

Language Activities

Scavenger Hunt

Jayashree Raghothaman

Focus: Prepositions of place

Level: Grades IV to VII

Estimated time: 20-25 minutes

No. of students: 4 students per group

Objectives: To enable students to

- (a) Understand prepositions of place kinesthetically
- (b) Internalize and use prepositions
- (c) Learn collaboratively

Stage in lesson plan: Reinforcement

Materials: Objects including books, pens, pencils, bags, water bottles, etc. of different colours and sizes, a timer

Preparation:

The objects chosen need to be put into different sets (e.g. Set 1: A red pen, blue bottle, white bag, pink marker, etc.) based on the number of groups. Each set can comprise six to eight objects. All the objects need to be hidden in different parts of the classroom. As the game is about making students find those objects and write about the place where they found them using prepositions of place, activity sheets need to be made. A sample sheet has been given below:

Find me!

The following objects have been hidden in different places in the room. Find them and write where you found them using prepositions that you have learnt. An example has been given.

E.g. The calendar is on the wall.

The **red pen** is _____.

The **blue bottle** is _____.

The **black bag** is _____.

The **yellow ball** is _____.

The **green book** is _____.

The **white handkerchief** is _____.

The **orange eraser** is _____.

Hint box

on at in under
near beside
behind between

Procedure:

Step 1: The teacher divides the students in groups of four. Each group needs to be given the activity sheet meant for that group.

Step 2: Instructions about the objective of the game need to be given, i.e. (a) find the objects given on the sheet (b) complete each sentence using prepositions of place stating where the item was found (e.g. **in** the cupboard) (c) collect the item and move to the next one.

Step 3: The teacher then sets the timer (12-15 minutes) and informs the students of the time limit. The groups are shown the finish line or place that they should report to once they complete the task. To make it more interesting, the game can be announced as a competition and the group that reaches first with all the objects and answers, wins. The green signal for students to begin can now be given! You may think of some small reward for the winning team such as winner-team badges or toffees!

Step 4: Once all the groups complete the game, the teacher and the students discuss the answers.

Follow-up activity

Students can be asked to visit any place—a library, a grocery store, etc. and write about what they saw there.

Sample: Last weekend, I visited a garden. There was a tea-stall **at** the entrance. I saw several tall trees **in** the garden. There was a bench **near** one of the trees. A dog was sleeping **under** the bench...

Evaluation:

The use of such a game will prove to be effective as students will learn by doing and playing, thus making them better understand the prepositions of place and their use.

Jayashree Raghthaman works as Assistant Professor at MIT ADT University, Pune. Her areas of interest include English Language Teaching, Linguistics and Materials Development.
jayas2311@gmail.com