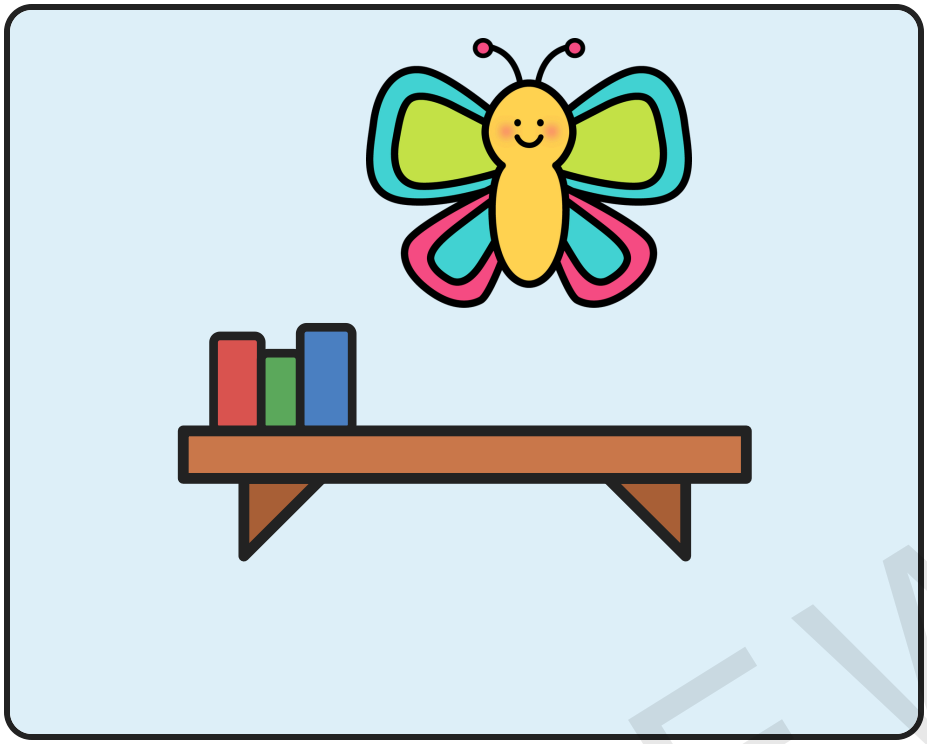
The dog is under the table.



next to

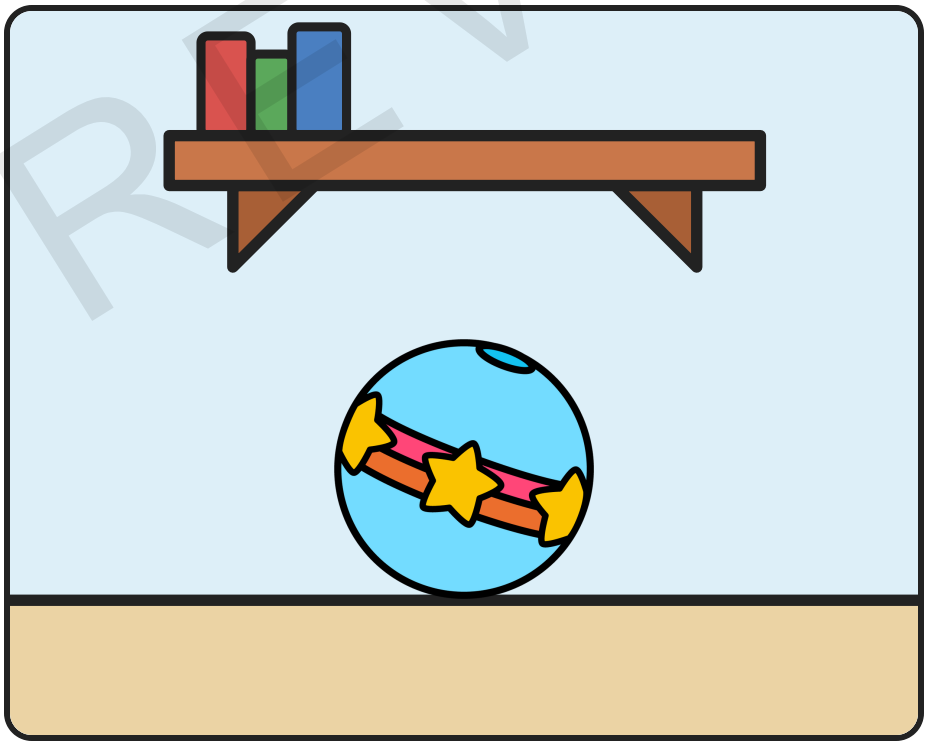
The frog is next to the box.

PREVIEW



above

The butterfly is above the shelf.



below

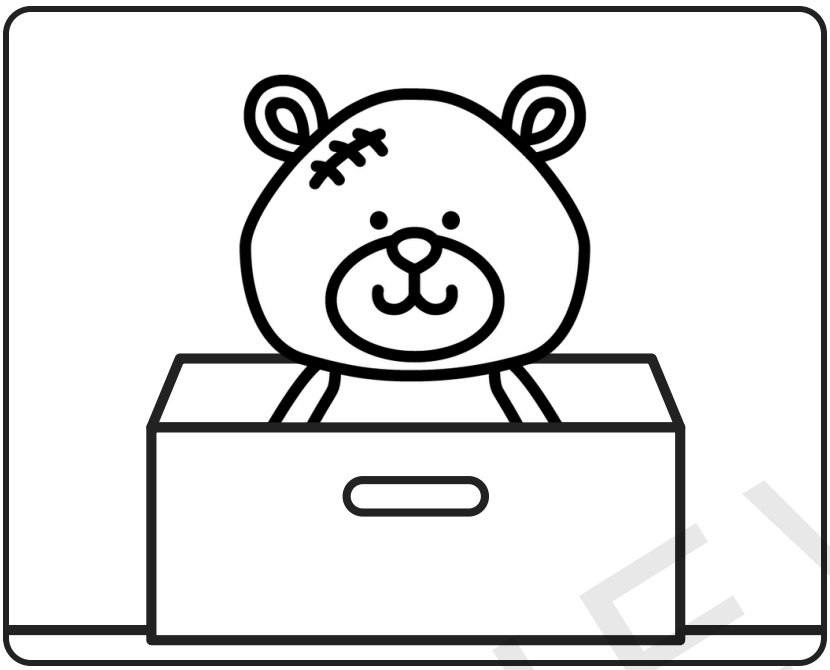
The ball is below the shelf.

PREVIEW

Preview : Bright Path Sped

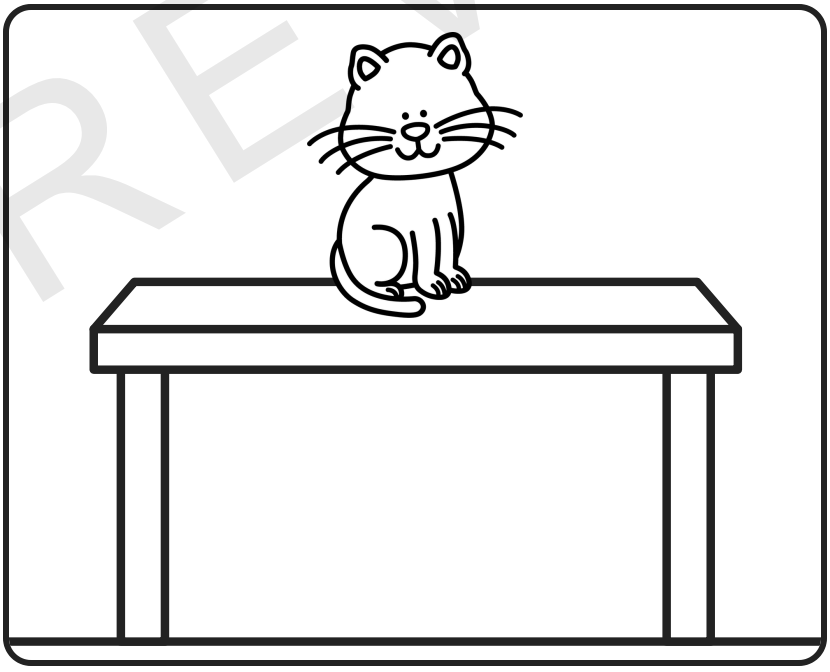
My name _____

Trace the word. Color the picture.



in

_____



on

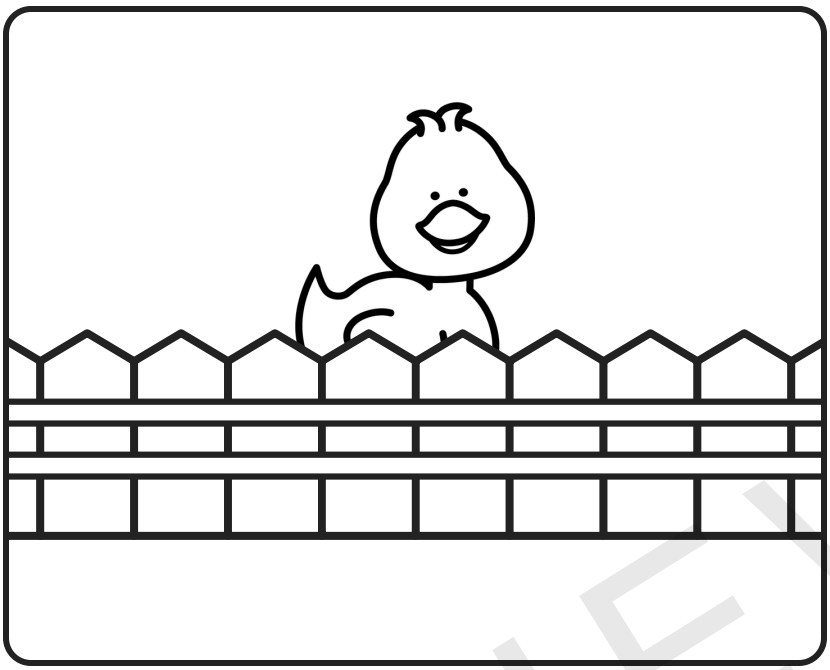
_____

PREVIEW

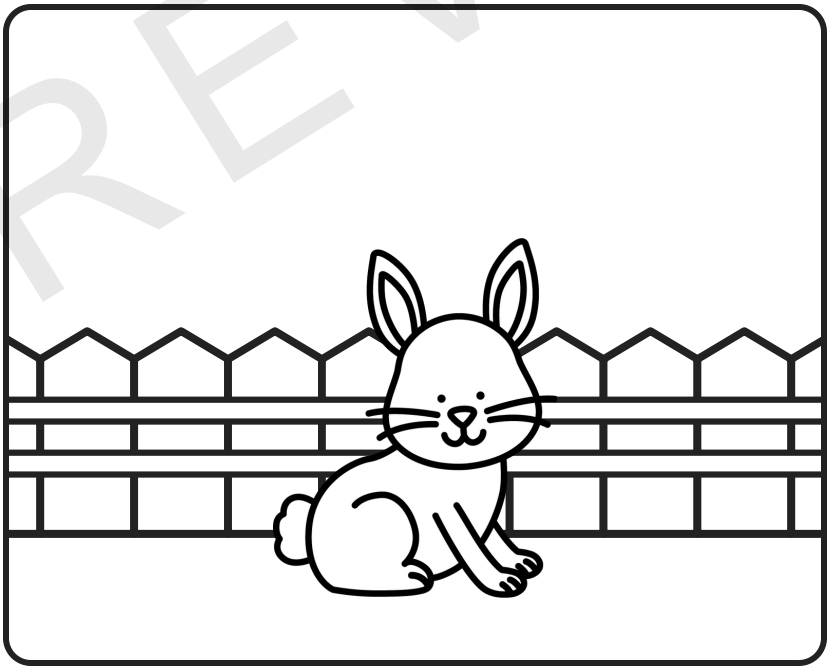
Preview - Bright Path Shed

My name _____

Trace the word. Color the picture.



behind _____



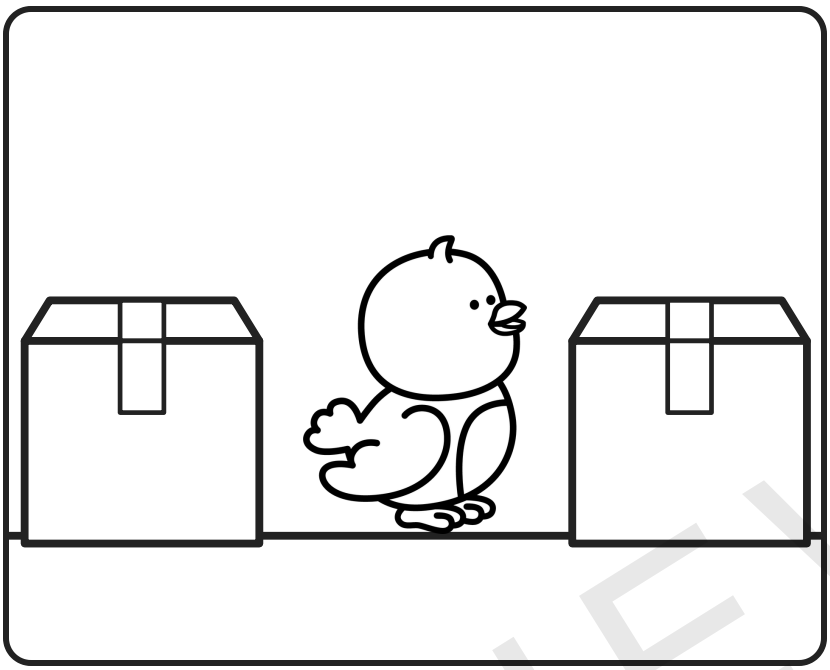
in front of _____

PREVIEW

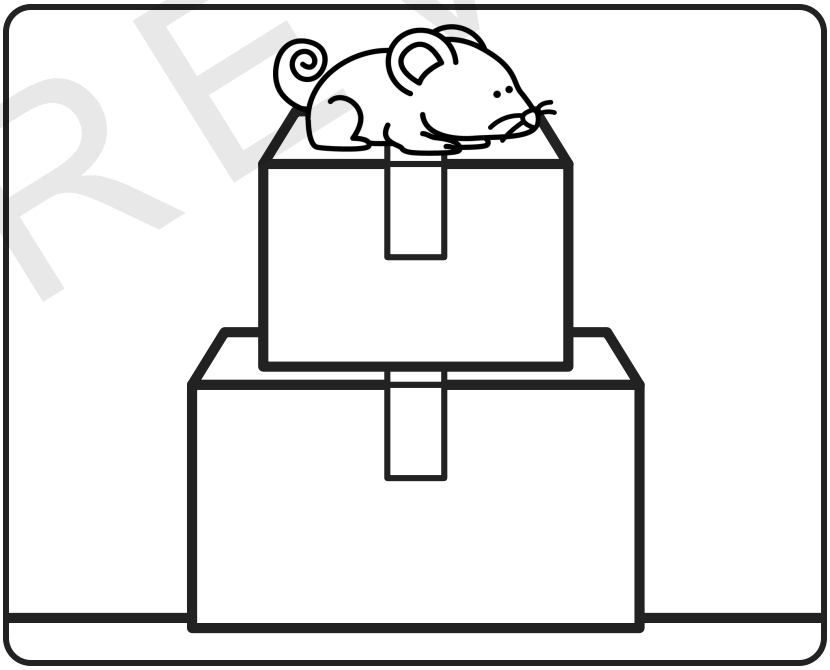
Preview - Bright Path Shed

My name _____

Trace the word. Color the picture.



between _____



on top of _____

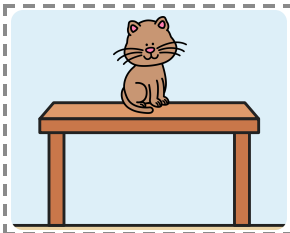
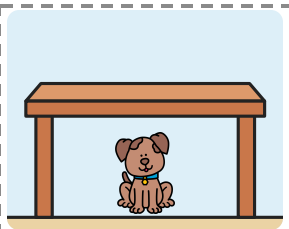
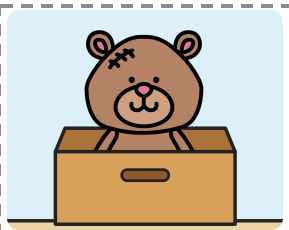
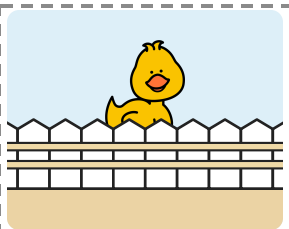
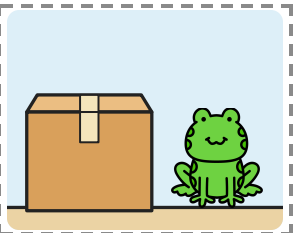
PREVIEW

Preview - Bright Path Shop

My name _____

Cut. Glue each picture by its word.

in	
on	
under	
next to	
behind	

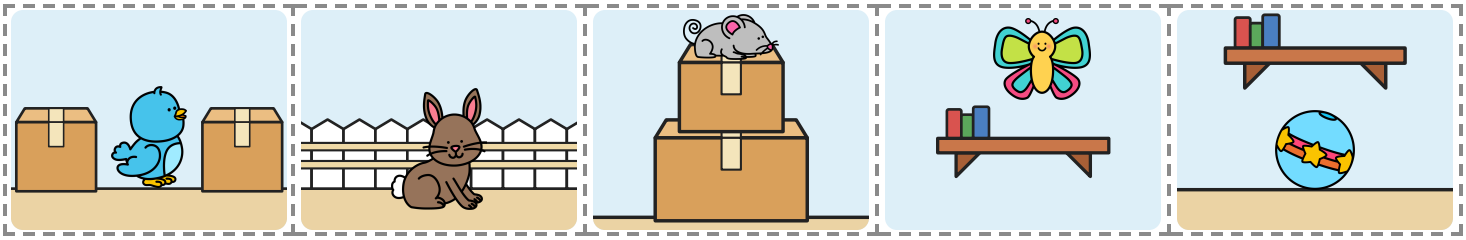
PREVIEW

Preview - Bright Path Sped

My name _____

Cut. Glue each picture by its word.

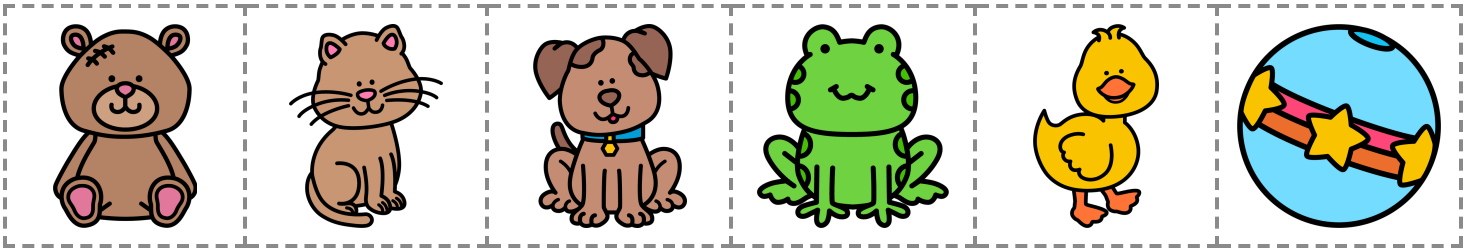
in front of	
above	
below	
between	
on top of	



PREVIEW

My name _____

Cut the animals. Then do each line.





Put the teddy bear in the box.



Put the cat on the table.



Put the dog under the table.



Put the frog next to the box.



Put the duck above the table.



Put the ball below the shelf.



Put the teddy bear between the box and the table.

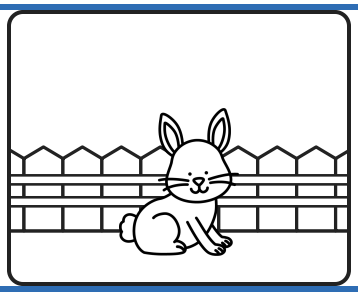
PREVIEW

Preview - Print Full Size

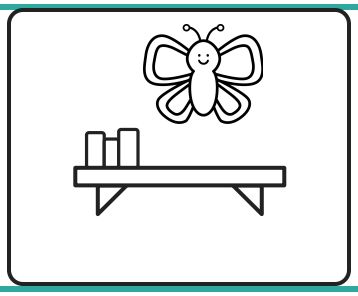
My name _____

Look. Write the words.

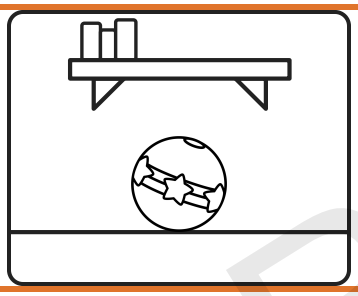
in front of above below between on top of



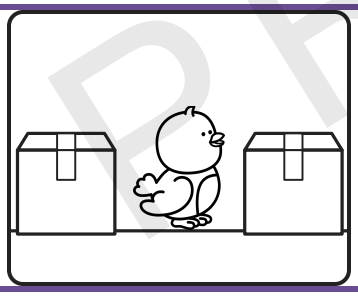
The _____ is _____ the _____ .



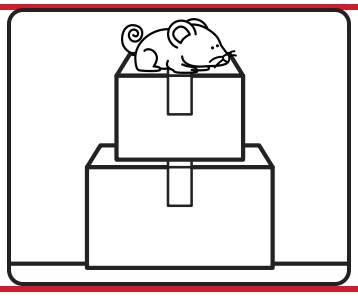
The _____ is _____ the _____ .



The _____ is _____ the _____ .



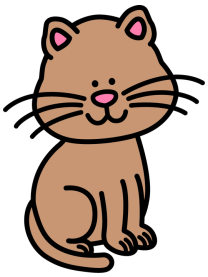
The _____ is _____ the _____ .



The _____ is _____ the _____ .

PREVIEW

Where Is It? A Note for Home



Date: _____

Dear family of _____,

This week your child worked with picture scenes that show where things are. The pages are coming home.

The words in this set

in, on, under, next to, behind, in front of, above, below, between, on top of.

What came home

- A scene to color and a word to trace.
- Pictures cut out and glued next to the word that matches.
- A page of sentences that your child filled in.

Our plan

Words to look for:

_____

Please send back by: _____

Around the house

- As you go through the day, say where things are: the cup is on the table, the shoes are under the bed.
- Let your child tell you where a toy is, in their own words.

A note back to us

From _____ Questions? _____

PREVIEW