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Our Classroom Positions - Foundation

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Teacher quick-start

Our Classroom Positions - Foundation | Five 45-minute lessons

Purpose and entry point

Teach students to interpret, make and describe object positions and their own actual location in familiar classroom spaces. Start with familiar nouns and adult-read one-step requests. Independent reading, fluent speech, left/right, coordinates and extended writing are not prerequisites.

Prepare once

Collect an open box/tray, books, balls, pencils, small toys, stable bench/table/chair, two baskets/bins and optional hoop or accessible floor mark. Display reference pages 13–16. Prepare both empty landscape boards, twelve tokens, twelve task cards and separate checking guides (35–44). Set three safe stations for the movement kit (45–52). Cut tokens on their dotted contours, leaving labels outside. Print the supplied token-page scale at 100%; turn the two board pages left to read landscape.

Teach and use the files

Follow the five detailed lessons (3–12) and their short routes: model, compare, guide, then apply. The 24-slide presentation teaches; the 22-slide quiz has ten question/answer pairs. Adult-read tasks. Keep answers/checking pages separate until students respond; each work sheet's answer follows it.

Meaning to watch

On touches the top, above has a gap; in/inside means containment; under is beneath the floor; next to/beside names a reference. Between names both. Agree on the chair's own front for front/behind. Accept accurate synonyms and broad true ones. Flat builder tokens represent positions in the pictured familiar space.

Access and safety

Offer speech, pointing, pictures/device, drawing/placing and adult recording. Keep routes clear and hand cues within safe reach. No climbing, crawling, enclosed hiding, racing or touching peers. A seated actual location is valid. Hand/toy responses support teaching but cannot replace whole-student own-location evidence.

Assessment and next steps

Use fresh paper checks/answers (53–56), practical record (57), marking guide (58) and rubric (59). Secure evidence: three accurate fresh object descriptions across different relationships; a truthful description of the student's actual location naming a person/object; and a correctly interpreted and checked clue. Read and record without prompting answers. Assess meaning, not spelling or speed.

Lesson I - Where is it?

45 minutes | Model, compare and interpret familiar object positions | Teaching and guided practice

Learning and success

Students interpret and describe in/inside, on and under, then distinguish on from above. Look for a truthful relationship and a named reference: “in the box”, “on the bench” or “under the chair”. A student may point to both parts instead of producing a sentence.

Preparation and route

Use reference pages 13–14, matching-position practice and answer (17–18), same/changed practice and answer (19–20), presentation slides 2–6, a ball and real open box. Have a stable bench or table and book for the container/gap contrast. Keep answer pages aside.

5 min - Retrieve

Show the ball, box, book, bench and chair. Ask students to name or point to each. If the noun is unfamiliar, teach it before asking a position question. Ask “Where is something you can see?” Accept an everyday description and identify its reference together.

8 min - Explicit model

Place the ball inside the real box. Say “The ball is in the box” and point to the container boundary. Move it onto the table top and then beneath the box: describe the change and final place as a route. Use slides 3–5 to connect real and pictured examples. First, book on the bench, then hold it safely above with a visible gap. Say “Book touches the top. Above has a gap.” Keep the same book and bench so students compare the relationship.

10 min - Guided practice

Read each prompt on page 17 and show the two choices without pointing to the answer. Ask “Which picture matches? What is it near?” Let students point/circle or have an adult record. Model checking against the picture only after a response. On page 19 compare each pair: is the relationship the same or changed? Explain that a picture can look different while the stated position stays the same. Guide the first pair, then seek responses before giving feedback.

Lesson I - Where is it? - continued

Application, evidence and next steps

15 min - Independent and practical application

Students complete the remaining matching and same/changed choices by their preferred response mode. At a short teacher station, offer two real arrangements and ask for the requested relationship. Change the ball's place and ask "Where is it now? What is it near?" Record the intended relationship and reference separately from any reading, writing or movement help. Use answers on pages 18 and 20 after students have responded.

5 min - Discuss and check

Compare one on/above pair and one in/outside pair on page 17. Ask students to show the contact, gap or boundary that supports their choice. If a student says "up", acknowledge the observation and model the more useful phrase "above the bench". Do not call "inside" wrong when the intended relationship is in.

2 min - Exit evidence

Ask each student to point to or describe one real classroom object relative to a named reference. "The book is on the table" is sufficient. Invite a two-part point if speech is difficult: object, then reference with a picture choice for the relationship. Do not assess independent decoding.

Support, core and extension

Support: rehearse two relationships with one object/reference pair and two unmistakable picture choices. Read the prompt once, allow time, and record without supplying the answer. Core: describe several taught positions with a reference and distinguish contact from a gap. Extension: make a new on/above pair, explain the difference, or offer another accurate description; no coordinates or left/right requirement.

Common error and focused follow-up

If on/above is confused, bring the same real book to the same bench and compare touching with a gap. If the reference is omitted, ask "On what?" after noting the original response. Record this follow-up as prompted evidence, not independent success. If in/on is confused, show containment and upper-surface contact with the same open box. Plan one fresh recheck in the next lesson rather than drilling copied sentences.

Lesson 2 - Name what it is near

45 minutes | Next to, between and clear references | Teaching and guided practice

Learning and success

Students name the reference in a description and interpret next to/beside and between. Between requires both landmarks. A clear object description identifies the object, its relationship and what it is near; grammar or sentence length is not the pass condition.

Preparation and route

Use reference pages 14–15, placement practice/answers (21–22), reference practice/answers (23–24), Place and describe kit (35–44), slides 7–10, two baskets, a ball, open box and small counters. Give each pair one empty board, 10 matching tokens/cards and a separate checking guide. Use full-size printed pieces and cut contour pieces, not rectangular label boxes.

5 min - Retrieve

Place a real book on a bench and ask for the relationship and reference. Show a second object above, with a gap, to revisit the last lesson. Ask “Near what?” if the reference is unclear; note whether that prompt was needed.

8 min - Explicit model

Place the ball next to one basket and name it. Add a second basket with the ball in the gap and say “The ball is between the two baskets.” Point to both. Remove one basket and ask whether the same two-reference description still fits. Model the bag/shelf description on page 29; name the bag, the relationship and shelf. Return briefly to in/between; naming a reference is useful across relationships.

10 min - Guided practice

Read page 21 one item at a time. Students place a counter or point to a valid area; there need not be one exact coordinate. Use page 23 to choose the reference nouns; the last picture needs basket AND chair. Model one task card on the empty Classroom board: identify its board, token and reference, place the piece, describe it and compare with the separate guide. Show that the worked-model page (36) is different from the unsolved student boards (37–38).

Lesson 2 - Application and evidence

Application, evidence and next steps

15 min - Paired application

Pairs choose three cards for one board. One student places the matching token and describes it; the partner checks the relationship and reference, then they reset and swap roles. Repeat with the other board when ready. Adult-read cards and real objects are valid access options. Use all supplied cards over repeated turns; do not eliminate a student for an error. Ask them to explain and retry. Students finish placement/reference practice independently by pointing, placing or adult recording.

5 min - Discuss and check

Share one between placement. Ask “Between which two things?” and compare an alternative valid spot in the same gap; both can be correct. Check that a token described as in a tray is contained in the pictured tray, not on it. When above is requested, preserve a visible gap. The board is a picture of a familiar space, so tokens represent those depicted positions.

2 min - Exit evidence

Show a fresh ball between two named access point objects. Ask for its position and both references. Accept words, pictures or a sequence of points that communicates the same meaning. Record an omitted reference as the next teaching focus; do not compare with the adult’s answer.

Support, core and extension

Support: use one board, two cards and real familiar reference nouns; reduce listening load without losing the relationship. Core: use three-part descriptions across several cards and check both references for between. Extension: clarify an omitted reference, offer two accurate descriptions of one placement, or create a useful two-reference clue. Do not demand exact coordinates or a memorised order of words.

Follow-up from evidence

If a student names only a colour, ask which object that colour belongs to and model its noun during teaching. If between is treated as next to one basket, re-enact the same ball with one then two landmarks. If pieces cover a needed reference, reset to another valid location with visible clearance rather than treating one guide coordinate as compulsory. Give a fresh independent item after the focused reteach.

Lesson 3 - Where am I?

45 minutes | Actual own location and a shared chair front | Teaching and guided practice

Learning and success

Students describe their own actual location relative to a familiar person or object, including next to, between, in front of and behind. Agree on a chair's intrinsic front. Evidence includes a whole-student actual location; own-hand cues teach useful relationships but cannot replace every self-location observation.

Preparation and route

Use reference pages 15–16, classroom practice/answers (25–26), depicted student-position practice/answers (27–28), movement kit (45–52) and slides 1–14. Set three clear accessible stations from page 48: oriented chair/bench, top of marked seated place, two separated bins or willing friends. Prepare the six own-partner record (51) and blank My position record (49). Clear routes and put hand cues within safe reach.

5 min - Retrieve

Review next to and between using the ball and two buckets. Ask students to name both references. Then ask “Where are you now?” and accept an actual seated location such as next to the table.

8 min - Explicit model

Point to the front edge of the chair seat and name the chair's own front. Show one safe whole-student place in front and one behind on the same floor plane; do not change the reference orientation or use page height/observer left-right as the rule. Connect to slides 12–13. Model “I am next to the chair” from a standing or seated position, then “I am between the two bins” from a safe accessible place. Name the person/object reference in every example.

10 min - Guided practice

Read one movement cue, let a student show or indicate a safe actual location, then freeze and describe. The partner checks the relationship and reference. For own hands, name the hand explicitly and check on/under/above rather than pretending the whole student is in that relation. Guide the classroom scene on page 25, then one pictured student item on page 27. Keep live own-location evidence separate from describing the student in a printed picture.

Lesson 3 - Where am I? - continued

Application, evidence and next steps

15 min - Station application

Small groups use the twelve movement cues at an adult-selected pace. Reset and swap roles after each check; retries are part of learning. Students may remain seated and indicate their truthful actual location. Collect at least one actual whole-student description for each student being observed, using page 51. Ask the student to name/show the reference rather than supplying it. On page 49 students record one actual place and a different actual place, with their references; pointing, drawing, pictures or adult writing are equally valid.

5 min - Discuss and check

Compare two true self-location descriptions and ask which object/person each uses. Check the same agreed chair front for front/behind. Discuss comfortable space with friends; no cue requires touching or reaching. If an agreed station equivalent changes the exact reference, name the actual reference accurately and record the support used.

2 min - Exit evidence

Ask “Where are you now? What person or object are you near?” A student may point to a position picture and the actual reference. Record the actual whole-student location. Use a brief follow-up later for any student not observed rather than inferring their understanding from group performance.

Support, core and extension

Support: begin with a known reference from the student’s usual seat, offer two accurate/incorrect picture choices and adult record. Core: describe a truthful own location, identify the reference and check an agreed front/behind cue. Extension: describe the same actual place using another reference or explain why an unclear clue needs a named reference. Fluency and mobility never define a higher level.

Common error and follow-up

If front/behind changes with the observer, return to the chair’s fixed front edge and re-enact on the same floor plane. If a student gives only a hand or toy description, acknowledge that object/body-part understanding and ask a separate actual own-location question. If both references are not named for between, use two willing friends/bins and check each independently. Use pages 50 and 52 for examples and adult checks after the student’s response.

Lesson 4 - Check and change

45 minutes | Check a clue, revise it and describe a changed place | Teaching and guided practice

Learning and success

Students check whether a clue matches the actual relationship/reference, correct a deliberately wrong clue and describe an object after a real change. Accurate synonyms and broad true clues remain valid. Success is a justified match or correction, not finding one teacher-preferred sentence.

Preparation and route

Use Check the classroom clue and answers (29–30), Make two positions and sample answers (31–32), both complete kits and slides 15–18. Prepare a puppet or teacher voice, one book, a closed box with stable upper surface, an open box and familiar table/bench. Keep the furniture still when changing a position, use safe places.

5 min - Retrieve

Ask for one object description and one actual own location description. Name the references and recall that between needs two. Briefly revisit touching versus gap.

8 min - Explicit model

Rest the book on the closed box but say “The book is in the box.” Ask students to check the picture/real arrangement and replace the wrong relationship with on. Say why: the book touches the upper surface rather than being contained. Then deliberately use beside instead of next to for a true arrangement and acknowledge both as correct. Move book out from beside a chair to under it while the chair stays still; describe its real new place, not a sequence of directions.

10 min - Guided practice

Read the first deliberately wrong clue on page 29, allow a response and then inspect the actual relationship/reference together. For the remaining items, ask what must change in the words. Do not cue the answer by tracing the correct word-bank choice. Model the empty frames on page 31 as places to create an arrangement, with no preset correct dot or coordinate. Guide one pair through creating, describing and checking a position before they reset.

Lesson 4 - Application and evidence

Application, evidence and next steps

15 min - Independent and paired application

Students correct the remaining page 29 clues by speech, pointing to words/pictures or adult recording. On page 31 they make two different object positions by drawing, placing or pointing, then describe each and its reference. Partners check the actual arrangements with slide 18's routine. The sample answer (32) is one valid example, not an exclusive solution. Use either practical kit for extra real/pictured changes, switching roles and checking each new final place.

5 min - Discuss and check

Invite one corrected clue and ask "What in the scene shows that?" Show two different valid arrangements from the open task. Explain that the clues must fit what the student actually made. A sentence can be true but unclear because it omits a reference; ask for clarification without calling the relationship false. For between, inspect both landmarks.

2 min - Exit evidence

Show one fresh mismatch with familiar objects. Ask the student to correct it and show the evidence: contact, gap, containment or the named reference. Record the original answer and any later prompt separately.

Support, core and extension

Support: compare two clear relationship choices with the same object/reference and adult-read one clue to correct a false relation, create two different positions and check each description. Extension: improve an omitted reference or explain an accurate alternative clue using two references when useful. Do not replace the maths with extended writing or left/right route algorithms.

Focused follow up

If a student treats every alternative as wrong, show two accurate synonyms against one unchanged arrangement. If they keep the old clue after moving an object, pause at the final place and point to the new relationship. If a reference is missing, ask for it after recording the independent response. Give one fresh recheck after teaching. Preserve accepted creative arrangements rather than comparing them only with the sample drawing.

Lesson 5 - Describe independently

45 minutes | Fresh examples, quiz and evidence-based feedback | Teaching and guided practice

Learning and success

Students independently describe fresh object positions and their own actual location, then interpret/check a fresh clue. Use the marking guide and rubric to build an evidence profile. Secure evidence includes at least three accurate fresh object descriptions across more than one relationship, a truthful actual own-location description with a named familiar reference, and an accurately interpreted/checked clue.

Preparation and route

Use reading-corner practice/answers (33–34), presentation slides 19–27, the 22-slide quiz with ten question/answer pairs, fresh checks/answers (53–56), practical record (57), marking guide (58) and rubric (59). Prepare familiar objects for brief fresh practical probes. Keep answer slides/pages hidden until students respond. Read instructions and record responses without supplying spatial answers.

5 min - Retrieve

Use a few familiar real examples to recall the taught terms and named references. Ask for both landmarks in one between example. Check students recognise each noun before independent assessment begins; access to nouns does not supply the relationship answer.

8 min - Review and model answers

Show the fresh reading corner scene on slide 19. Invite one supported practice description and named reference. Model the response process only: look, identify the named object, then communicate its relationship/reference. Explain “You may speak, point, use pictures or ask an adult to write.” On the own-location slide, ask for the actual present place rather than a memorised pose.

10 min - Guided retrieval quiz

Read each of the ten quiz questions aloud, give thinking time and collect a response before showing its answer. Do not read the private visual specification as the answer. Accept accurate synonyms. Question 10 has an open actual self-location answer; its example is one possibility only. Use this retrieval feedback to identify a teaching focus, while keeping the following fresh evidence independent of answer copying.

Lesson 5 - Application and evidence

Application, evidence and next steps

15 min - Independent paper and practical evidence

Students use pages 53 and 55 to describe fresh pictured/created positions. An adult may read or scribe but gives no relationship answer. While others work, briefly ask each student for their actual location relative to a person/object, then give a fresh one-step object-placement clue and ask how they checked it. Record the exact response and access support on page 57. Earlier actual-location observations inform the profile, but do not infer a missing fresh clue response. If a class needs more time, complete short follow-up probes within the teaching week; never rush or score speed.

5 min - Review and feedback

Use pages 54 and 56 only after the independent response. Accept alternative accurate arrangements supported by what a student made. Compare evidence with pages 58–59; identify the demonstrated relationship and reference, and one next teaching step. Give feedback such as “Your under description named the table. Next, remember both objects for between.” Do not invent success when the evidence is incomplete or contradictory.

2 min - Reflection exit

Ask “What helped you explain?” Students can select a position word, naming the reference or checking the actual scene, using speech/pictures/pointing. Record one useful reflection without repeating the mathematical assessment evidence.

Support, core and extension

Support during teaching: use two relations, real objects and clear picture choices. During assessment: preserve the same mathematical question, with adult reading/recording and accessible actual positions. Core: meet the secure evidence described above. Extension: clarify a reference or explain a new familiar example accurately; coordinates, left/right, neatness or fluency are not higher-level requirements.

Act on the evidence

Beginning: reteach the specific relationship with a real model. Developing: practise the missing reference or contrast and give a fresh independent check. Secure: apply to another familiar classroom space. Extending: explain alternative useful descriptions or repair an unclear clue. Record which evidence is independent and which needed a prompt. Keep the rubric profile and concrete next step; avoid an unsupported universal numerical cut-off.

Where is it?



The book is **on** the bench.



The ball is **under** the chair.



The pencil is **in** the pot.



The toy is **above** the box.



The bag is **next to** the shelf.



The ball is **between** two baskets.

On is touching; **above** has a gap.

ON



The book is on the bench.

ABOVE



The book is above the bench.

IN



The ball is in the box.

OUTSIDE



The ball is outside the box.

On: touching the top.

Above: a gap.

In: inside.

Outside: beyond the box.



Next to, between, in front of, behind



The ball is **next to** the chair.

Between needs two things.



The ball is **between** two baskets.



The student is **in front of** the chair.



The student is **behind** the chair.

I can tell you where I am.



I am **next to**
the chair.



I am **between**
two friends.



I am **beside**
the table.

Say it



Point



Use pictures
or a device



An adult writes



Tell the position and what you are near.



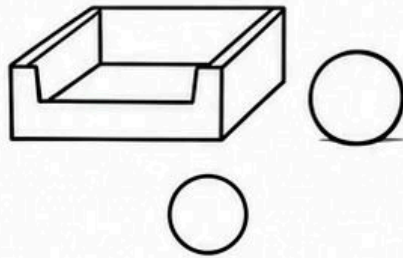
Name: _____

Choose the matching position

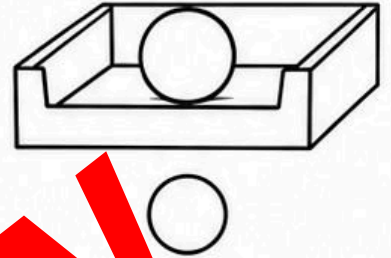
An adult reads. Circle or point to A or B.

The ball is in
the tray.

A

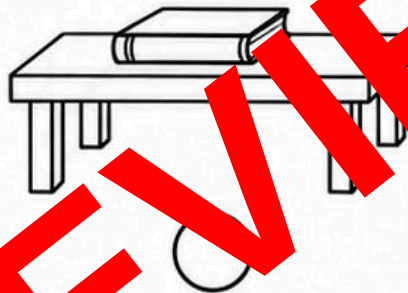


B

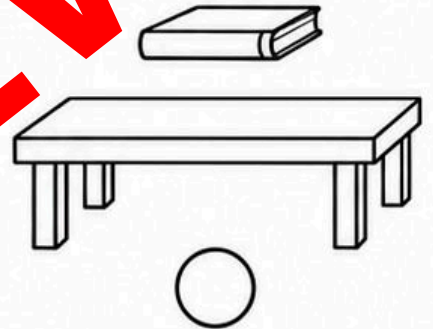


The book is on
the bench.

A

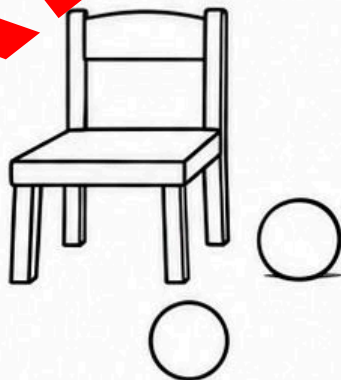


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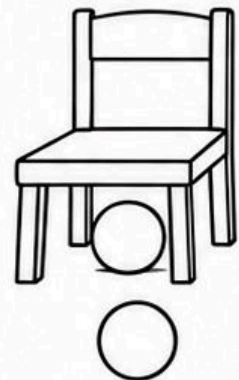


The ball is
under the chair.

A

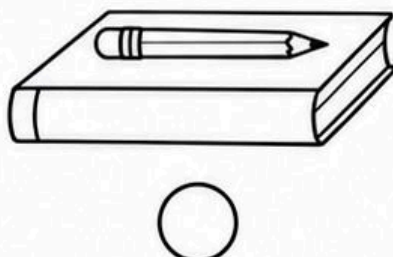


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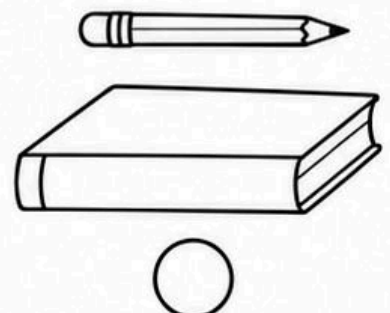


The pencil is
on the book.

A



B



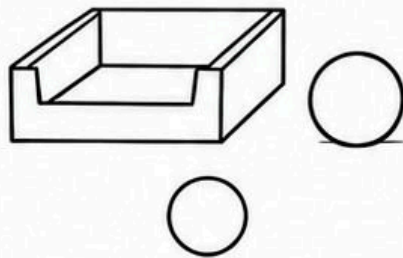
Name: **ANSWERS**

Choose the matching position

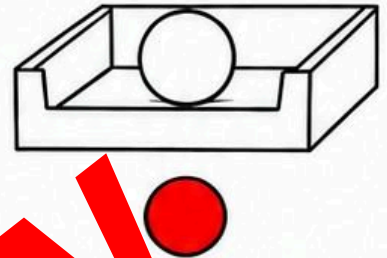
An adult reads. Circle or point to A or B.

The ball is in the tray.

A

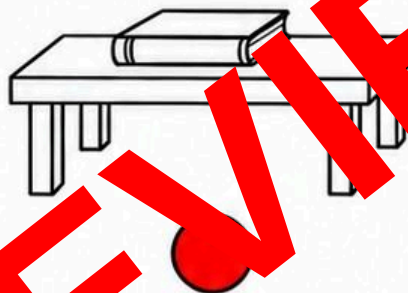


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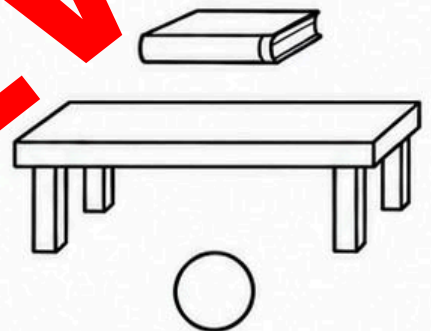


The book is on the bench.

A

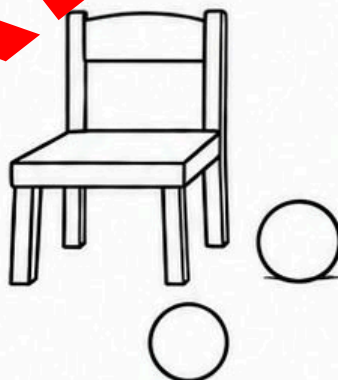


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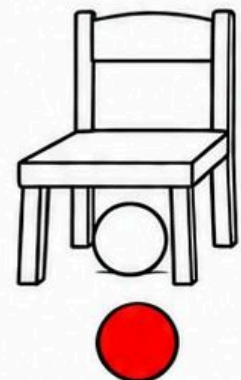


The ball is under the chair.

A

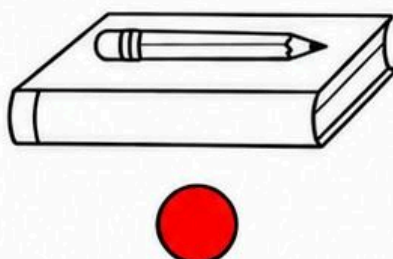


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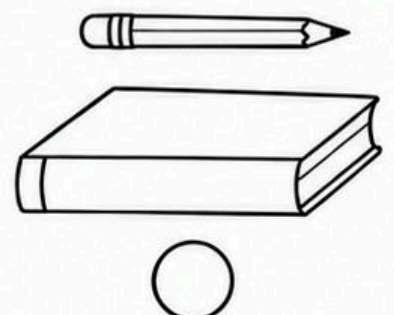


The pencil is on the book.

A



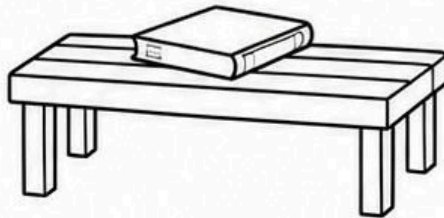
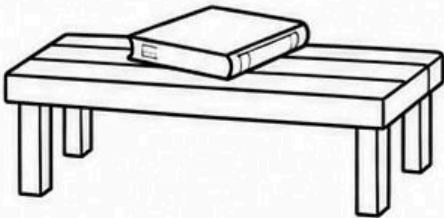
B



Name: _____

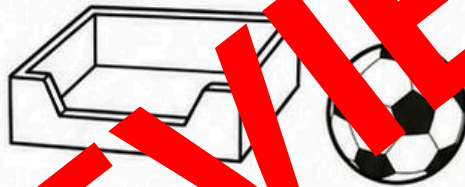
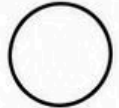
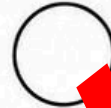
Same position or changed?

An adult reads. Look at both pictures. Circle or point to same or changed.



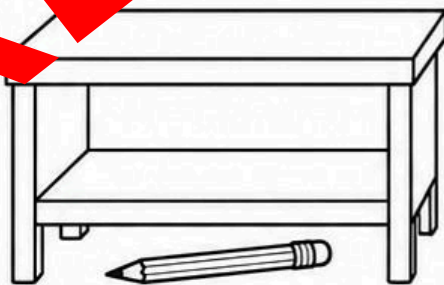
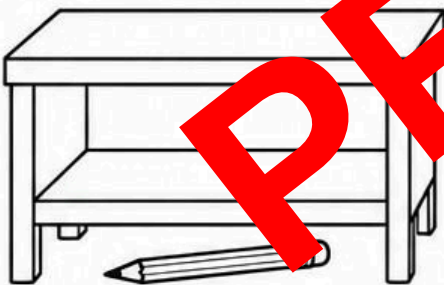
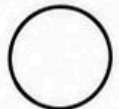
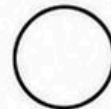
same

changed



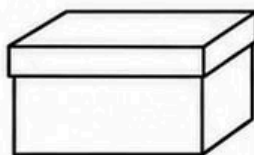
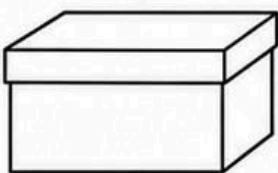
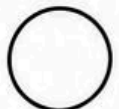
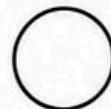
same

changed



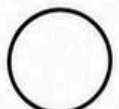
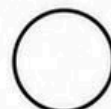
same

changed



same

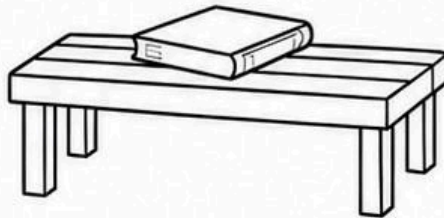
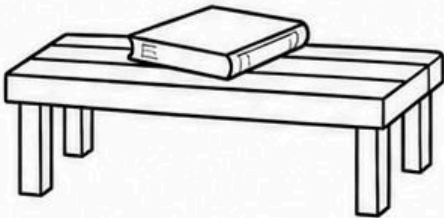
changed



Name: ANSWERS

Same position or changed?

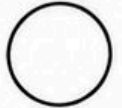
An adult reads. Look at both pictures. Circle or point to same or changed.



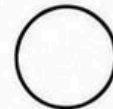
same



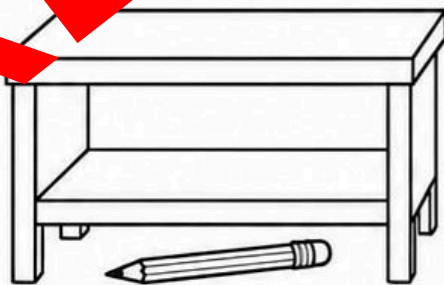
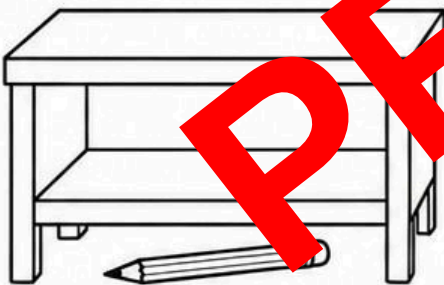
changed



same



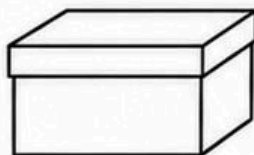
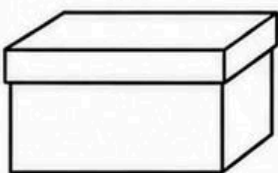
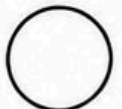
changed



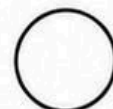
same



changed



same



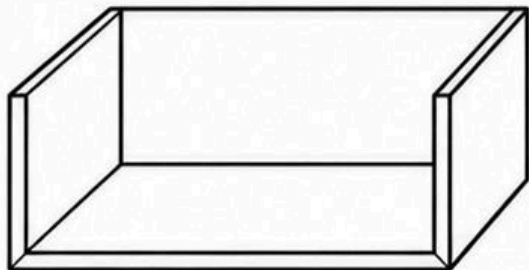
changed



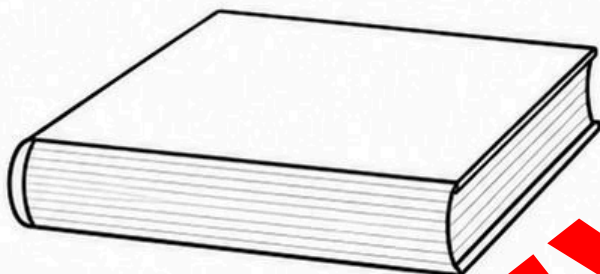
Name: _____

Put it where I say

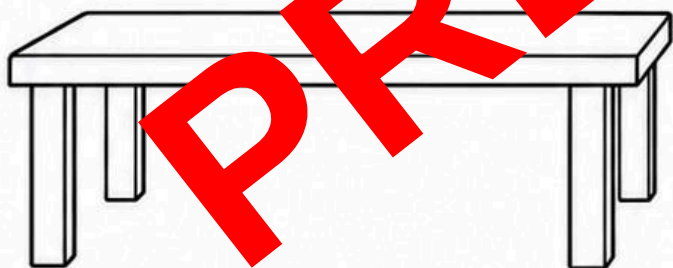
An adult reads. Draw or place a dot. You may point for an adult to record.



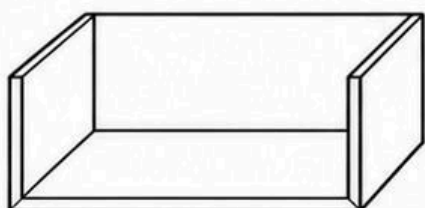
Put a dot inside the box.



Put a dot on the book.



Put a dot under the bench.



Put a dot above the box.

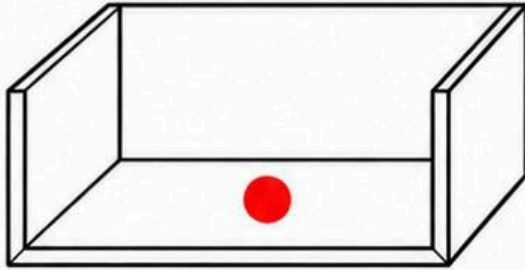
Different dots can show the same position.



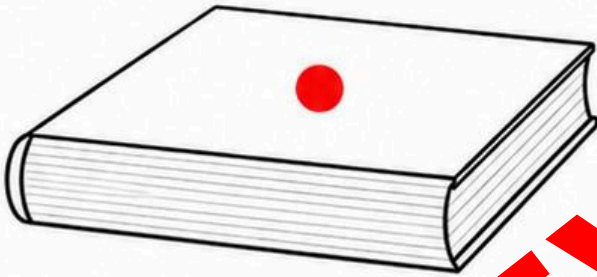
Name: ANSWERS

Put it where I say

An adult reads. Draw or place a dot. You may point for an adult to record.



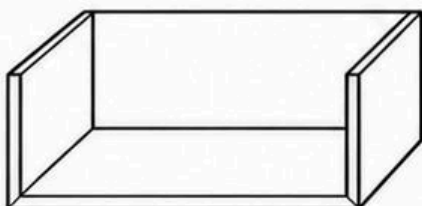
Put a dot inside the box.



Put a dot on the book.



Put a dot under the bench.



Put a dot above the box.

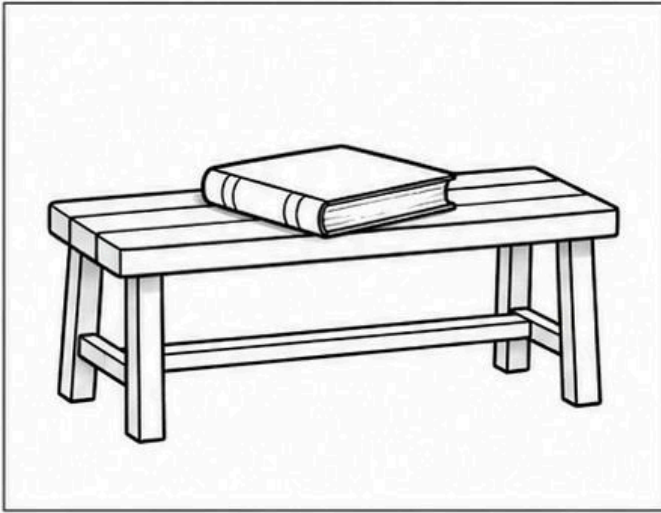
Different dots can show the same position.



Name the reference

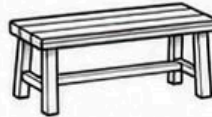
Name: _____

An adult reads. What is it near? Choose or point to the reference.



The book is on what?

bench



pot

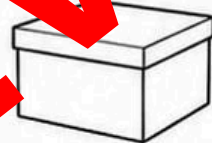


chair

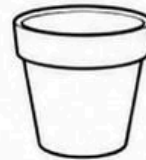


The pencil is in what?

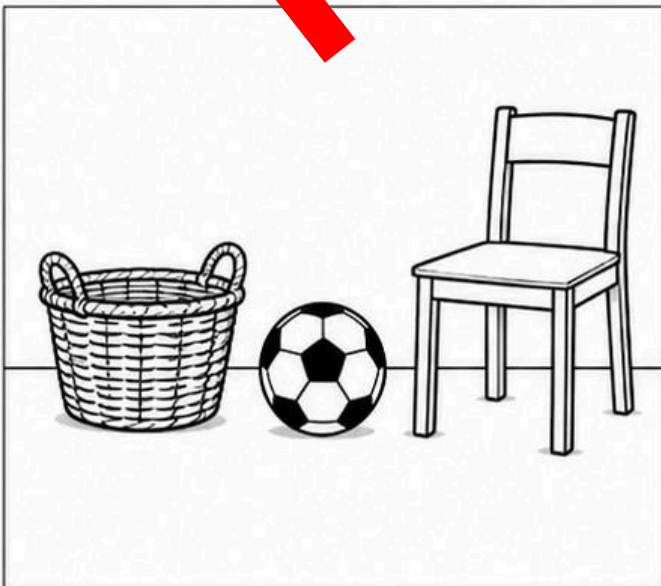
box



pot



shelf



The ball is between which TWO things?

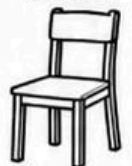
basket



book



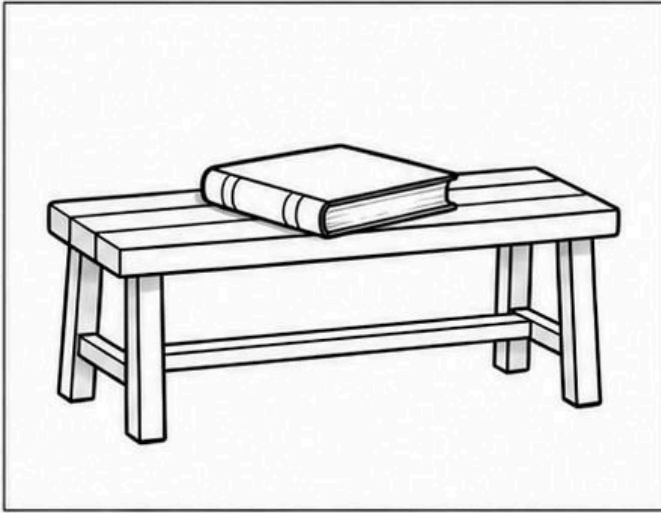
chair



Name the reference

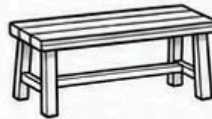
Name: _____ **ANSWERS**

An adult reads. What is it near? Choose or point to the reference.



The book is on what?

bench



pot

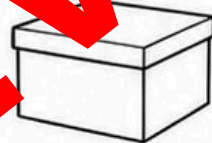


chair

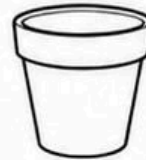


The pencil is in what?

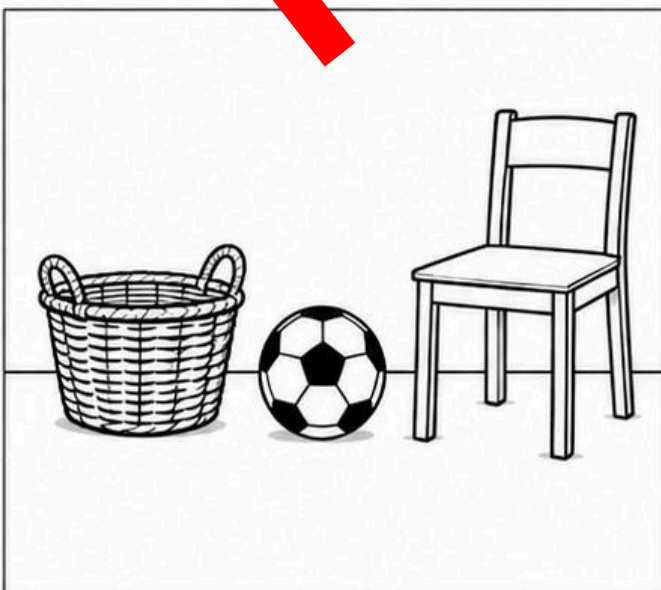
box



pot



shelf



The ball is between which TWO things?

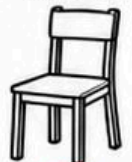
basket



book



chair



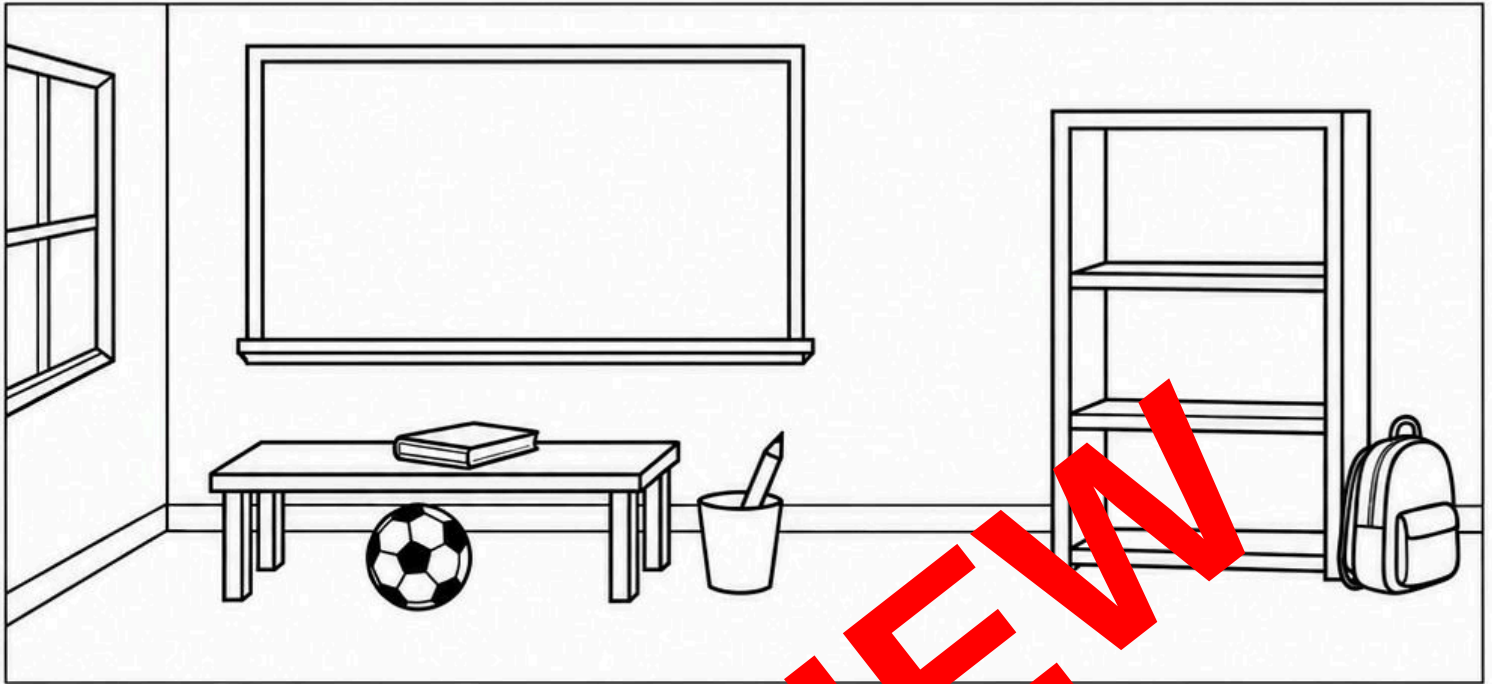
basket

chair

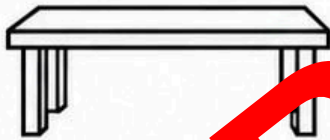
One classroom, different positions

Name: _____

An adult reads. Say or point to the position and what it is near. An adult may write.



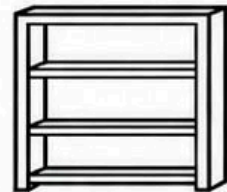
Word bank: on under in next to



bench



pot



shelf

1 Where is the book?

2 Where is the ball?

3 Where is the pencil?

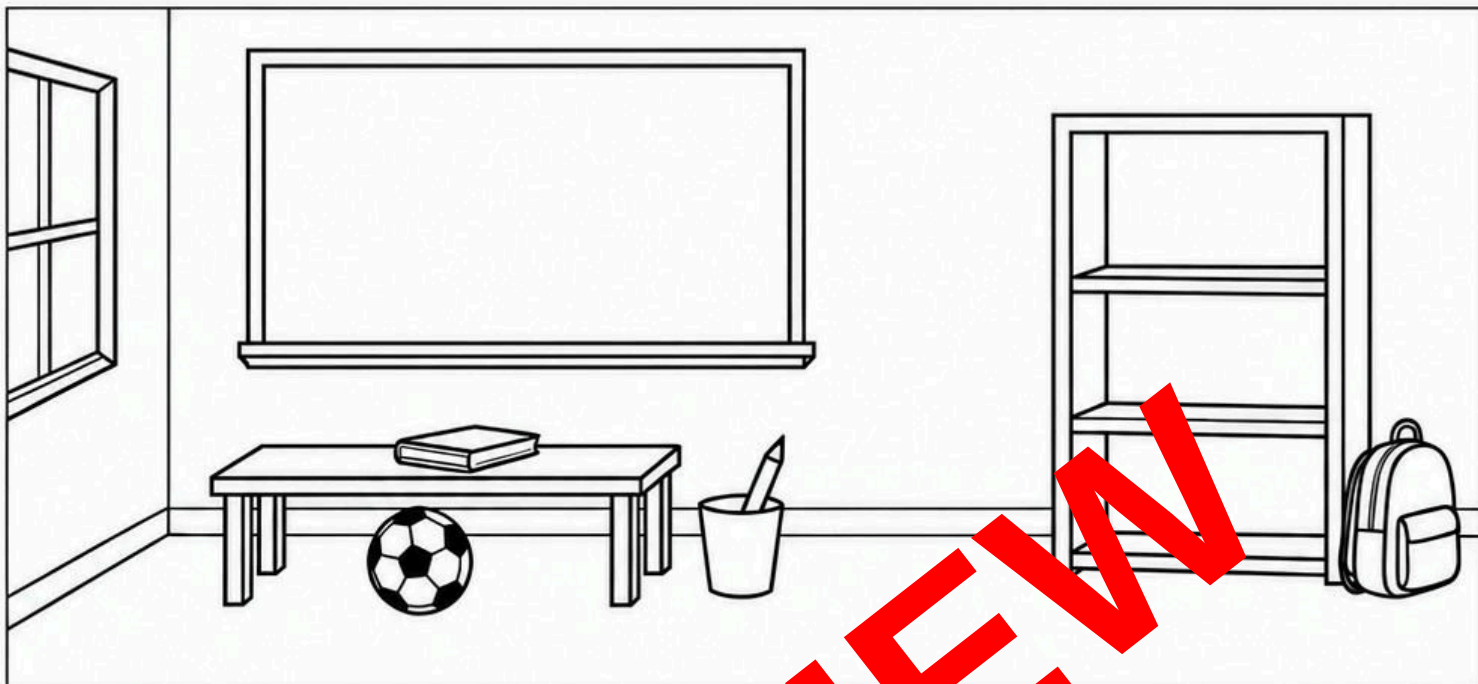
4 Where is the bag?



One classroom, different positions

Name: _____ **ANSWERS**

An adult reads. Say or point to the position and what it is near. An adult may write.



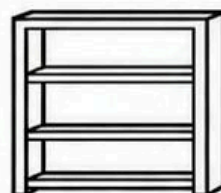
Word bank: on under in next to



bench



pot



shelf

1 Where is the book?

on the bench

2 Where is the ball?

under the bench

3 Where is the pencil?

in the pot

4 Where is the bag?

next to the shelf



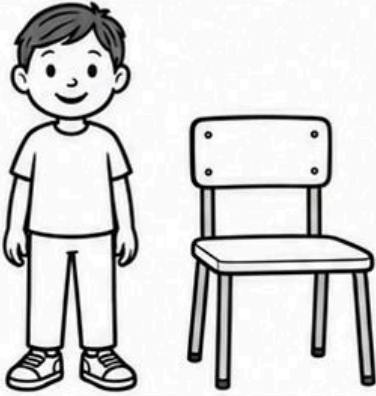
Name: _____

Where am I?

An adult reads. Tell or point to the student's position and reference. An adult may write.

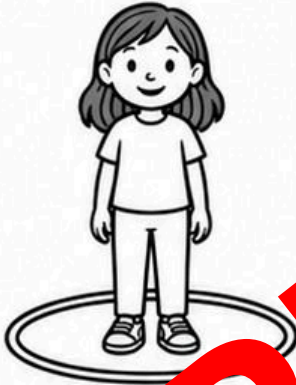
Word bank: behind / next to / between / in

1.



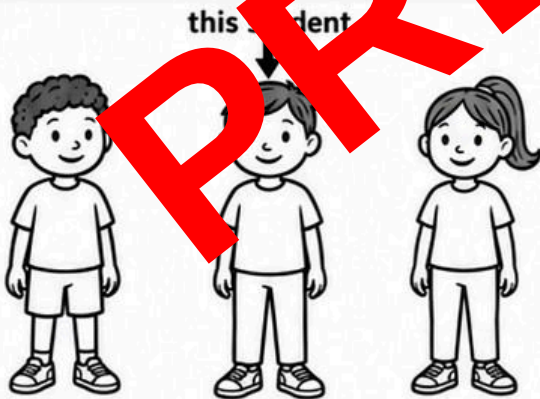
Blank box for writing the answer to question 1.

2.



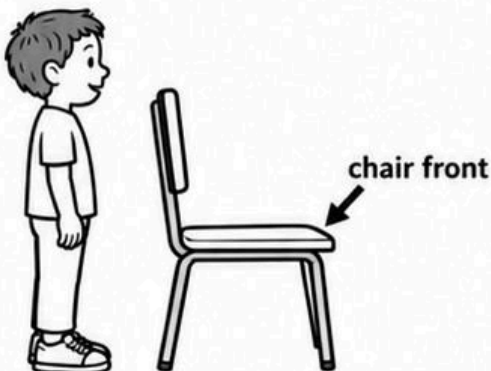
Blank box for writing the answer to question 2.

3.



Blank box for writing the answer to question 3.

4.



Blank box for writing the answer to question 4.

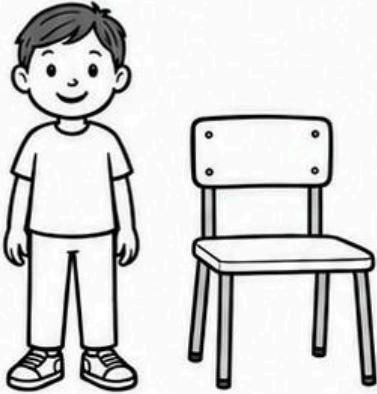
Name: **ANSWERS**

Where am I?

An adult reads. Tell or point to the student's position and reference. An adult may write.

Word bank: behind / next to / between / in

1.



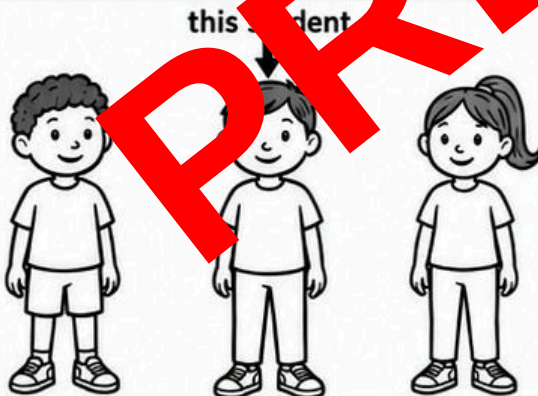
next to the chair

2.



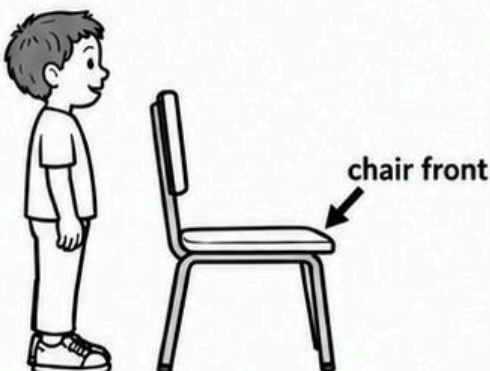
in the hoop

3.



between the two friends

4.

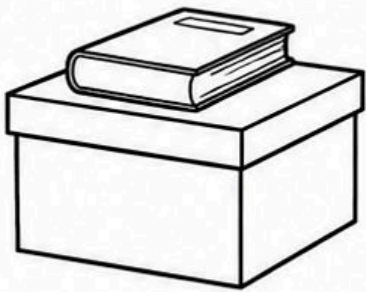
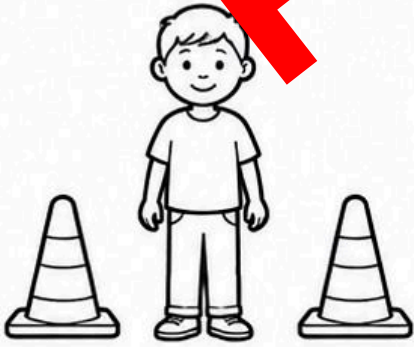


behind the chair

Check the classroom clue

Name: _____

Each clue is wrong. Look carefully. Say or choose a better clue.
An adult may write.

	The book is in the box.	Better clue:
	The ball is under the chair.	Better clue:
	The pencil is next to the pot.	Better clue:
	The student is on a cone.	Better clue:

Word bank (position words):

next to between on in

Noun bank:

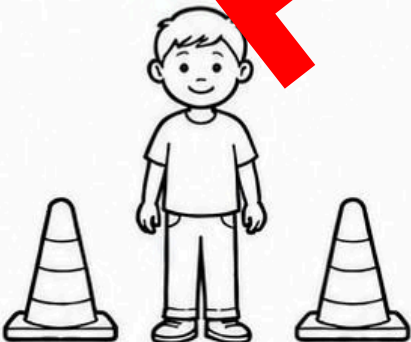
chair two cones box pot



Check the classroom clue

Name: ANSWERS

Each clue is wrong. Look carefully. Say or choose a better clue.
An adult may write.

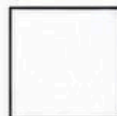
	The book is in the box.	Better clue: on the box
	The ball is under the chair.	Better clue: next to the chair
	The pencil is next to the pot.	Better clue: in the pot
	The student is on a cone.	Better clue: between the two cones

Word bank (position words):

next to between on in

Noun bank:

chair two cones box pot

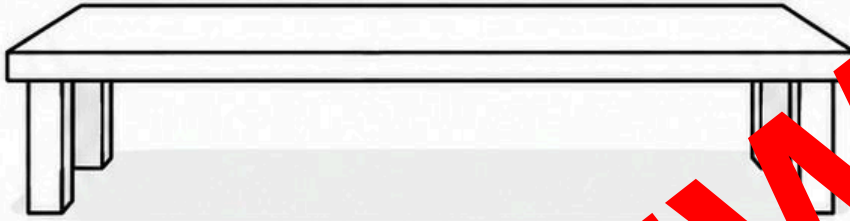


Name: _____

Make two positions

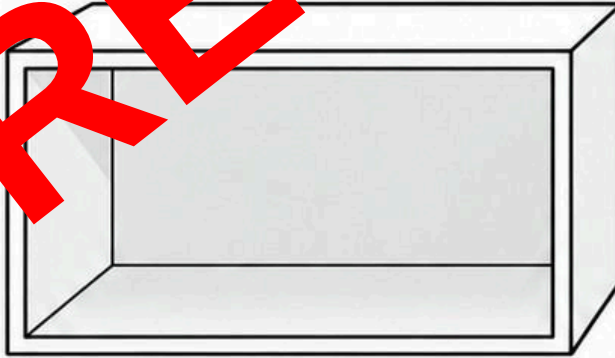
Make two different object positions. Draw, place or point.
Tell where each object is. An adult may write.

Position 1



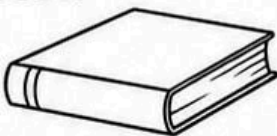
My description:

Position 2



My description:

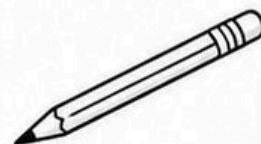
You may choose:



book



ball



pencil

Many answers can be correct. Name what your object is near.

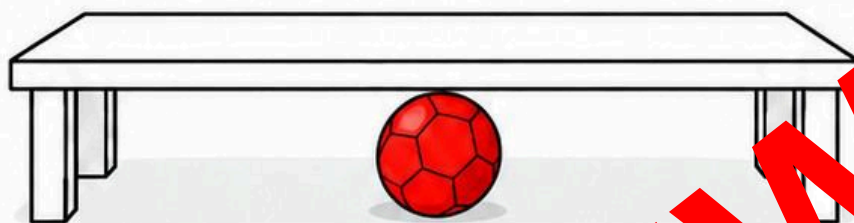


Name: _____ **ANSWERS**

Make two positions

Make two different object positions. Draw, place or point.
Tell where each object is. An adult may write.

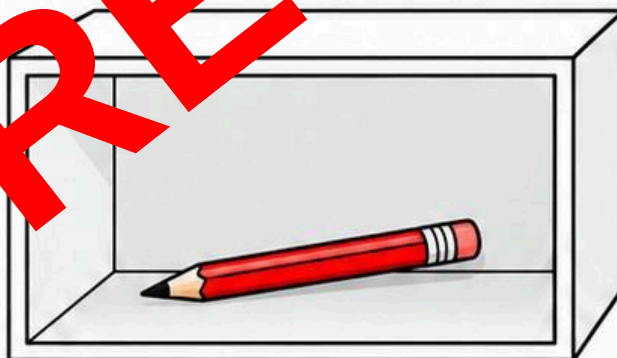
Position 1



My description:

One example: the ball is under the bench.

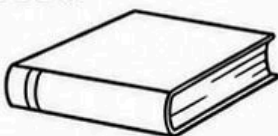
Position 2



My description:

One example: the pencil is in the box.

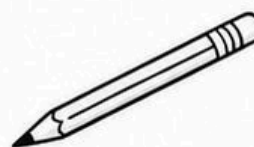
You may choose:



book



ball



pencil

Many answers can be correct. Name what your object is near.



Positions in the reading corner

Name: _____

An adult reads. Say or point to where each object is. Name what it is near.
An adult may write.



Word bank:

between

on

next to

under



shelf



table



chair



two baskets

Where is the book?

Where is the ball?

Where is the bag?

Where is the toy?

Positions in the reading corner

Name: **ANSWERS**

An adult reads. Say or point to where each object is. Name what it is near.
An adult may write.



Word bank:

between

on

next to

under



shelf



table



chair



two baskets

Where is the book?

on the shelf

Where is the ball?

under the table

Where is the bag?

next to the chair

Where is the toy?

between the two baskets

Place and describe

Two boards. Twelve tasks. Take turns.

- 1 Choose one empty board.
- 2 Take a matching task card. An adult reads.
- 3 Find the object token and its reference.
- 4 Place the token in the pictured space.
- 5 Say or show the position and what is near.
- 6 Check with the separate guide. Explain and retry if needed.
- 7 Reset the board and swap roles.



Prepare

Prepare both empty boards, all 12 tokens, all 12 task cards and both checking guides. Cut tokens and cards. Keep guides separate.

Access

Point, use pictures or a device, or ask an adult to record. Real familiar objects can help.

Rule

A wrong position gets another try.
Nobody is out.

Reminder

On touches. Above has a gap.
Between names both things.



Place and describe: worked model

MODEL ONLY

Before play: empty board



Model two positions



The pencil is on the shelf.

The toy car is in the tray.

Find the object. Name the reference. Place. Describe. Check. Reset.

Use the separate empty board for students. This page shows a model.

Classroom builder board



bench



shelf



chair



tray



basket



basket

PREVIEW



Reading corner builder board



table



bookshelf



box



tub



tub



chair

PREVIEW

Classroom token bank

Cut around each dotted outline. Names stay on this page.



T1 book



T2 ball



T3 pencil



T4 toy car



T5 bag



T6 block

PREVIEW

Reading corner token bank

Cut around each dotted outline. Names stay on this page.



T7 puzzle



sc toy



T9 vor



T10 toy bus



T11 lunchbox



T12 small ball

PREVIEW

Classroom task cards

C1

Classroom board



T1 book

Put the book on the bench.

C2

Classroom board

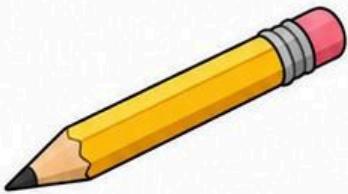


T2 ball

Put the ball under the bench.

C3

Classroom board



T3 pencil

Put the pencil in the tray.

C4

Classroom board



T4 toy car

Put the toy car next to the chair.

C5

Classroom board

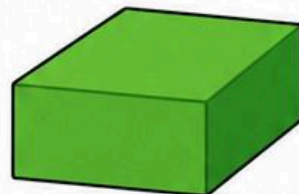


T5 bag

Put the bag between
the two baskets.

C6

Classroom board



T6 block

Put the block above the shelf.
Leave a gap.

Reading corner task cards

Reading corner board



C7 — T7 puzzle

Put the puzzle on the table.

Reading corner board



C8 — T8 soft toy

Put the soft toy under the table.

Reading corner board



C9 — T9 crayon

Put the crayon in the box.

Reading corner board



C10 — T10 toy bus

Put the toy bus next to the chair.

Reading corner board



C11 — T11 lunchbox

Put the lunchbox between
the two tubs.

Reading corner board



C12 — T12 small ball

Put the ball above the bookshelf.
Leave a gap.

These tasks use the pictured board. An adult reads.



Classroom checking guide



C1 The book is on the bench.



C2 The ball is under the bench.



C3 The pencils in the tray.



C4 The toy car is next to the chair.



C5 The bag is between the two baskets.



C6 The block is above the shelf.

Check the relationship and reference. Other positions showing the same relationship can be correct. Reset and swap roles.



Reading corner checking guide



C7 The puzzle is **on** the table.



C8 The soft toy is **under** the table.



C9 The crayon is **in** the box.



C10 The toy bus is **next to** the chair.



C11 The lunchbox is **between** the two tubs.



C12 The ball is **above** the bookshelf.

Check the relationship and reference. Other accurate placements are accepted.
Reset the board and swap roles.



Move, freeze and describe

Use our real classroom

Prepare:

An adult sets three clear accessible stations:

- chair or bench
- floor hoop or marked seated space
- two separated bins or willing friends

Agree on the chair front.



Chair
(front agreed)



Floor hoop
(seated space)



Two separated bins
(or willing friends)

- 1 An adult reads one cue card.



- 2 Show the position safely, or describe your own seated place.



- 3 Freeze and name the position and its person or object reference.



- 4 Your partner checks the words against the real position.



- 5 Explain, retry if needed, then switch roles.



Access:



Point, use pictures or a device, or ask an adult to record.

Safety:



Keep routes clear.
No climbing, crawling,
closed hiding, touching
others, racing or
elimination.

Evidence:



Include an actual whole-student position beside, between, in front of or behind a familiar reference. Hand poses and toy practice can help teaching.

Real positions. Real language. Real classroom learning.

Move and describe: cue cards 1

M1 Show your own position next to the chair.



M2 Put your own hand on a chair arm or seat within reach.



M3 While seated, show your own hand under a stable chair seat.



M4 Hold your own hand above the chair seat. Leave a gap.



M5 Show your own position inside a floor hoop or an accessible marked space.



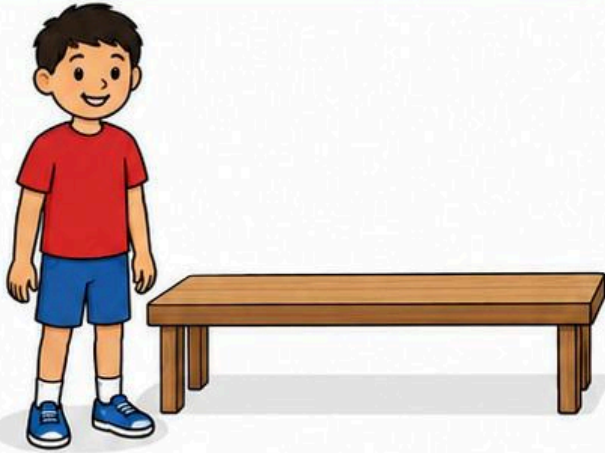
M6 Show your own position between two separated bins.



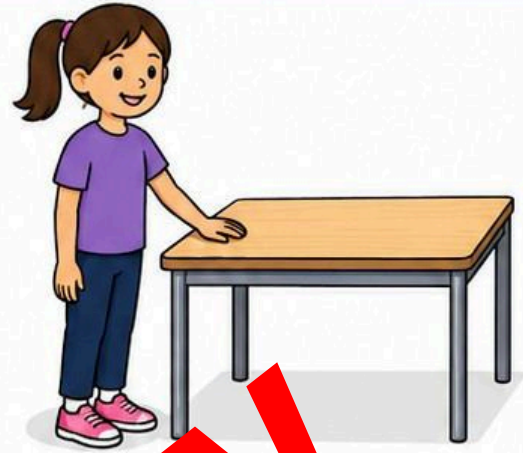
An adult checks safety and reach. Use an accessible seated choice while keeping the same relationship. Describe the body part when using a hand.

Move and describe: cue cards 2

M7 Show your own position next to a familiar bench.



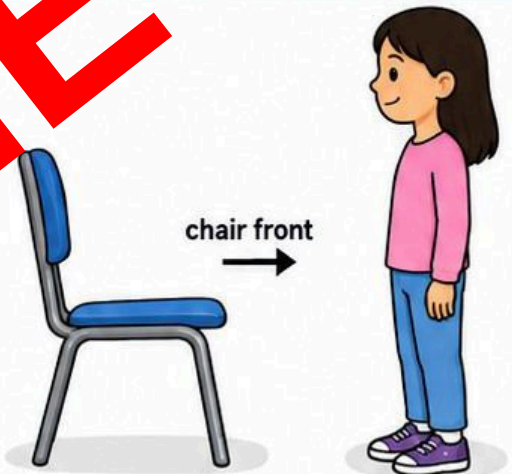
M8 Put your own hand on the tabletop within reach.



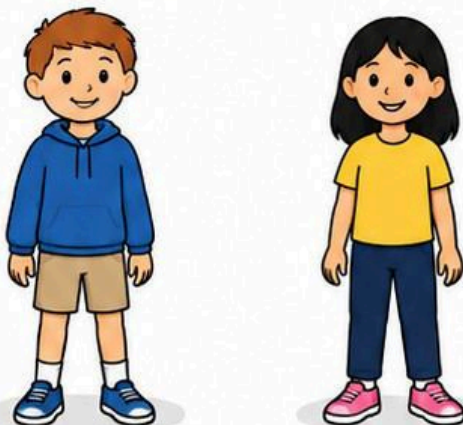
M9 Show your own position behind the chair.



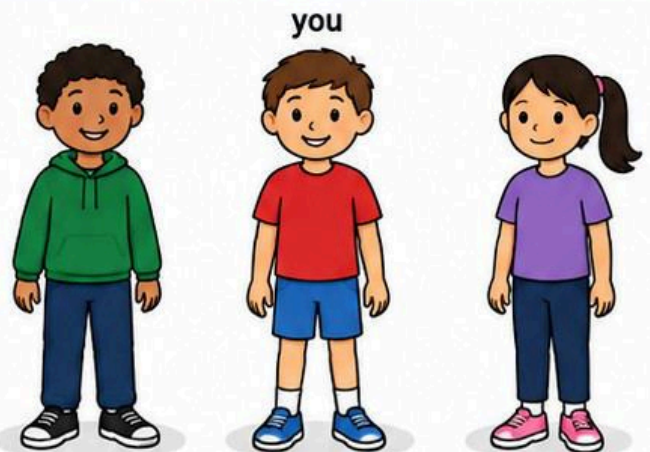
M10 Show your own position in front of the same chair.



M11 Show your own position next to a willing classroom friend. Leave space.

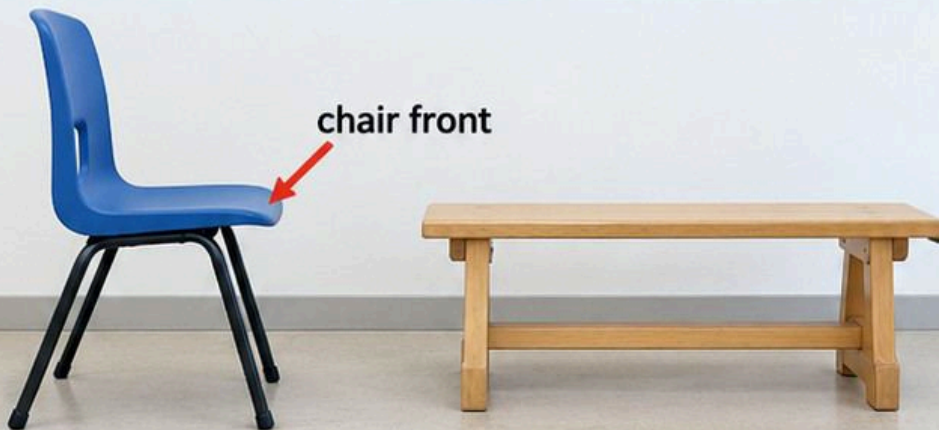


M12 Show your own position between two willing friends. Leave safe space.



Three station setup cards

Station 1: chair and bench

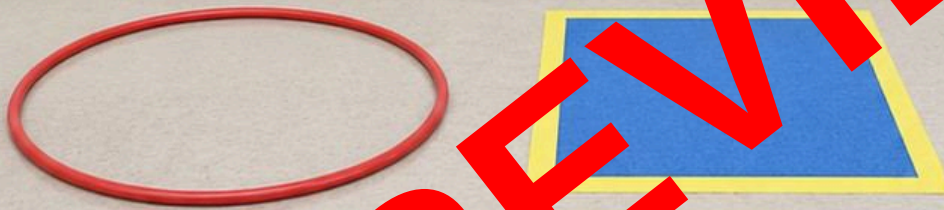


Agree on the chair front.

Keep floor clear.

Check safe reach before hand cues.

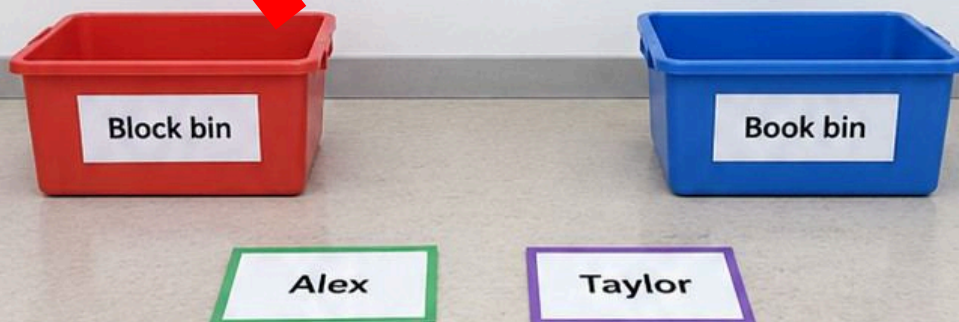
Station 2: hoop or marked place



Use a floor hoop or accessible marked space.

Students may describe their own seated location.

Station 3: two references



Use two separated bins or two willing friends.

Leave safe space.

Name both references for between.

Real familiar classroom space supplies the references.
These cards remind us of setup. An adult adapts access safely.



My position record

Name: _____

Show or tell where you really are. You may draw, point, use pictures or ask an adult to write.

1 One actual position: show, draw or describe.

2 Name the person or object you are near.

3 A different actual position: show, draw or describe.

4 Name your reference. For between, name both.

Many answers can be correct. Describe your actual place.

My position record

Name: **ANSWERS**

Show or tell where you really are. You may draw, point, use pictures or ask an adult to write.

1 One actual position: show, draw or describe.

Sample only: I am next to the chair.

2 Name the person or object you are near.

the chair

3 A different actual position: show, draw or describe.

Sample only: I am between the two friends.

Accept other accurate actual own-positions and references.

4 Name your reference. For between, name both.

both friends

Many answers can be correct. Describe your actual place.

Partner observation record

Observe actual positions during Move, freeze and describe.
Record what each student shows or says.

Student	Actual relationship	Named person or object	Evidence of own position	Access support	Next teaching step

For between, record both references.

Pointing, pictures, supported movement and adult writing are valid.

Observe a truthful actual student location; a hand or toy response alone does not establish this.

Move, freeze and describe: checking guide

Use this guide to check student understanding of position and location language.
Look for the stated action and listen for the correct description.

1. M1 Next to the chair

Name the chair.



2. M2 Own hand on the chair seat

Hand touches its upper surface.



3. M3 Own hand under the chair seat

Hand is beneath the seat.



4. M4 Own hand above the chair seat

Show a visible gap.



5. M5 In the hoop or marked place

Own location is inside the boundary.



6. M6 Between two bins

Name both bins.



7. M7 Next to the bench

Name the bench.



8. M8 Own hand on the table

Touches the tabletop.



9. M9 Behind the chair

Use the agreed chair front.



10. M10 In front of the chair

Use the same agreed front.



11. M11 Next to a willing friend

Leave comfortable space.



12. M12 Between two willing friends

Name both friends and leave space.



Accessible equivalents: seated positions, pointing, pictures and adult writing.
Set every hand cue within safe reach. No climbing, crawling, racing or touching others.

Look for an actual student location beside, between, in front of or behind a familiar reference.
Hand or toy responses alone are not enough for own-location evidence.

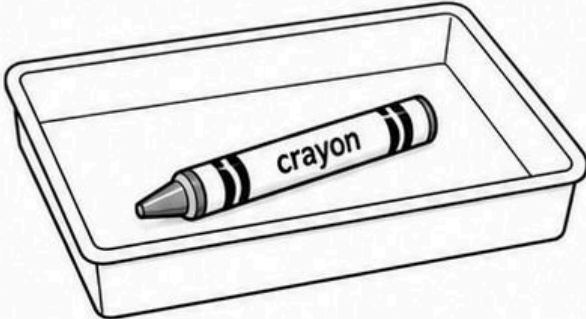
Check common errors: unnamed reference, one reference for between, confusing *on* with *above*, or changing the agreed front. Accept accurate synonyms and truthful alternatives.

Object positions check

Name: _____

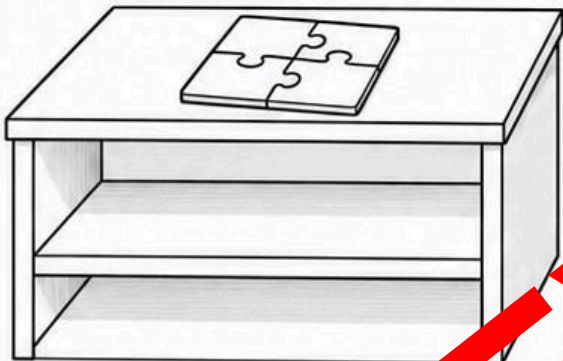
Look at each picture. Show or tell where the object is. Name what it is near.

1.



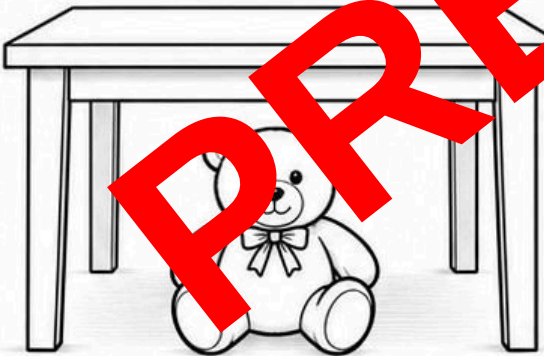
Position and reference:

2.



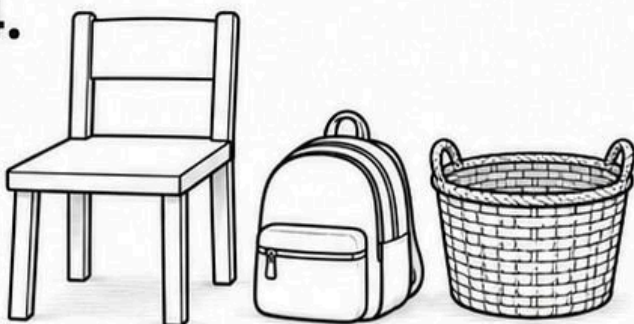
Position and reference:

3.



Position and reference:

4.



Position and reference:

An adult may read the task and record your response. You may point, use pictures or speak.
For between, name both references.

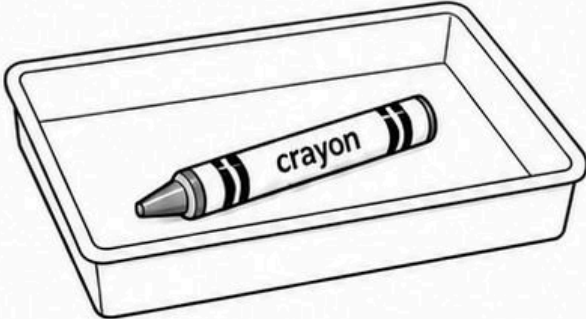


Object positions check

Name: **ANSWERS**

Look at each picture. Show or tell where the object is. Name what it is near.

1.

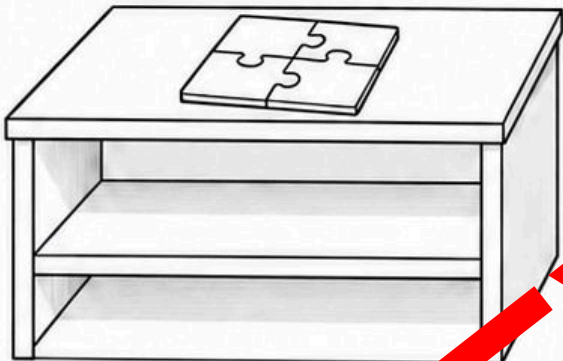


Position and reference:

The crayon is in the tray.

Accept accurate synonyms.

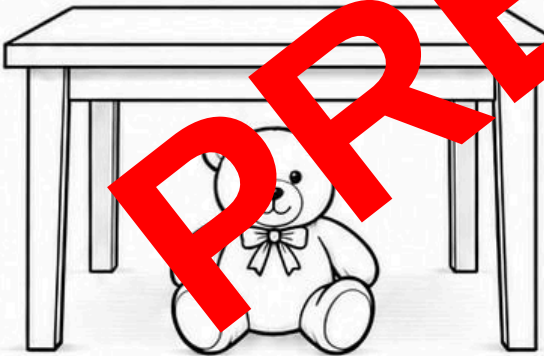
2.



Position and reference:

The puzzle is on the shelf.

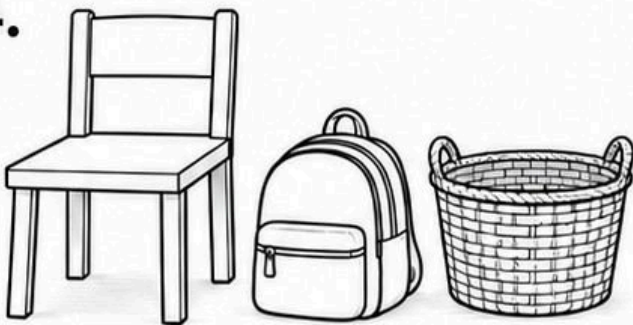
3.



Position and reference:

The soft toy is under the table.

4.



Position and reference:

The bag is between the chair and the basket.

Both references are needed.

An adult may read the task and record your response. You may point, use pictures or speak.
For between, name both references.



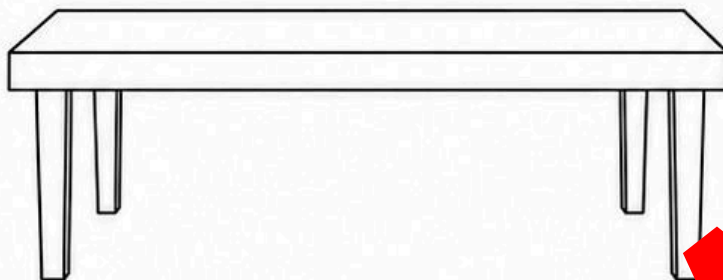
Name: _____

Make and describe positions

Make two different object positions. Draw, place or point, then show or tell where each object is.

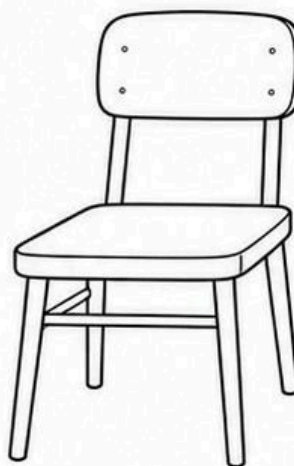
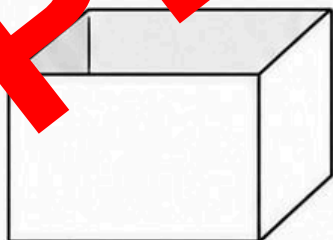
Choose a ball, pencil, toy, bag or another classroom object.

1.



My object: _____ Position and reference: _____

2.



My object: _____ Position and reference: _____

Many arrangements can be correct. Describe what you actually make. For *between*, name both references.
An adult may read and record; you may use pictures, pointing or speech.



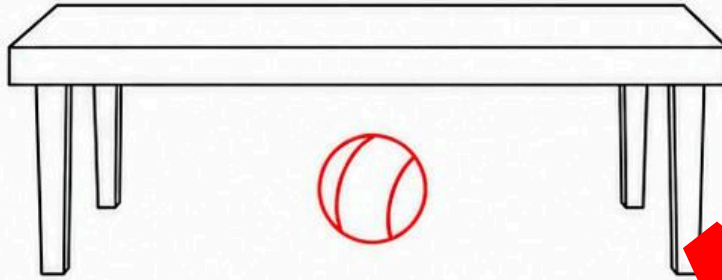
Name: ANSWERS

Make and describe positions

Make two different object positions. Draw, place or point, then show or tell where each object is.

Choose a ball, pencil, toy, bag or another classroom object.

1.

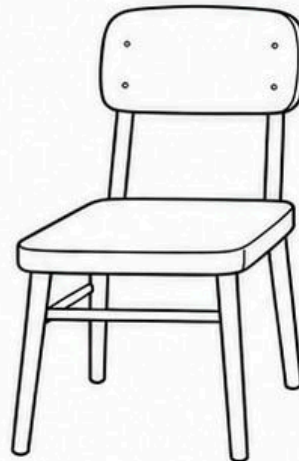
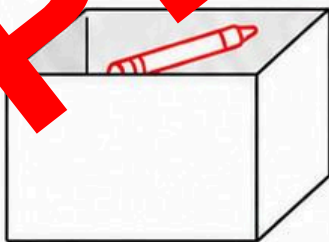


My object: ball

Position and reference: Sample only: under the bench.

The ball is under the bench.

2.



My object: pencil

Position and reference: Sample only: in the box.

The pencil is in the box.

Accept other accurate arrangements and references.

Many arrangements can be correct. Describe what you actually make. For *between*, name both references.
An adult may read and record; you may use pictures, pointing or speech.



Own-position practical check

Probe 1: Ask the student to show or tell their actual own location relative to a familiar person or object. A seated location is valid.

Probe 2: Give a fresh object-position clue. Ask the student to place or select, then explain the reference and check the result.

Student	Exact evidence: own location	Relationship and reference	Clue interpreted and checked	Access support	Next teaching step

Record what the student actually showed or said. For between, record both references.
A hand or toy alone does not replace evidence of the student's own location.
Read or record without supplying the position answer.

Assessment marking guide

1. Fresh object descriptions

Use Object positions check and Make and describe positions. Look for at least three accurate fresh object descriptions across more than one relationship. Each description identifies the relationship and a meaningful reference. For between, both references are needed.

2. Actual own location

Use the practical check. Record a truthful actual student location relative to a familiar person or object. A seated location is valid. A hand or toy response alone cannot replace this evidence.

3. Interpret and check

Give a fresh one-step placement clue. Observe the placement or selection and ask how the student checked it. Record the relationship and reference actually understood.

4. Fair access and answers

Read and record without supplying the position answer. Accept pointing, pictures, supported movement, speech and adult writing. Accept accurate synonyms and valid alternative arrangements. Judge mathematical meaning, not spelling, word count, speed or neatness.

5. Decide the next step

Combine paper and practical evidence using the rubric. Secure evidence includes the object descriptions, actual own location and correctly interpreted and checked clue above. Mixed or incomplete evidence needs a focused follow-up, not an invented score. Record the exact relationship or missing reference to reteach.

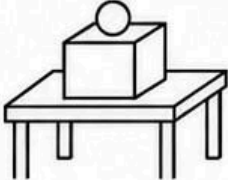
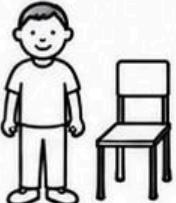
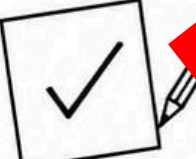
Use evidence gathered independently after teaching.

Do not infer understanding from reading skill or a memorised answer.



Position and location rubric

Use observed mathematical meaning. Combine paper and practical evidence; record an evidence profile.

Evidence	Beginning	Developing	Secure	Extending
Interpret a clue 	Needs the relationship demonstrated or supplied.	Interprets some taught clues; needs reminders.	Interprets a fresh taught clue accurately.	Interprets new familiar examples and explains a useful clarification.
Describe an object 	Needs the relationship or reference supplied.	Some accurate descriptions; references may be missing.	Uses an accurate relationship and meaningful reference; both for both.	Gives flexible precise descriptions and clarifies an unclear reference.
Describe own location 	Needs the actual own-location relationship supplied.	Shows some actual own locations; reference may be unclear.	Clearly describes actual own location relative to a familiar person or object.	Explains a new actual own location clearly, using two references when useful.
Check and revise 	Needs the relationship demonstrated.	Checks with a prompt and may revise.	Checks the relationship and reference and corrects a mismatch.	Explains why a clue fits or improves it for another person.

Fair access: speech, pictures, pointing, supported movement and adult writing are valid. Own-location evidence must include the student's actual location; hand or toy responses alone are insufficient.

Do not use left/right, coordinates, speed, neatness, word count or shape counting as a higher-level requirement.

Evidence and next teaching step:



Our Classroom Positions



Where is the ball?



Look carefully.

Point or tell me.



Inside the box



The ball is **inside** the box.
Inside means inside.



On the bench.



The book is on the
bench.

It touches the top.



Under the chair



The ball is under the
chair.

Point to the chair.



On or above

On touches the top.

Above has a gap.

Point to each picture.



Next to the chair



The ball is next to
the chair.
What is it near?



Between two baskets



The ball is between

the two baskets.

Name both baskets.



Say what it is near



The bag is next to
the shelf.

Object. Position. Near
what?



Place it and tell me



Choose a task card.

Place the matching token.

Describe it. Check it.

Reset and swap roles.



Where am I?



This student is next to
the chair.

Where are you now?



The front of our chair



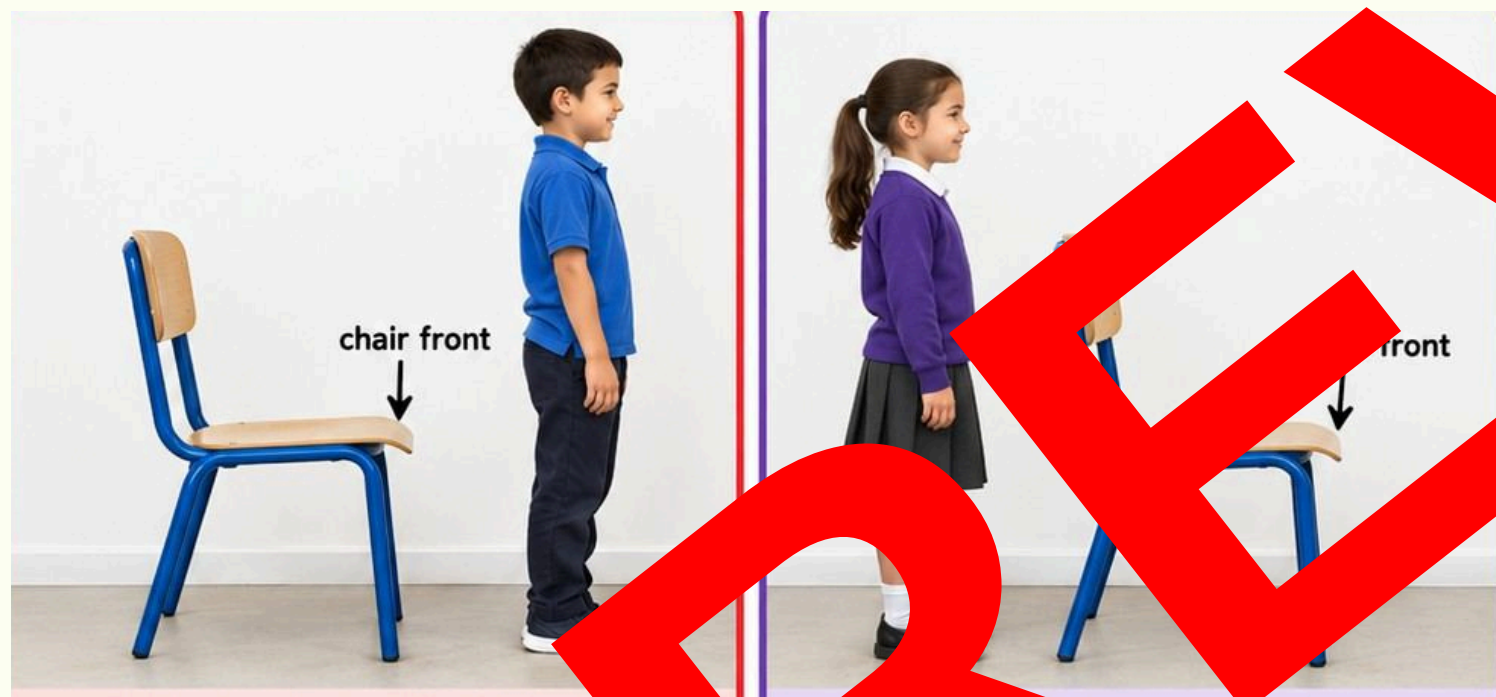
Find the chair front.

Use the same front

when you describe a
place.



In front or behind?



Who is in front?

Who is behind?

Use the same chair front.



Freeze and describe



Choose a name station.

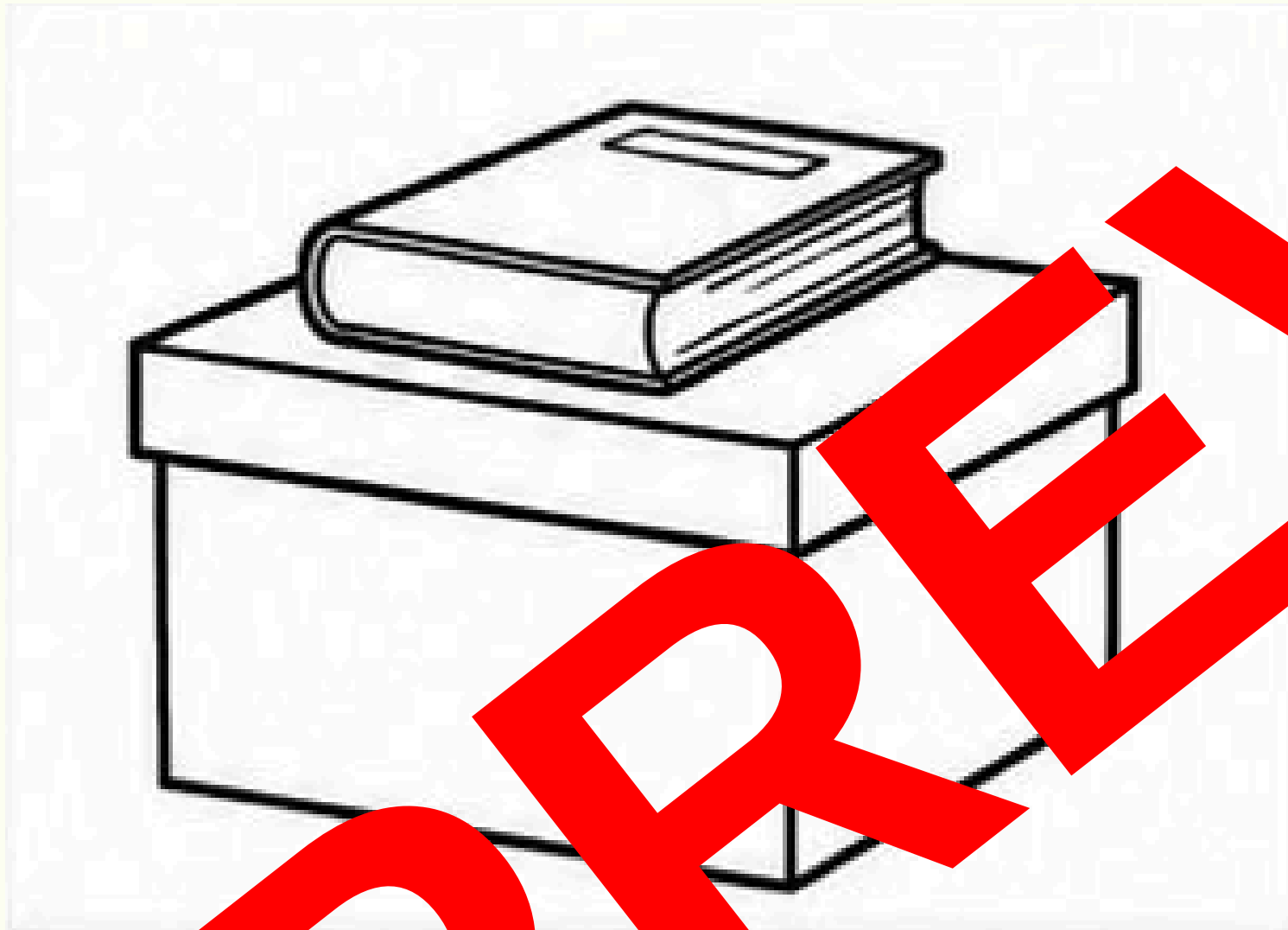
Move or stay seated.

Describe your actual place.

Check, then swap roles.



Does this clue match?



Clue: The book is in
the box.

Look. Does it match?
Tell me a better clue.



Change one position

Move one classroom

object.

Keep the furniture still.

Where is the object now?

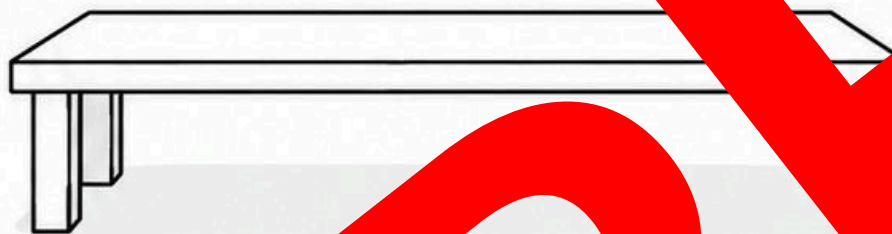


Make two positions

Choose a classroom

object.

Position 1



Make two different
places.

Describe each place.



Check your partner's words

Does the word fit?

Same the reference.

For between, name both.

Accept other true clues.



Positions in our reading corner



Find the book, ball,

bag and soft toy.

Describe each place.



Choose a clear description



Which clue helps?

“Over there.”

“The book is on the
bench.”



Show an object position.



Look at a fresh picture.

Show or tell where
the crayon is.

Name what it is near.



Tell me where you are

Show or tell your actual place.

Name a person or object you are near.

You may speak, point, use pictures

or ask an adult to write.



What helped you explain?

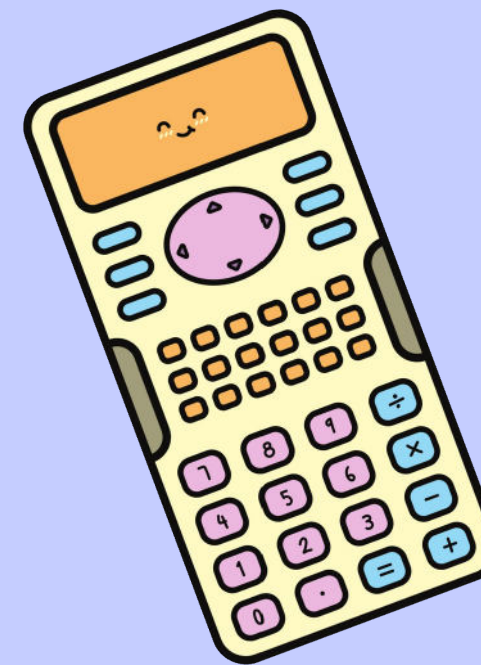
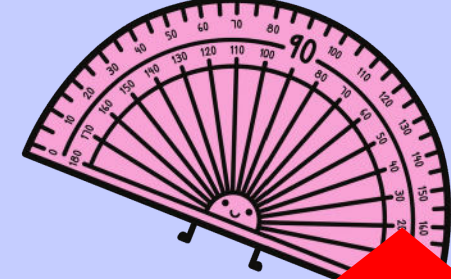
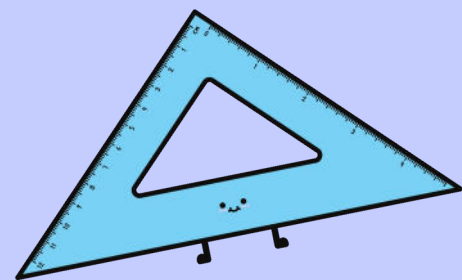
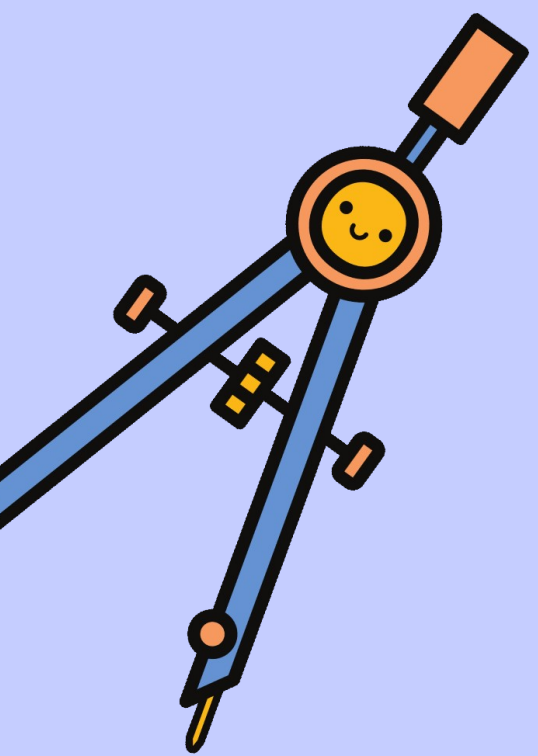
A position word

Naming what you are near?

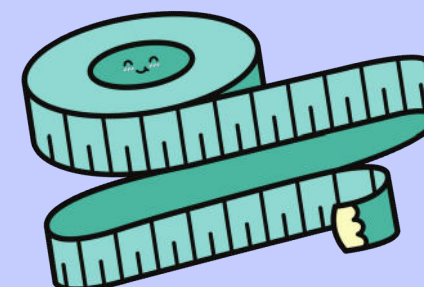
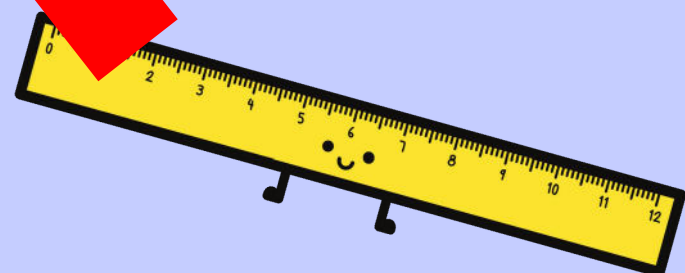
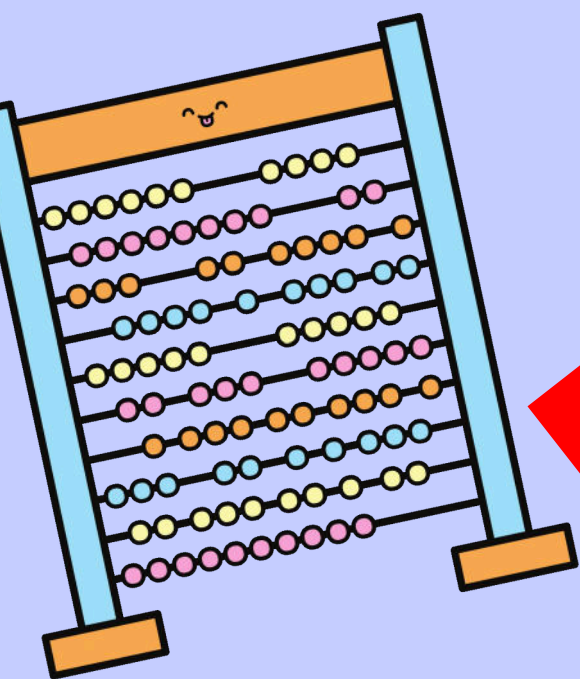
Checking the picture or real place?

Show or tell one thing that helped.





Well done!



PREVIEW

Our Classroom Positions Quiz



Question 1



Where is the ball?

Choose: in / on / under.



Answer 1



The ball is in the box.
The box surrounds it.



Question 2



Where is the book?

Choose: above / on / in.



Answer 2



The book is on the
bench.

It touches the top.



Question 3



Where is the ball?
Name what it is near.



Answer 3



The ball is under
the chair.



Question 4



Which word fits?

Choose: on / above / in.



Answer 4



The car is above the box.
There is a gap.



Question 5



Where is the bag?



Answer 5



The bag next to
the shelf.

Beside is correct too.



Question 6

Tell me where the ball is.

Name both objects.



Answer 6



The ball is between

the two baskets.

Both baskets are
needed.



Question 7



Is the student sitting in front
of or behind the chair?



Answer 7



The student is behind
the chair.

Use its agreed front.



Question 8



Clue: The pencil is
in the pot.

Does this clue match?

Tell me a better clue.



Answer 8



No. The pencil is in
the pot.

inside is correct too.



Question 9



Which command helps us find
the book?

over there.”

“The book is on the
bench.”



Answer 9



"The book is on the
bench."

It tells the position
and what the book is
near.



Question 10

Show or tell where you see now.

Name person or object.



Answer 10

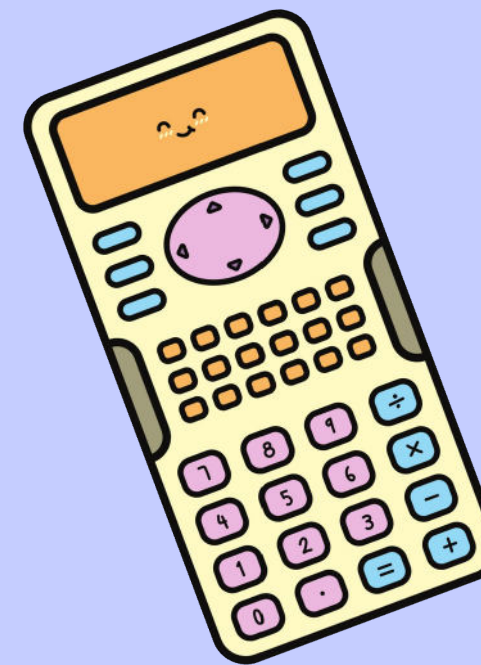
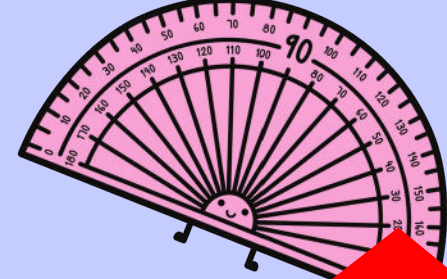
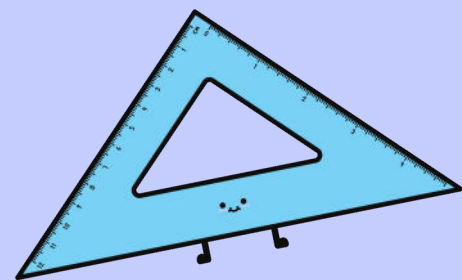
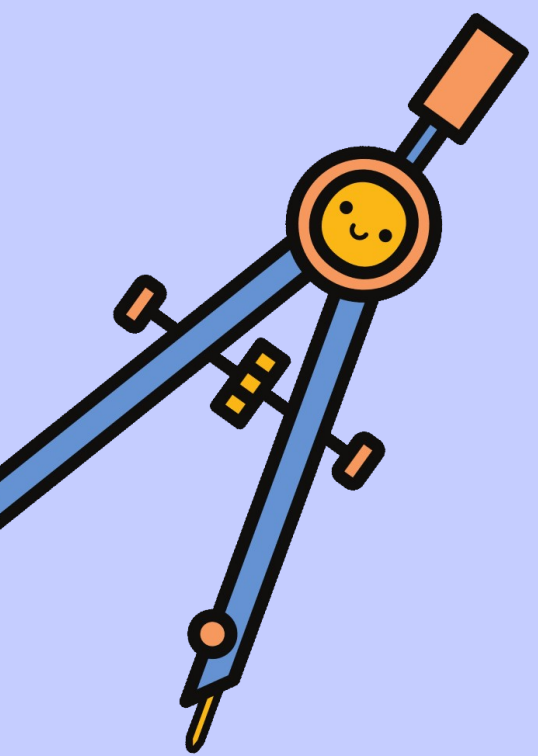
Describe your actual place and reference.

One possible example:

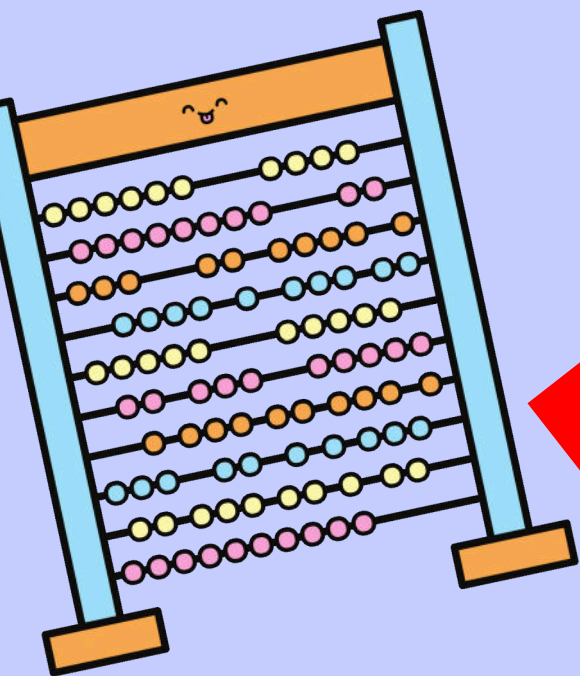
“I am next to the table.”

Other valid descriptions are correct.





Well done!



PREVIEW

