



Level 1

Ducks in a Pond
Positional Concepts – Teaching Basic Skills
Concrete Level A – Using Manipulatives

Domain:

- Language, Fine Motor, Cognitive

Goals:

- Child will increase the number of words in his/her vocabulary.
- Child will demonstrate an understanding of these positional concepts: **over, under, beside, in front of, behind, in, out, and in the middle.**
- Child will use pincer grasp to pick up and place items as directed by the teacher.
- Child will follow along in the book as it is read.
- Child will Increase attention span to remain focused on the story.

Materials:

- small plastic or rubber duck
- large piece of blue felt (pond) or water table
- a variety of other animals from the story.
- *One Duck Stuck* storybook

Instructions:

- Set the pond up with several animals from the story.
- Demonstrate positional words by placing a duck **over, under, beside, in front of, and behind** the other animals. Demonstrate the duck being **in, out, and in the middle** of the pond.
- Use positional words to instruct children where the duck should be placed.
- Have the child place the duck in the appropriate position (receptive).
- Encourage the child to use words to tell where his/her duck is by asking, **Where is your duck?**(expressive)

Suggestions:

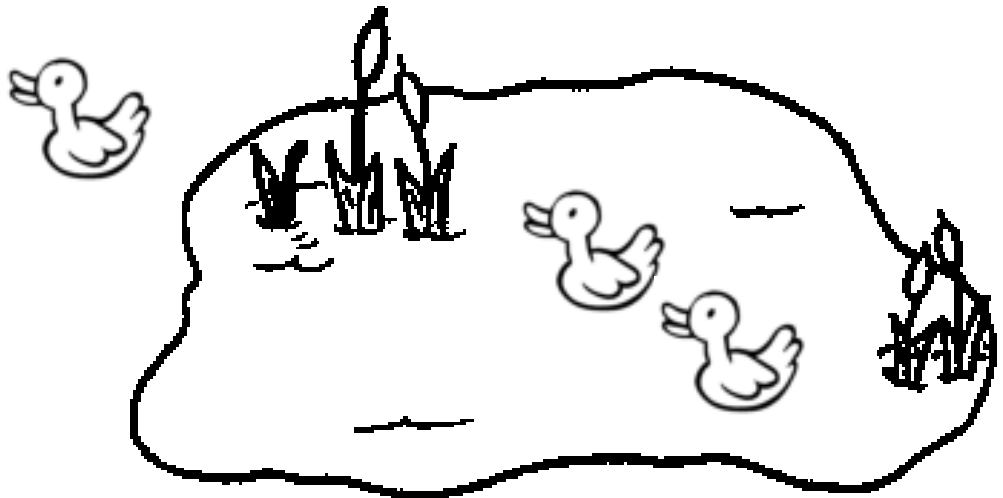
- Use additional position words as the children's skill levels improve.

Story Time Teaching:**For younger children or children with limited language skills**

- Preview the story before reading it to the children. Take note of the pages that illustrate positional concepts (the duck is **in** the muck, the fish are **beside** each other, crickets are jumping **over** the duck). These are the pages you will use to practice positional concepts.
- Set up props for the story that can be used to demonstrate position words.
- Demonstrate and name each target position word using the story props.
- Read the story pausing on the selected pages.
- Allow the children to demonstrate the targeted position words with the story props. For example:
 - Instruct a child to get the duck and put it **in** the muck. (receptive)
 - Ask the child **Where is the duck?** (expressive)
 - If the child has difficulty with these tasks, model the action of putting the duck **in** the muck and state that **the duck is in the muck**. Have the child repeat the action and the answer

For children with higher level language skills

- Hide some of the story props around the classroom to be found by the students as the story is read.
- Begin reading the story. When you get to the page with a picture of one of the hidden story props, stop and ask a child to find the object.
- Once the child has found the object, ask **Where did you find the duck?**
- Be sure to hide the objects so that the targeted positional word can be used and reinforced.





Duck and His Friends
Position Words
Abstract Level B – Using Pictures

Be sure the child can label the objects before asking him/her to identify positions. Level 1

Domain:

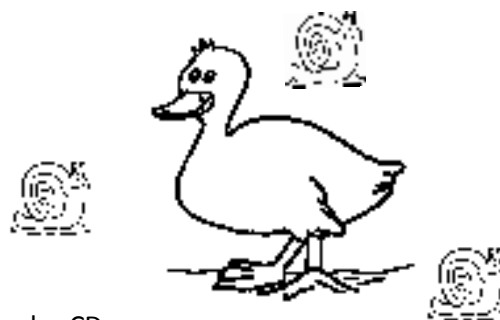
- Language, Fine Motor, Cognitive

Goals:

- Child will increase the number of words in his/her vocabulary.
- Child will demonstrate an understanding of these positional concepts: **over, under, behind, in front of.**
- Child will follow directions.
- Child will use pincer grasp to place items as directed by the teacher.
- Child will cut along straight lines.
- Child will complete pasting activity.
- Child will follow along in the book as it is read.
- Child will increase attention span to remain focused on the story.

Materials:

- *Duck and His Friends* pp. 26-28
- scissors
- glue or paste
- *One Duck Stuck* storybook
- color CD
- optional file folders
- Velcro dots and lamination
- Story Board p. 9



Instructions:

Large Group Activity

- Copy the *Duck and His Friends* pages from the color CD.
- Cut out the page and the answers.
- Laminate the page and the four answer squares for durability.
- Place a Velcro dot on the back of each answer picture. Make sure that the texture of the dot is the opposite of the texture on the Story Board.
- Put a Velcro dot on each space where an answer should be placed on the *Duck and His Friends* page. Make sure the texture of the dot is the opposite of the texture on back of the answer pictures.
- Put Velcro on the back top corners of the page so it can be placed on the Story Board. Be sure to use the opposite textured Velcro of that on the Story Board.
- On the Story Board place the page with the answer pictures beside it.
- Demonstrate positional words by placing the pictures **over, under, behind,** and **in front** of the duck.
- Child will follow the teacher's directions to place the objects in the correct position. (receptive)
- Ask the child to tell **where** the object is located. (expressive)

- This activity can be made into a file folder game and placed in a center to be used independently.
- Use as a small group activity for children who are having difficulty with positional words.

Small Group Activity

- Copy the *Duck and His Friend* pages from the black lined master or print the color page from the color CD. Make a copy for each child and one to use as a model.
- Demonstrate positional words by placing pictures of the objects **over**, **behind**, **in front of**, and **under** the duck.
- Give each child a strip of objects. If the objects are uncolored, allow the children to color before they cut.
- Child (or teacher) will cut lines to separate the objects.
- Child will follow the teacher's directions to paste the objects in the correct position. (receptive)
- Ask the child to tell **where** the object is located. (expressive)
- Continues to use the model as children complete their work if needed.

Suggestions:

- Use the optional Interactive White Board (IWB) activity to introduce this activity to the class.
- Use the optional IWB activity to review the skill with children who are still having difficulty with positional words.

Story Time Teaching:

For younger children or children with limited language skills

- Hide *Story Telling Cards* pp. 16-20 around the classroom to be found by the students as the story is read.
- Begin reading the story. When you get to the page with a picture of one of the hidden cards, stop and ask a child to find that card.
- Once the child has found the card, ask **Where did you find the ____?**
- Hide the cards so that the targeted positional word can be used and reinforced.
- When hiding cards, place them where children can see them in the classroom. Child may need verbal prompts, gestures, or hints of where to find the cards.

For children with higher level language skills

Reading the story for **where** questions

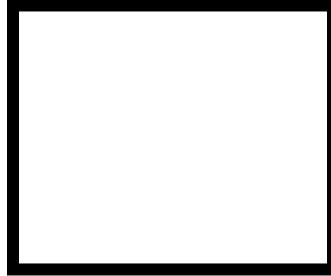
- As you read the story, pause on each page and ask **where** questions. Some examples:
 - **Where is the duck? (in the muck)**
 - **Where the moose? (over the duck)**
 - **Where is the possum? (under the tree)**

Duck and His Friends

Position Words

Name _____

Put the dragonfly
over the duck.



Put the frog
in front of
the duck.



Put the snail
behind the duck.



Put the snake under the duck.



Duck and His Friends

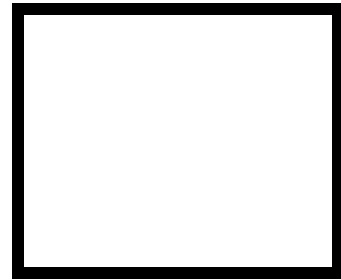
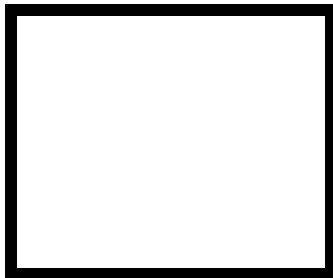
Position Words

Name _____

Put the flower over
the duck.



Put the log in
front of the
duck.



Put the grass
behind the duck.



Put the pond under the duck.



Duck and His Friends

Position Words

Name _____

Put the frog over
the duck.



Put the possum in
front of the
duck.



Put the moose
behind the duck.



Put the fish under the duck.

