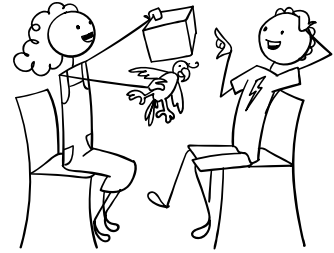


Lesson:

## Prepositions of Location



### General:

Time:	40 mins - 1 hour
Objectives:	<ul style="list-style-type: none"><li>• Saying where things are using prepositions of location</li><li>• Using singular and plural forms with questions and statements</li></ul>
Structures:	"¿Dónde está/están ...?", "¿Está ...?", "¿Están ...?", "Está ...", "Están ..."
Target Vocab:	sobre, debajo, en, detrás, junto, delante, entre

### You will need to download:

Printables:	<ul style="list-style-type: none"><li>• Worksheet 1 for "¿Dónde están mis cosas?" song</li><li>• Worksheet 2 for "¿Dónde están mis cosas?" song</li><li>• ¿Dónde está? worksheet</li><li>• ¿Dónde están mis Cosas? Song Poster</li><li>• Warm Up &amp; Wrap Up lesson sheet</li></ul>
Readers:	El Tonto Pablo Va de Compras
Songs:	¿Dónde están mis Cosas? (Where are my Things?)

These can be downloaded at <http://www.spanishkidstuff.com/lesson-plans.html>

### You will also need:

- colored crayons / pencils
- CD / Tape player or something to play the song on
- small toy animal with a box to keep it in

### Notes:

The song and worksheets in this lesson are great for active listening exercises!

## Lesson Overview:

### Warm Up and Maintenance:

1. See our "Warm Up & Wrap Up" lesson sheet.

### New Learning and Practice:

1. Teach the prepositions vocab
2. Practice the prepositions
3. Play "¿Dónde está / Dónde están"
4. Play the "¿Dónde están mis Cosas?" song with listening worksheet
5. Do the Prepositions Listening worksheet
6. Read classroom reader "El Tonto Pablo Va de Compras"
7. Play "Prepositions Pictionary"

### Wrap Up:

1. Set Homework: "¿Dónde está?" worksheet
  2. See our "Warm Up & Wrap Up" lesson sheet.
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## Lesson Procedure:

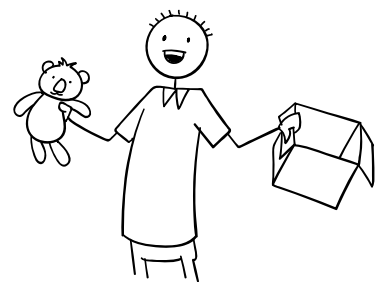
### Warm Up and Maintenance:

See our "Warm Up & Wrap Up" lesson sheet.

### New Learning and Practice:

#### 1. Teach the prepositions vocab

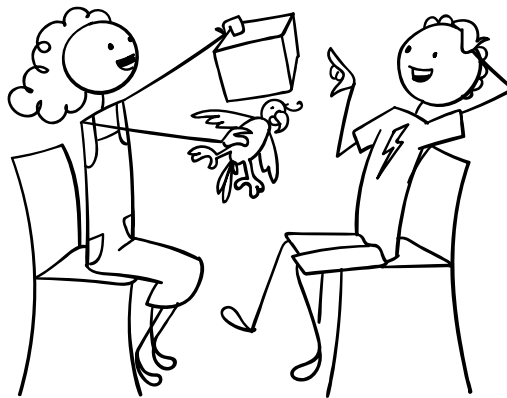
For this you'll need a box and a small toy animal (I use a koala). Before class, put the koala inside the box. In class, sit your students down and take out the box. Rattle the box and have your students rattle the box and try to guess what is inside. Take out the toy and introduce it to the class. Also elicit the word "caja" (box). Sit the toy on the box and ask "¿Dónde está?" (Where is it?). Elicit/Teach the preposition "sobre" and then "Está



sobre la caja" (It's on the box). Do the same for the rest of the prepositions (sobre, debajo, en, detrás, junto, delante, entre).

## 2. Practice the prepositions

Put students in pairs and give each pair a box and toy - or anything which can be used to practice the prepositions (e.g. a pencil and pencil case). Have each pair ask and answer questions using the prepositions.



## 3. Play "¿Dónde está / Dónde están"

Take out a pen and elicit the word. Have everyone close their eyes. Hide the pen somewhere in the classroom (e.g. inside a book). Tell everyone to open their eyes and ask them "¿Dónde está el lapicero?" (Where is the pen?). Have each student guess using the structure "¿Está (debajo de) la (silla)?" (Is it (under) the (chair)?). When the pen is finally found take out a pair of shoes (can be a dolls pair). Elicit / Teach "Éstos son zapatos" (They are shoes). Again, have your students close their eyes as you hide the shoes. Students try and guess their location by asking questions such as "¿Están (detrás del) (escritorio)?" (Are they (behind) the (desk)?).



Now put students in pairs and have each pair hide objects and ask where things are using the prepositions and structures.

## 4. Play the "¿Dónde están mis Cosas?" song with listening worksheet

Give everyone a worksheet (Worksheet 1 for "¿Dónde están mis Cosas?" song). Elicit the items on the worksheet. Tell the students to listen to the song and draw the pen and shoes in the correct location on the worksheet. Play the song twice to give everyone a good chance of getting the answer right.



If everyone enjoyed the song you can play it again and sing along. Put the song poster on the board to use as you all sing along.

## Lyrics for "¿Dónde están mis Cosas?" (Where are my Things?)

*Es hora de ir a la escuela pero ¿dónde están mis cosas?*

### Estrofa 1:

¿Dónde están mis cosas? ¿Dónde están mis cosas?  
¿Dónde están mis cosas? ¿Dónde pueden estar?

¿Dónde está mi lapicero? ¿Dónde está mi lapicero?

¿Está sobre la mesa?

¡No!

¿Está debajo del escritorio?

¡No!

¿Está en el cajón?

¡No!

¿Dónde está?

¡Está detrás de las cortinas!

### Estrofa 2:

¿Dónde están mis cosas? ¿Dónde están mis cosas?  
¿Dónde están mis cosas? ¿Dónde pueden estar?

¿Dónde están mis zapatos? ¿Dónde están mis zapatos?

¿Están junto al televisor?

¡No!

¿Están delante de la puerta?

¡No!

¿Están entre el sofá y la silla?

¡No!

¿Dónde están?

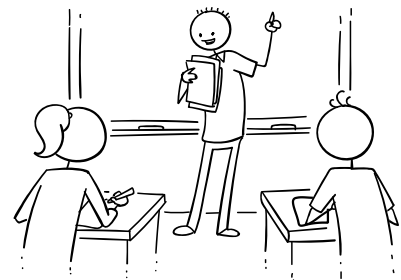
¡Están en tus pies!

## Gestures for "¿Dónde están mis Cosas?" (Where are my Things?)

There are no specific gestures for this song. The song can be used with our worksheet for listening practice – students listen to the song and draw the answers on the worksheet (see point 4).

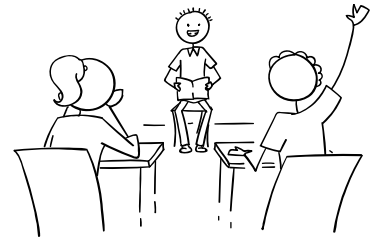
## 5. Do the Prepositions Listening worksheet

Give everyone a worksheet (Worksheet 2 for "¿Dónde están mis cosas?" song). This time the teacher is going to make sentences and the students have to listen and draw the objects in the right places.



## 6. Read classroom reader "El Tonto Pablo Va de Compras"

This classroom readers follows the same objectives of this lesson and gives some fun practice of using prepositions of location - it's a funny interactive story. Before class, download and print off the reader "El Tonto Pablo Va de Compras" from our website. As you go through each page, point to the pictures and elicit each room of the house and the different objects in each room. Then get everyone to try and guess where the character is going to put the different objects (using prepositions), for example:



*Teacher: ¿Dónde está El Tonto Pablo? (pointing at the picture on page 3)*

*Students: ¡En la cocina!*

*Teacher: ¡Sí, correcto! Y ¿qué es ésto (y ésto y ésto)?*

*Students: Una lavadora, un horno, un frigorífico.*

*Teacher: ¡Correcto! ¡Buen trabajo! Y ¿qué tiene El Tonto Pablo en su mano?*

*Students: ¡Queso*

*Teacher: ¡Sí, queso! (reading from the story) ... "¿Dónde crees que él va a poner el queso?"*

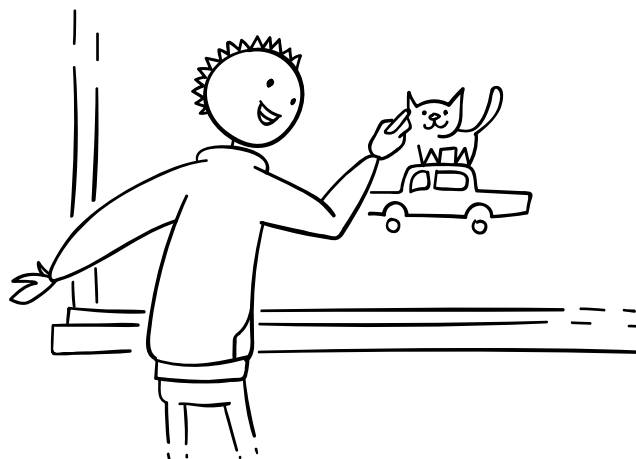
*Students: ¡En el frigorífico!*

*Teacher: Vale, vamos a chequear ... (turns to page 4 - reading) ... "¡En la lavadora! ¡Tonto, Tonto Pablo!"*

Get the students really involved in the story by asking lots of questions (e.g. the different objects) and try to get everyone predicting where the objects will be put.

## 7. Play "Prepositions Pictionary"

For smaller classes you can play this on the board – larger classes can use paper to play in groups. Start by modeling the activity. Bring a student up to the class. Say "Draw a cat on a car". The student has to draw the picture. Then get the student who drew the picture to say a new sentence and another student to draw the picture. Keep playing so that everyone has a chance to draw and say a sentence.



## Wrap Up:

1. Assign Homework: "¿Dónde está?" worksheet
2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" lesson sheet.

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at [spanishkidstuff.com/lesson-plans.html](http://spanishkidstuff.com/lesson-plans.html)
  - More free Lesson Plans are available at [spanishkidstuff.com/lesson-plans.html](http://spanishkidstuff.com/lesson-plans.html)

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