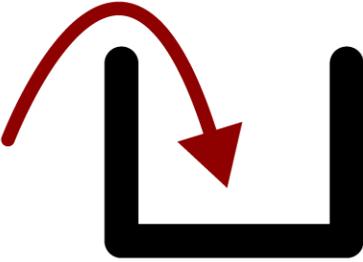
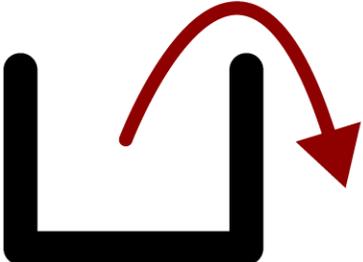
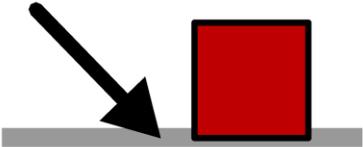
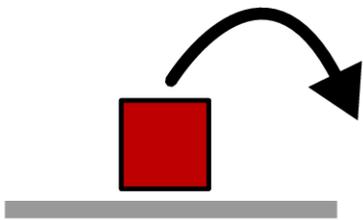
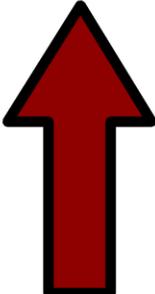
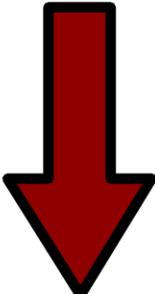
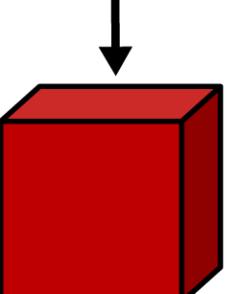
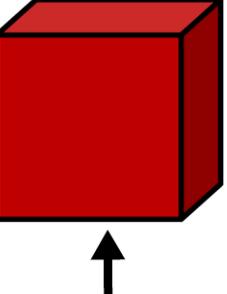
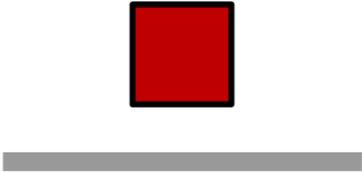
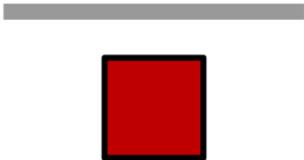
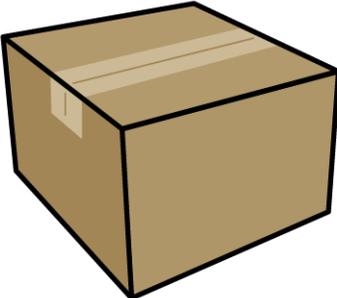


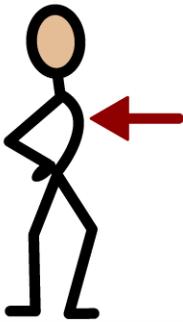
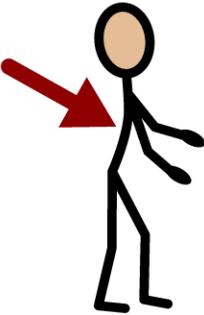
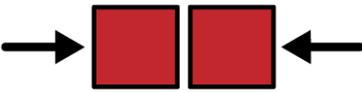
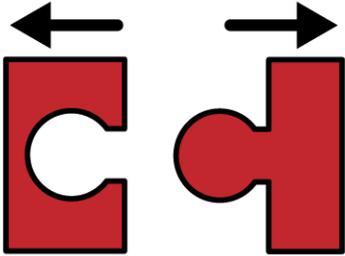
Suggested Activities

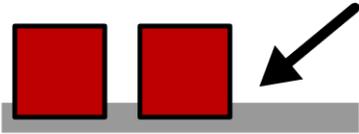
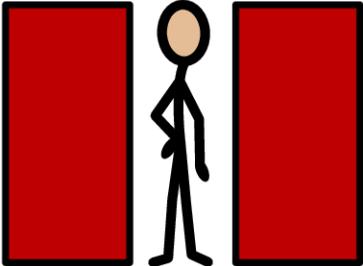
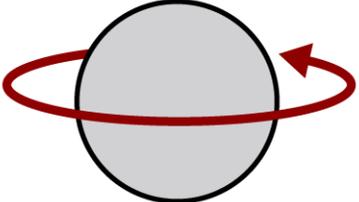
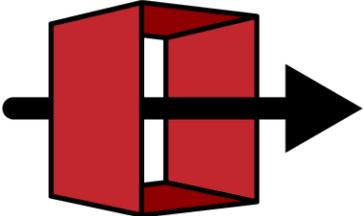
These activities can be used to teach the concepts targeted. You will quickly find that polar concepts can be taught using the same activity (i.e. what goes up must come down). Be creative and adapt them to your physical space, classroom materials, and teaching sequence.

Concept	Activities
<p data-bbox="391 436 418 457">in</p> 	<ul data-bbox="683 436 1409 646" style="list-style-type: none">• Ask students to show what is in their lunch or locker.• Put your dry-erase markers in a box and ask the students to reach in and colour on the board.• Hide a penny in your hand, pants pocket, or coat pocket while the class closes their eyes. Let the students then guess where you hid the penny.
<p data-bbox="386 793 423 814">out</p> 	<ul data-bbox="683 793 1398 1003" style="list-style-type: none">• Have various boxes of snacks and demonstrate what comes out (e.g. fishy crackers)• Utilize your play areas such as a kitchen centre and take food out of the appliances.• Show the students what they need to take out of their locker to go outside.
<p data-bbox="386 1150 423 1171">on</p> 	<ul data-bbox="683 1150 1409 1360" style="list-style-type: none">• Bring a special chair or toy (e.g. broomstick horse) to the front and have students take turns getting on it.• Make a snack. Put some cheese on a cracker and then put another cracker on top.• On the white board, draw stripes on a tiger, spots on a cow, or legs on a spider.
<p data-bbox="386 1507 423 1528">off</p> 	<ul data-bbox="683 1507 1409 1686" style="list-style-type: none">• Get dress up clothes and demonstrate putting them on then off. Have the students take turns.• Take off your shoes and walk around in your socks. Have the students do the same.• Put fun magnets on the whiteboard and take them off.

<p>up</p> 	<ul style="list-style-type: none">• Bring a helium balloon to class and talk about it going up as you let it go.• Find some stairs in your building and talk about going up the stairs. Also, the gym might have a climbing apparatus.• Bring a small step stool or ladder to class and take turns climbing up.
<p>down</p> 	<ul style="list-style-type: none">• Have everyone in the class stand up and take turns naming things that go down (e.g. elevator). Have students sit down when they name something.• Play Simon Says and ask the children to do things like "Simon says put your arms down."• Go to the playground and go down slides and ladders.
<p>top</p> 	<ul style="list-style-type: none">• Use pots and pans and find lids that go on top of each container.• Try to balance a book on top of your head. Challenge the students to do the same.• Locate the tops of various object or pictures such as trees, desks, doors, and furniture.
<p>bottom</p> 	<ul style="list-style-type: none">• Put water and sparkles in a clear, plastic container and watch them sink to the bottom.• Locate various objects or pictures of objects such as boots, ladders, slides, and trees and label the bottom.• Use a marker or stickers to decorate the bottom of a paper cup.

<p>over</p> 	<ul style="list-style-type: none">• Use a toy car and a chair and demonstrate the toy traveling over the chair. Have the students take turns jumping up and over the chair.• Dangle long pieces of yarn over the heads of your students.• Lay pieces of rope on the ground and have your students jump over them.
<p>above</p> 	<ul style="list-style-type: none">• Use a toy car and a chair and demonstrate the toy traveling under the chair. Let the students crawl under as well.• Make a fort with a blanket and chairs and crawl under.• Take turns with the students finding things that are under desks and other furniture.
<p>open</p> 	<ul style="list-style-type: none">• Open a container or suitcase and see what is inside.• Talk about how various things around the room are open such as a door, window, or drawer.• Use a jar, tighten the lid, and ask the students to open it.
<p>closed</p> 	<ul style="list-style-type: none">• Find a small container with a lid and put some dried beans in it. Close the lid tightly and shake the container to make noise.• Look around the room at talk about items that are closed properly.• Bring classroom containers (e.g. glue sticks) to the front and show the students what they look like opened and closed.

<p>front</p> 	<ul style="list-style-type: none"> • Put several stickers on the front of your shirt and talk about them. Handout stickers to students and place them on the front of their shirts as well. Have them ask each other what is on the front of their shirts. • Put a desk in front of the classroom and have students take turns sitting in front of it. • Have the students line up, walk around the school, and take turns being at the front of the line (i.e. Swedish Mile).
<p>back</p> 	<ul style="list-style-type: none"> • Use sticky notes with the students' names. Ask them to find their chair and stick it on the back of the chair. • Bring a stuffy to the front of the group and place stickers on the back of the stuffy. • Talk about the concepts of "behind" and "in back of" and how they are similar. Line up your students and have them label who is behind them.
<p>together</p> 	<ul style="list-style-type: none"> • Put your feet together and talk about hopping like a kangaroo. • Have students stand together and wrap a piece of yarn around them. Ask them to pull themselves apart. • Mix colours together and talk about the colour they make.
<p>apart</p> 	<ul style="list-style-type: none"> • Pass around two large magnets and ask the students to pull them apart. • Make a Lego structure and pull it apart piece by piece. Have the students help. • Take a mandarin orange apart and put it back together.

<p style="text-align: center;">beside</p> 	<ul style="list-style-type: none"> • Ask students to come up and line up beside each other. • Look around the room and find an object or person that is beside something in the room. Play a guessing game like, "I see something beside the window." • Have a large stuffy in front of the class and ask students to place a ball beside it.
<p style="text-align: center;">between</p> 	<ul style="list-style-type: none"> • Have three students line up front and demonstrate who is in between. Take turns. • Make a sandwich with two pieces of bread and ask the students what they should put between the pieces. Use funny things like socks (i.e. sock sandwich). • Place various shapes on the whiteboard and talk about the shape that is between the others.
<p style="text-align: center;">around</p> 	<ul style="list-style-type: none"> • Use an empty jar, some yarn, and completely wrap the yarn around the jar. • Take turns putting belts around students. • Place a desk in the middle of the class and travel around the desk. You can also walk around the school.
<p style="text-align: center;">through</p> 	<ul style="list-style-type: none"> • Use obstacles such as large boxes and hula hoops to walk, crawl, or throw balls through. • Use a large coat and show students that they can put their arm through a sleeve. • Roll out flat playdough and poke your fingers through it.

References:

Activities adapted from: Basic Concept Workbook (2006) by Catherine E. Chamberlain, M.A., CCC-SLP)