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**Bachelor of Education Studies (BES)**



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**DESIGNING MULTI SENSORY ACTIVITIES FOR TEACHING PREPOSITIONS TO  
THE YOUNG LEARNERS OF THE INTEGRATED JUBILATION MONTESSORI  
CENTER OF BIÑAN (IJMC-B)**

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29 October 2024

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Reine Gerbie R. Labarrete  
October 29, 2024

## Acceptance Page

This special/capstone project prepared by **Reine Gerbie R. Labarrete** with the title: **“Designing Multi Sensory Activities for Teaching Prepositions to the Young Learners of the Integrated Jubilation Montessori Center of Biñan (IJMC-B)”** is hereby accepted by the Faculty of Education, U.P. Open University, in partial fulfillment of the requirements for the degree of Bachelor of Education Studies.

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## **Biographical Sketch**

Reine Gerbie R. Labarrete was born in Makati City but grew up and currently lives in Biñan City, Laguna. She is a graduating 4th year college student taking up the Bachelor of Education Studies (BES) program at the University of the Philippines Open University (UPOU), a public research university that has a virtual campus for open learning and distance education and a physical headquarters located in Los Baños, Laguna. Prior to enrolling at UPOU, she graduated Senior High School at St. Scholastica's College – Westgrove, which is located in Ayala Westgrove Heights, Silang, Cavite. She is an aspiring educator and is interested in pursuing a career in the field of education, particularly early childhood education and special education for children. She is dedicated to promoting quality education for young children and making a positive impact in their lives.

## **Acknowledgement**

I would like to express my sincere gratitude to the following individuals who have helped me complete my special project.

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## **Abstract**

The special project that was developed is an instructional design for students in the Kindergarten level of the Integrated Jubilation Montessori Center of Biñan (IJMC-B) to learn about the topic of prepositions under the subject of Language. The ADDIE (Analysis, Design, Development, Implementation and Evaluation) instructional design model was the methodological approach utilized in the instructional design project. Based on the assessment through a sit-in observation in the Kindergarten classroom and a discussion with the key personnel, the instructional needs identified is the integration of different sensory modalities in the learning activities through media, visuals and colorful instructional materials for motivation as the students were recognized as visual, auditory and kinaesthetic learners. On the other hand, the learning needs identified are the linguistic gap on the common mistakes with the use of prepositions in sentences and phrases. Although the IJMC-B follows the K to 12 Basic Education Curriculum by the Department of Education (DepEd) across all grade levels, the topic of prepositions was not found in the curriculum for the Kindergarten level. The instructional design project aimed to design an instructional plan that involves multisensory activities and instructional materials, including slide presentations, flashcards, printed objects and printed worksheets for teaching prepositions. The four-step method of instruction serves as the inspiration for the methodology used for the flow of the instructional plan. The design of the learning activities utilized several learning theories including the multisensory approach, Social Learning Theory, positive reinforcement in operant conditioning and Activity-Based Learning.

**Keywords:** instructional design, multisensory approach, ADDIE instructional design model, Kindergarten, instructional plan, instructional materials

## I. BACKGROUND

### The Special Project Site

For the **planning phase** of the special project, an educational institution was identified in a residential community within the City of Biñan, Laguna which is the Integrated Jubilation Montessori Center of Biñan (IJMC-B) located at Phase 2 Evergreen County, Jubilation Subd., Biñan City, Laguna that offers education for Pre-Kindergarten to Grade 10 students. A letter was sent to the key personnel of IJMC-B that involves the school head, Ms. Ma. Rovil L. Caingat, and guidance officer/senior faculty member, Ms. Marycon A. Bataanon to coordinate with them for the special project (see Appendix A). After their approval of the provided printed letter and consent form (see Appendix B), an instructional design project for the Kindergarten level was opted to ensure that the project was a beneficial and mutual gain for both parties. The rationale for this being that the Kindergarten, Primmer and Nursery are taught by only one teacher who manages the students in their weekly classes across all subjects.

A needs assessment is defined by the Office of Migrant Education (2001) as a systematic set of procedures used to identify needs, analyze their nature and causes and establish priorities for future action. According to Neaum (2016), through observation and assessment, we can learn about children's knowledge and skills, and we can use this information to ensure that our interactions with them and the things we offer are aligned with their needs and abilities. Thus, for the **analysis phase**, an assessment was carried out to identify the potential learning/performance

needs or gaps, as well as to gather information about the behaviors and interactions of the Kindergarten students within their learning environment to identify the potential instructional needs or gaps through a discussion with the gatekeeper and the Kindergarten teacher/implementer, as well as a sit-in observation in the Kindergarten classroom (see Appendix D). This will not only be beneficial but also fully support the aims and overall mission of the instructional design project that will be developed.

### **The Learning Environment**

A set of findings were found during the sit-in observation in the Kindergarten classroom, which was supplemented by the insights provided by the gatekeeper and Kindergarten teacher/implementer about the learning environment of the Kindergarten students. In a research by Paul et al. (2017), it was found that the social interaction of the students and their ability to learn is impacted by the physical conditions of a classroom or any learning environment. In terms of the physical condition of the classroom, it was observed that the walls were colorful with child-friendly paintings, such as a boy and a girl sitting on building blocks, and letter-sized counting numbers and letter posters and small banners that were adhered to them. The size of the classroom was sufficient to hold less than 20 students, which is enough to hold the number of Kindergarten students and Primmer students who are less in number than them. The Kindergarten students and Primmer students share a classroom wherein the latter uses the classroom during their morning or AM classes, while the Kindergarten students use it during their afternoon or PM classes. It was the season of summer during the time of sit-in observation, and there were some inconveniences to the students and teachers in the classroom

that were observed. Despite having air conditioning and an electric fan, the air circulation and ventilation were inadequate due to the excessive heat and the classroom facing the direct sunlight. Paul et al. (2017) found that the physical conditions of any learning environment should be taken proper care of by designers as they have a significant impact on how students behave and learn, particularly in terms of their mental health.

In terms of the available materials, the resources found in the classroom were minimal, including a blackboard, a small television for facilitating videos and presentations, black and white or dull printed worksheets that are only often used in quarterly examinations and limited visual aids, which are utilized to teach students and assess their learning. A laptop, projector and speakers are available in the administration office for use.

### **The Target Learners**

The Kindergarten students are a total of 15, consisting of ten boys and five girls, with an age range of 5 to 6 years old and serve as the target audience of the instructional design project. The students are Filipino citizens from upper lower to lower middle class families. IJMC-B follows the [K to 12 Basic Education Curriculum](#) by the Department of Education (DepEd) across all grade levels, including the Kindergarten level. A set of findings were found from the discussion and sit-in observation in terms of the strength/s and needs of the Kindergarten students. It was found that the students (1) are able to follow directions and read basic words, phrases and sentences, but have a little difficulty in writing long words and

sentences; (2) display common grammar mistakes, including the incorrect use of prepositions; (3) bilingual and can speak the languages of English and Tagalog, but mainly communicate in English, except during the subject of Filipino wherein they are encouraged to respond in Tagalog; (4) are recognized as visual, auditory and kinaesthetic learners and (5) do not have learning disabilities or require special assistance.

Based on the findings, the potential instructional needs identified is the integration of media, visuals and colorful instructional materials for both intrinsic and extrinsic motivation. On the other hand, the potential learning or performance needs identified are the linguistic gap in the common mistakes with the use of prepositions in sentences and/or phrases, as well as the integration of different sensory modalities in the learning activities. The results from the assessment and observations in the analysis phase serves as the basis of the instructional design project.

## II. INTRODUCTION

The special project that was intended to be developed is an instructional design for students in the Kindergarten level of the Integrated Jubilation Montessori Center of Biñan (IJMC-B) to learn about the topic of prepositions under the subject of Language. The methodological approach utilized in the instructional design project is the **ADDIE (Analysis, Design, Development, Implementation and Evaluation) instructional design model**. According to Bates (2015), the ADDIE model has been successful due to factors such as quality design, clear learning objectives, well-structured content, managed workloads for teachers and students, the integration of media, student activities, and assessment that is closely linked to the intended learning outcomes. Thus, the ADDIE model was followed to have a systematic and structured approach to design, develop and implement an instructional plan and instructional materials for teaching the topic of prepositions to the target learners.

Based on the findings in the assessment of the target learners that was carried out, it was found that the potential learning or performance needs identified are the linguistic gap on the common mistakes with the use of prepositions in sentences and/or phrases. Upon looking into the [DepEd Kindergarten Curriculum Guide](#), the [K To 12 Basic Education Program for the Alternative Learning System \(ALS\) Learning Strand 1: Communication Skills \(English\)](#), the [MATATAG Curriculum Guide for Kindergarten](#) and the DepEd K to 12 Basic Education Curriculum Guide presented to the staff of IJMC-B, the topic of prepositions, in particular, was not

found in the curriculum for Kindergarten. According to Woa Wene & Dayu Putri (2018), students often make a wide range of grammatical errors when learning the English language, such as the improper usage of prepositions.

The instructional design project focuses on enabling the Kindergarten students to identify, recognize and apply the use/s and function/s of prepositions for their vocabulary and language development. As an overview, a preposition is defined by the Oxford English Dictionary as a word that governs and often comes before a noun or pronoun and expresses a relationship to another word or element in the sentence or phrase. It serves to demonstrate the relationship between two words in a sentence or phrase, it typically does this between a noun, verb or adjective and a noun (including proper noun), pronoun, or gerund (verb in noun form) (Emile Education, 2020). Some of the basic prepositions include in, on, next to, in front of, close to and beside (Lumiere Children's Therapy, 2018). As children start to learn the English language, it might take them time to become proficient in the ability to use the appropriate words in the right places. Thus, the learning of prepositions is an important aspect of language development for young children. Prepositions, which include words such as up, over and behind are essential in making requests, following instructions and locating objects (Nicholas et al., 2019). Moreover, numerous questions on speech and language evaluations, educational evaluations and developmental testing require children to have an understanding of the prepositions (Rakovic Speech and Language Chat, 2021).

As mentioned in the assessment of the learning environment, the potential instructional needs is the integration of different sensory modalities in the learning

activities through media, visuals and colorful instructional materials due to the Kindergarten students being recognized as visual, auditory and kinaesthetic learners. Since the learning activities and assessments facilitated by the teacher are often textbook-based, according to the needs assessment (see Appendix D), the students don't often have the opportunities to engage in interactive learning activities. According to Moustafa (1999), researchers have recognized methods to effectively teach diverse learners who struggle in settings that use traditional methods, including multisensory approaches and learning styles theory, which have proven to be effective.

The *multisensory approach* utilizes many parts of the human brain that provides students with multiple ways for making connections, comprehending more concepts and retaining information (Main, 2021). According to Mercer & Mercer (1993)(cited in Moustafa, 1999), the multisensory approach is also known as visual-auditory-kinesthetic-tactile or VAKT which implies that students learn best when information is presented in different modalities, including activities that enable students to see, hear and touch. Considering the visual, auditory and kinaesthetic learning styles of the Kindergarten students, a multisensory approach was applied in the designing and development of the learning sessions to facilitate active participation, comprehension and retention of the topic of prepositions.

The learning activities presented in the instructional plan is underpinned by several learning theories. Firstly, the *Social Learning Theory*, where learning can occur through observing the actions of others (Cherry, 2022), through encouraging the students to follow the implementer in recognizing the prepositions by asking

them to repeat the words or going back and forth in flipping the flashcards. Secondly, the utilization of *positive reinforcement in operant conditioning* under the behavioral theory, which is the process of adding a rewarding stimulus after a behavior that increase the probability that the behavior will occur again in the future (Cherry, 2021), where the students are given treats or compliments, such as by clapping or by saying 'Good job!' or 'Very good!', every time they use the correct preposition. Thirdly, the utilization of *Activity-Based Learning*, which is a teaching approach where the content or material is implemented through a variety of activities to make learning more exciting and engaging (Smile Foundation, 2022), through demonstrations using real objects. For instance, in the application part for Learning Session No. 1 (see Appendix E), a student is asked to bring an object out of his/her bag and place them accordingly in a position of in, on, under or over and create their own sentence.

### III. MAIN NARRATIVE AND SYNTHESIS

For the **design and development phase**, the instructional design project intended to (1) produce an instructional plan that involves multisensory activities for teaching prepositions for the implementer/s of the learning session/s to follow (see Appendix E) and (2) develop instructional materials, including the creation of slide presentations, flashcards, printed objects and printed worksheets (see Appendix F), and the preparation of videos, real objects, toys and boxes, for facilitating the learning activities.

The findings from the planning and analysis phase were considered in the designing and development of the instructional plan and instructional materials to ensure that they are aligned with the learning styles of the Kindergarten students and the available materials. As an overview, the instructional plan includes the designing of two learning sessions: “Prepositions: In, On, Under, Over” and “Prepositions: Behind, In Front Of, Beside, Between” that involves multisensory activities for the implementer/s to follow.

The methodology utilized for the flow of the instructional plan is inspired by the four-step method of instruction. According to Simmons (2018), the four-step method of instructional delivery is an essential tool used to affect learning, with steps including preparation, presentation, application and evaluation, which is utilized to relate the material in the lesson plan with the learner. The methodology for each of

the learning sessions is divided into preparation (involves a presentation), application (involves a presentation), assessment and concluding.

The learning theories utilized in the designing of the instructional plan includes the multisensory approach, Social Learning Theory, positive reinforcement in operant conditioning and Activity-Based Learning. The instructional plan requires the creation of instructional materials to facilitate the learning sessions, such as slide presentations, flashcards, printed objects and printed worksheets. The rationale for utilizing these instructional materials is for them to serve as visual aids to cater to the learning styles of the students. Visual aids are effective tools that can be utilized in the classroom by teachers to improve student interest, comprehension, and retention of material and concepts (Suite VariQuest Visual and Kinesthetic Learning, 2021). Online platforms such as Canva and Google Docs were used throughout the process of creating the instructional plan and instructional materials, which are both made available for download and print for the staff of IJMC-B. These online platforms were utilized as it allows for ease of accessibility, in which people can access the soft copy of the instructional plan and instructional materials at their convenience, making it convenient for them to utilize it in their lessons related to the topic of prepositions.

Moreover, as part of the design and development phase, a licensed teacher/tutor, Ms. Thea L. Abad, who mainly teaches pre-elementary learners and facilitates play-based learning activities, was sought for feedback on the learning activities presented in the instructional plan for improvement. Before the implementation phase, the instructional plan and materials were presented to the gatekeeper and implementer for evaluation and validation (see Appendices I and J).

Feedbacks for improvement from these key personnel were used to make the necessary adjustments to the instructional plan.

### *First Learning Session*

For the **implementation phase**, the first learning session with the topic of “Prepositions of Place: In, On, Under, Over” in the instructional plan was pilot-tested during the subject of Language with a duration of 45 minutes, starting at 12:30 PM to 1:15 PM.

Following the methodology for the Learning Session No. 1 of the instructional plan, the preparation part includes an introductory activity where the students are introduced to the topic of prepositions of place through a set of flashcards that demonstrates each preposition, which were passed on to them for a closer look; a presentation that plays videos on prepositions where the implementer explains the prepositions involved; a slide presentation that displays examples using sentences with the corresponding images to help students understand the concept better; and a hands-on activity wherein the students categorize objects as in, on, under or over using a box, real objects and toys. Second, the application part includes a hands-on activity where each student brings out an object they own and place it in, on, under or over their chairs and creates their own sentences, wherein they are given treats and/or compliments for using the correct prepositions; and a slide presentation activity that show sentences with corresponding images, where students must fill-in-the-blanks with the correct prepositions and read the complete sentences. Third, the assessment part includes the distribution of colorful printed worksheets for

the students to complete, which involves activities that include matching the correct prepositions of sentences and phrases with the images. Lastly, the concluding part includes the acquisition of the completed worksheets; and a brief review of the prepositions that the students have learned to emphasize the understanding of students in the lesson.

### *Second Learning Session*

The second learning session with the topic of “Prepositions: Behind, In Front Of, Beside, Between” in the instructional plan was pilot-tested during the subject of Language with a duration of 45 minutes, starting at 7:45 AM to 8:30 AM.

The methodology for the Learning Session No. 2 of the instructional plan was followed. Firstly, the preparation part includes an introductory activity where the students are reviewed on the prepositions they learned in the first learning session through a demonstration using flashcards; a slide presentation that is displayed on the projector that plays videos on prepositions where the implementer explains the videos they watched after; and a slide presentation that explains the concept of prepositions, sharing that a preposition is a bridge, as well as examples using sentences with corresponding images where students must fill-in-the-blanks with the correct prepositions. Secondly, the application part includes a hands-on activity where the students must follow an order as instructed the implementer by placing the object in a position of behind, in front of, beside or between using the boxes and printed objects; and a presentation where students practice the use of prepositions by encouraging them to fill-in-the-blanks of the sentences with the correct

prepositions. Thirdly, the assessment part involves the distribution of the printed worksheets that the students have to complete where they must match the correct preposition of the sentence and phrase as shown on each image, as read and explained by the implementer. Finally, the concluding part involves the acquisition of the completed worksheets; a review of the correct answers to each item in the worksheet; and a summary on the prepositions covered.

For the **evaluation phase**, it can be concluded that the implementers were able to follow and execute the process or methodology instructed in the instructional plan. The pilot-testing of the learning sessions allowed for observation on how the students responded to the learning activities and instructional materials presented to them. The attainment of the competencies, key understandings and learning objectives provided in the instructional plan were observed and achieved by the students. The preparation part introduces the topic that the students will learn and instantly engages them through demonstrations, presentations and learning activities using the instructional materials. The application part enabled the students to apply their learning of the topic through a hands-on activity that challenges their understanding, creativity, retention, vocabulary and increases their participation. The assessment part provides the implementer an understanding of the effectiveness of the learning session and an observation on how the students fared. Based on the marked evaluation worksheets, the students have achieved an average of 91.7% full mark on the first learning session. The concluding part enabled the students to reflect and evaluate their performance by reviewing the prepositions and their functions with the implementer.

The instructional design project has been pilot-tested with the implementation of the learning sessions in the instructional plan. However, there were a few challenges observed during the implementation phase:

- *Technical issues*: During the implementation of the first learning session, a technical issue occurred in terms of projecting the slide presentation on the small television. This was quickly resolved by displaying it on a laptop instead.
- *Adjustments made by the implementers*: During the implementation of the first learning session, the implementer exceeded the allotted time frame due to the students' pace in answering the printed worksheets and the implementer making sure that most of the students engage and participate in the learning activities. Moreover, a few parts of the slide presentation were not implemented by the implementer during the implementation of the second learning session, such as in the application part where the students are able to practice the use of prepositions through a fill-in-the-blanks activity. This was rationalized by the time constraints and the pace at which the students were answering the worksheets, as mentioned by the implementer.
- *Time constraints on the schedule of implementation*: The implementation for the second learning session was held back due to the implementer's inability to accommodate and make time for the learning session due to a planned and overloaded schedule for the students (i.e. class suspension, exam week, practice week for school events and graduation). The followed plan of action is the implementation of the second learning session to the Grade 1 students in the upcoming school year, formerly Kindergarten students, to ensure that

the objectives of the instructional design project are aligned with the target learners.

#### **IV. CONCLUSIONS AND RECOMMENDATIONS**

Following the methodological approach of the ADDIE instructional design model, the instructional design project was able to accomplish the necessary steps with the fulfillment of the analysis phase through carrying out an assessment of the special project site, the learning environment and target learners to identify the learning/performance and instructional needs or gaps, which are the linguistic gap on the common mistakes with the use of prepositions and the needs for the integration of media, visuals and colorful instructional materials for increased engagement. This guides the design and development phase to ensure that the objectives of the project which is creating an instructional plan that involves multisensory activities for teaching prepositions and instructional materials, including slide presentations, flashcards, printed objects, printed worksheets, videos, real objects, toys and boxes, were appropriate and aligned to meet the needs and interests of the learning environment and target learners. The implementation phase of the learning sessions to the target learners has been crucial in the evaluation phase to determine the effectiveness and relevance of the instructional design project.

In terms of the response and behavior of the Kindergarten students to the learning sessions and instructional materials, the students have shown engagement and participation through showing interest in the learning activities presented, such as by being attentive and raising their hands eagerly to be called by the implementer/s (see Appendices G and H). These were promoted by the learning theories underpinned in the design of the instructional plan, including the

multisensory approach, Social Learning Theory, positive reinforcement in operant conditioning and Activity-Based Learning which were found to be effective and aligned with the learning styles of the target learners. Moreover, the students were able to practice and apply their knowledge of basic prepositions to enhance their vocabulary and language development.

Based on the observations and evaluations, it can be concluded that the students have attained the learning objectives stated for the learning sessions through the observations found during the implementation of the learning sessions, the evaluations made by the gatekeeper (see Appendices C, I and J) and the marked evaluation worksheets completed by the students. However, despite the objectives of the instructional design project and the learning objectives for the learning sessions being fulfilled, there were still challenges encountered.

A few recommendations can be made on the challenges observed during the implementation phase of the instructional design project:

- *On the challenge of technical issues:* The implementer must choose the technological device/s available in the school, such as a laptop, television and/or projector, that will be utilized to display the slide presentations before the implementation of the learning session/s and ensure that they are working. In case the technological devices are unavailable for use, the slide presentations can be downloaded, printed and turned into a flipbook. According to Sitzmann et al. (2010), interruptions are a regulation obstacle since they make it more difficult to focus on the content and achieve learning

objectives. When trainees are interrupted, there is a need to adjust their action plan to accommodate the interruption.

- *On the adjustments made by the implementers:* The pace of the implementer in teaching the learning sessions must be aligned with the pace at which the students respond with the learning activities and the estimated time of completing the worksheets for evaluation. According to Simmons (2020), effective pacing is related to student engagement as it affects the speed of moving through a learning session and the rate of delivery for different parts of the lesson. A pacing that is too slow can lead to disengagement among students. On the other hand, a pacing that is too fast might cause some students to not understand the lesson, get lost or become discouraged. For the future use of the instructional plan and materials, modifications can be made in the process of following the instructional plan by the implementer, such as by excluding some parts in the instructional plan or the slide presentations, to ensure that the learning sessions are aligned to the learners.

Along with the needs identified, the absence of the topic of prepositions in the curriculum guide for Kindergarten by DepEd K to 12 Basic Education Curriculum and other curriculum guides, including the MATATAG Curriculum and the K To 12 Basic Education Program for the Alternative Learning System (ALS), asserts the need for its inclusion and introduction in the Kindergarten curriculum in the Philippines. Prepositions in the English language is a well-known challenge for learners of English as a second language, as they are one of the most difficult areas (Lindstromberg, 2010) (cited in Woa Wene & Dayu Putri, 2018). Moreover, this asserts the need to determine the most effective approaches for teaching the proper

use of prepositions through the help of teachers and instructional designers in the Philippines for the students to develop an increased understanding and acquisition of prepositions in the English language.

## V. REFLECTION

Upon reflection, the objective of giving back to my community and conducting an instructional design project was, indeed, both beneficial and mutual gain for both parties. The conclusions and recommendations stated above must be taken into consideration for university students and instructional designers who are planning to undertake a similar instructional design or community-based projects in the future. The experiences, performances, challenges and lessons throughout the development of the instructional design project which were documented in this e-Portfolio can help guide future projects. Along with the challenges observed during the implementation phase, the feedback received from the implementers and the responses of the students were taken into consideration to improve the overall effectiveness of the instructional plan and instructional materials. Thus, a suggested revised version of the instructional plan that focuses on effective pacing to ensure that the pace of the implementer of the learning sessions align with the response of the students was also designed (see Appendix K).

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## APPENDIX D

### Needs and Context Analysis Summary Notes:

#### Notes

Instructional designer: Reine Gerbie Labarrete

Assessment method/s: sit-in observation and discussion with the gatekeeper and Kindergarten teacher/adviser

#### **Target Audience**

Grade Level: Kindergarten

Section: Gold

Teacher: Ms. Carol S. Rondolo

#### **Profile of Students**

Number of Students: 15, 10 boys, 5 girls

Age: ranges between 5 to 6 years old

Socio-economic status: upper lower to lower middle classes

Curriculum: follows the K to 12 Basic Education Curriculum by the Department of Education (DepEd)

Potential performance gaps: linguistic gap, the use of wrong prepositions and pronouns in sentences

- The students are motivated whenever the teacher makes them watch short videos.
- The students appreciate more colorful learning materials than black and white printed resources.
- In terms of learning preferences, the students can be deemed as visual, auditory and kinaesthetic learners.
- The students are bilingual and can speak in Tagalog and English, but English is more preferred and often used by the teacher and students when communicating.
- In terms of the current abilities of the students, they are able to follow directions and read and recognize basic words, but still have difficulty in writing long words and sentences.
- The use of prepositions are not included in the curriculum, as checked by my gatekeeper in the provided set of curriculum for Kindergarten.
- Since the learning activities and assessments are often textbook-based, students don't have opportunities for more interactive learning.
- There are no students that need special assistance/learning disability.

#### **Learning Environment**

Available resources used in the classroom:

- television to access YouTube videos
- blackboard
- worksheets: uncolorful, only often used in quarterly exams

Potential instructional needs: uses of media, visuals, colorful materials for motivation

## APPENDIX E

Instructional Plan Utilized in Implementing the Piloted Activities:

# Kindergarten

## Language

Instructional Plan on Teaching  
Prepositions



Designed by: Reine Gerbie R. Labarrete

## Instructional Plan for Session No. 1

Name of Teacher:

Name of Instructional Designer: Reine Gerbie R. Labarrete

Grade level: Kindergarten

Quarter: 4th

Learning Area: Language

Competencies: Identifying, recognizing and applying prepositions of in, on, under and over.

Duration: 45 minutes

Key understandings to be developed: Prepositions of Place: In, On, Under, Over

Learning Objectives:

Students will be able to:

- a. identify the prepositions of in, on, under and over;
- b. recognize the prepositions of place; and
- c. apply the use of prepositions in sentences.

Resources Needed: box, toys, multimedia presentation, worksheets

### Methodology

#### Preparation

##### Introductory Activity

- Share to the students that the new lesson that they will be learning for the Language subject is prepositions of place.
- Demonstrate the concepts of prepositions by showing the provided flashcards to the whole class with images of a star in different positions in relation to a box. *(Two sets of flashcards will be given, and the teacher may choose to pass on one set of flashcards to the students for a closer look.)*
- Let the students recognize the prepositions by asking them to repeat the words or going back and forth in flipping the flashcards.
- Downloadable link to the flashcards:  
[https://www.canva.com/design/DAGDPx\\_1\\_R4/lK4uitYR5FzDr7\\_Vv-a4sg/view?utm\\_content=DAGDPx\\_1\\_R4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGDPx_1_R4/lK4uitYR5FzDr7_Vv-a4sg/view?utm_content=DAGDPx_1_R4&utm_campaign=designshare&utm_medium=link&utm_source=editor)

### Presentation

- Play the video entitled "Where is it?" by Maple Leaf Learning (2011) on prepositions: <https://youtu.be/8F0NYBBKczM?si=PmAcPQKHGQT2TWz->
- Play the video entitled "On In Under" by Maple Leaf Learning (2011): [https://youtu.be/jSvjtePg\\_TE?si=r1MbnCrzvf59e5tx](https://youtu.be/jSvjtePg_TE?si=r1MbnCrzvf59e5tx)
- Play the video entitled "On In Under Song For Kids | Learn English Kids" by Dream English Kids (2014): <https://youtu.be/3VwQrnA6dkY?si=oph4HPbHIUlns75r>
- Present the multimedia presentation and display it on the mini television or laptop.
- Downloadable link to the multimedia presentation for Session No. 1: [https://www.canva.com/design/DAGNz7LVbKQ/vD3sVkdMftO6n-1CjLTB\\_Q/vi ew?utm\\_content=DAGNz7LVbKQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGNz7LVbKQ/vD3sVkdMftO6n-1CjLTB_Q/vi ew?utm_content=DAGNz7LVbKQ&utm_campaign=designshare&utm_medium=link&utm_source=editor)
- Present the following:
  - Show a picture of a bridge and encourage the students to observe it.
  - *A preposition is a bridge.*
  - *A preposition is a bridge that comes before a noun (or pronoun) and connects it to the rest of the sentence.*
  - Formula: rest of the sentence - preposition - noun (e.g. Max loves to rest on the mat.)
  - Explain the differences of "in" and "on," as well as "under" or "over" to students using the multimedia presentation.
    - *We use in when a person, thing or animal is inside another thing. We use on when a person, thing or animal is on top of another thing. We use under when a person, thing or animal is below another thing. We use over when a person, thing or animal is above another thing.*
  - After going through each preposition, examples using sentences with corresponding images are included to help the students understand the concept better.

### Activity

- Engage the students by facilitating a hands-on activity wherein students must categorize an object as in, on, under or over.
- Using the provided box and toys, let the students place a toy in a position of either in, on, under or over in relation to the box.
- Provide a toy to each student and encourage them to place it in a position of either in, on, under or over in relation to the box and describe it by encouraging them to create their own sentence.

### Application

#### Activity

- Have the students bring an object out of their bags and ask them to place it accordingly in, on, under or over their chair and ask them to create their own sentence.
- Compliment the students on their ability to correctly categorize the toys. This can be done through a reward system, such as by providing them treats, every time they use the correct preposition in a sentence with the corresponding position of the object in relation to their chair.

#### Presentation

- Present the multimedia presentation that displays sentences with corresponding images wherein students must fill-in-the-blanks with the correct prepositions.  
Examples:  
*The vegetables are in the basket.*  
*The apple is on the book.*  
*The cat is under the chair.*  
*The dog is jumping over the fence.*
- Engage the students in practicing the use of prepositions by encouraging each student to fill-in-the-blanks of the sentences with the correct prepositions and asking them to read the complete sentences.
- Provide treats every time a student successfully completes a sentence with the correct preposition.

### Assessment

- Distribute the printed worksheets and have the students complete the activity individually where they must match the correct preposition of the sentence as shown on each image.
- Roam around the classroom to provide assistance and feedback as needed.
- After the students completed the worksheets, review the answers to each number together as a class.
- Downloadable link to Session No. 1 Worksheets:  
[https://www.canva.com/design/DAGN8VB3jhM/myQ6LPKccMc\\_6JO3\\_ci9-w/v?utm\\_content=DAGN8VB3jhM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGN8VB3jhM/myQ6LPKccMc_6JO3_ci9-w/v?utm_content=DAGN8VB3jhM&utm_campaign=designshare&utm_medium=link&utm_source=editor)

### Concluding

- Review the students on what they have learned and check their understanding. This is to reinforce their understanding of the lesson on prepositions.
- Announce that for the next learning session, they will be learning another set of prepositions which are behind, in front of, beside and between.

## Instructional Plan for Session No. 2

Name of Teacher:

Name of Instructional Designer: Reine Gerbie R. Labarrete

Grade level: Kindergarten

Quarter: 4th

Learning Area: Language

Competencies: Identifying, recognizing and applying prepositions of behind, in front of, beside and between.

Duration: 45 minutes

Key understandings to be developed: Prepositions of Place: Behind, In Front Of, Beside, Between

Learning Objectives:

Students will be able to:

- a. identify the prepositions of behind, in front of, beside and between;
- b. recognize the prepositions of place; and
- c. apply the use of prepositions in sentences.

Resources Needed: two boxes, printed objects, multimedia presentation, worksheets

### Methodology

#### Preparation

##### Introductory Activity

- Share to the students that the lesson that they will be learning for the Language subject is prepositions of place.
- Demonstrate the concepts of prepositions by showing the provided flashcards to the whole class with images of a star in different positions in relation to the box/es. *(Two sets of flashcards will be given, and the teacher may choose to pass on one set of flashcards to the students for a closer look.)*
- Review the students on the prepositions they learned in the first learning session through the use of flashcards.

- Let the students recognize the prepositions by asking them to repeat the words or going back and forth in flipping the flashcards.
- Downloadable link to the flashcards:  
[https://www.canva.com/design/DAGDPx\\_1\\_R4/lK4uitYR5FzDr7\\_Vv-a4sg/view?utm\\_content=DAGDPx\\_1\\_R4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGDPx_1_R4/lK4uitYR5FzDr7_Vv-a4sg/view?utm_content=DAGDPx_1_R4&utm_campaign=designshare&utm_medium=link&utm_source=editor)

#### **Presentation**

- Play the video entitled "In Front Of, Behind, Between" by Maple Leaf Learning (2011) on prepositions:  
[https://youtu.be/xERTESWbqhU?si=6wBvZxq-YR\\_2kcEi](https://youtu.be/xERTESWbqhU?si=6wBvZxq-YR_2kcEi)
- Play the video entitled "Prepositions of place for children - The concept of space, for kids - Where things are" by the Smile and Learn - English (2019):  
<https://youtu.be/niPyVnC6W5g?si=NxUEj1HwixXclUGt>
- Play the video entitled "English Prepositions - In front of, behind, between | Lingokids" by Lingokids Songs and Playlearning (2017):  
[https://youtu.be/YvmlfB6xZ2l?si=C7pwfmsDqh\\_xKQzU](https://youtu.be/YvmlfB6xZ2l?si=C7pwfmsDqh_xKQzU)
- Share to the students that the videos they watched explain the prepositions of behind, in front of, beside and between.
- Present the multimedia presentation and display it on the mini television or laptop.
- Downloadable link to the multimedia presentation for Session No. 2:  
[https://www.canva.com/design/DAGN2HhSN\\_4/74RadMeGqMt0tsqlbGY0agq/view?utm\\_content=DAGN2HhSN\\_4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGN2HhSN_4/74RadMeGqMt0tsqlbGY0agq/view?utm_content=DAGN2HhSN_4&utm_campaign=designshare&utm_medium=link&utm_source=editor)
- Present the following:
  - Refresh the students on the concept of preposition.
  - *A preposition is a bridge.*
  - *A preposition is a bridge that comes before a noun (or pronoun) and connects it to the rest of the sentence.*
  - Formula: rest of the sentence - preposition - noun (e.g. Max loves to peek behind the fence.)
  - Explain the differences of "behind," "in front of," "beside" and "between" to students using the multimedia presentation.

- We use behind when a person, thing or animal is at the back of another person, thing or animal. We use in front of when a person, thing or animal is before another person, thing or animal. We use beside when a person, thing or animal is next to another person, thing or animal. We use between when a person, thing or animal is in the middle of two persons, things or animals.
- After going through each preposition, examples using sentences with corresponding images are included to help the students understand the concept better.

### Application

#### Activity

- Engage the students by facilitating a hands-on activity wherein students must follow an order and categorize an object as behind, in front of, beside or between.
- Ask the students to raise their hands and have each of the volunteers go to the front of the class and order them to pick a paper with a printed object.
- Using the provided boxes and printed objects, instruct the students to place the printed object accordingly in a position of either behind, in front of, beside or between the boxes or other things.

Examples:

*Please put the bag behind the box.*

*Please put the microphone in front of the desk.*

*Please put the umbrella beside your bag.*

*Please put the ball between the boxes.*

- Downloadable link to the printed objects:  
[https://www.canva.com/design/DAGN8bqXZak/gzzvlyOS0cG0wWBZHFnbwQ/view?utm\\_content=DAGN8bqXZak&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGN8bqXZak/gzzvlyOS0cG0wWBZHFnbwQ/view?utm_content=DAGN8bqXZak&utm_campaign=designshare&utm_medium=link&utm_source=editor)

#### Presentation

- Present the multimedia presentation that displays sentences with corresponding images wherein students must fill-in-the-blanks with the correct prepositions.  
Examples:  
*The giraffe is behind the tree.*  
*The students are in front of the school.*  
*The doctor is standing beside the patient.*  
*The cat is sitting between the boxes.*
- Engage the students in practicing the use of prepositions by encouraging each student to fill-in-the-blanks of the sentences with the correct prepositions and asking them to read the complete sentences.
- Provide treats every time a student successfully completes a sentence with the correct preposition.

#### Assessment

- Distribute the printed worksheets and have the students complete the activity individually where they must match the correct preposition of the sentence and phrase as shown on each image.
- Roam around the classroom to provide assistance and feedback as needed.
- After the students completed the worksheets, review the answers to each number together as a class.
- Downloadable link to Session No. 2 Worksheets:  
[https://www.canva.com/design/DAGDWmOmyeU/o-ZpoubXMI3ESqMGhOzN0g/view?utm\\_content=DAGDWmOmyeU&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGDWmOmyeU/o-ZpoubXMI3ESqMGhOzN0g/view?utm_content=DAGDWmOmyeU&utm_campaign=designshare&utm_medium=link&utm_source=editor)

#### Concluding

- Review the students on what they have learned and check their understanding. This is to reinforce their understanding of the lesson on prepositions.

## APPENDIX F

### Instructional Materials Utilized in the Learning Sessions

#### a) Multimedia Presentations:

Learning Session No. 1 -

[https://www.canva.com/design/DAGNz7LVbKQ/vD3sVkdMftO6n-ICjLTB\\_Q/view?utm\\_content=DAGNz7LVbKQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGNz7LVbKQ/vD3sVkdMftO6n-ICjLTB_Q/view?utm_content=DAGNz7LVbKQ&utm_campaign=designshare&utm_medium=link&utm_source=editor)

Learning Session No. 2 -

[https://www.canva.com/design/DAGN2HhSN\\_4/74RadMeGqMt0tsqIbGY0gg/view?utm\\_content=DAGN2HhSN\\_4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGN2HhSN_4/74RadMeGqMt0tsqIbGY0gg/view?utm_content=DAGN2HhSN_4&utm_campaign=designshare&utm_medium=link&utm_source=editor)

#### b) Worksheets:

Learning Session No. 1 -

<https://drive.google.com/file/d/17V0Kj7R8nn3mpFcJEKhGcBYjjld-47f-/view?usp=sharing>

Learning Session No. 2 -

<https://drive.google.com/file/d/1pB-OSrZjFdKGyJszAGUSLEJUPliiUAHu/view?usp=sharing>

#### c) Printed Flashcards:

<https://drive.google.com/file/d/1pOkII4IFwu0uit7wweH7IEckEO8AQwOP/view?usp=sharing>

#### d) Printed Objects:

[https://drive.google.com/file/d/1T3r4lOq82wyvG\\_rhhkBNCHpFtbryWESk/view?usp=s](https://drive.google.com/file/d/1T3r4lOq82wyvG_rhhkBNCHpFtbryWESk/view?usp=s)

[haring](#)

APPENDIX K

Modified Instructional Plan:

# Kindergarten

## Language

Instructional Plan on Teaching  
Prepositions



Designed by: Reine Gerbie R. Labarrete

## Instructional Plan for Session No. 1

Name of Teacher:

Name of Instructional Designer: Reine Gerbie R. Labarrete

Grade level: Kindergarten

Quarter: 4th

Learning Area: Language

Competencies: Identifying, recognizing and applying prepositions of in, on, under and over.

Duration: 45 minutes

Key understandings to be developed: Prepositions of Place: In, On, Under, Over

Learning Objectives:

Students will be able to:

- a. identify the prepositions of in, on, under and over;
- b. recognize the prepositions of place; and
- c. apply the use of prepositions in sentences.

Resources Needed: box, toys, multimedia presentation, worksheets

### Methodology

#### Preparation

##### Introductory Activity

- Share to the students that the new lesson that they will be learning for the Language subject is prepositions of place.
- Demonstrate the concepts of prepositions by showing the provided flashcards to the whole class with images of a star in different positions in relation to a box. *(Two sets of flashcards will be given, and the teacher may choose to pass on one set of flashcards to the students for a closer look.)*
- Let the students recognize the prepositions by asking them to repeat the words or going back and forth in flipping the flashcards.
- Downloadable link to the flashcards:  
[https://www.canva.com/design/DAGDPx\\_1\\_R4/LK4uitYR5FzDr7\\_Vv-a4sg/view?utm\\_content=DAGDPx\\_1\\_R4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGDPx_1_R4/LK4uitYR5FzDr7_Vv-a4sg/view?utm_content=DAGDPx_1_R4&utm_campaign=designshare&utm_medium=link&utm_source=editor)

### Presentation

- Play the video entitled "Where is it?" by Maple Leaf Learning (2011) on prepositions: <https://youtu.be/8F0NYBBKczM?si=PmAcPQKHGQT2TWz->
- Play the video entitled "On In Under" by Maple Leaf Learning (2011): [https://youtu.be/jSvjtePg\\_TE?si=r1MbnCrzvf59e5tx](https://youtu.be/jSvjtePg_TE?si=r1MbnCrzvf59e5tx)
- Play the video entitled "On In Under Song For Kids | Learn English Kids" by Dream English Kids (2014): <https://youtu.be/3VwQrnA6dkY?si=oph4HPbHIUlns75r>
- Present the multimedia presentation and display it on the mini television, laptop or projector.
- Downloadable link to the multimedia presentation for Session No. 1: [https://www.canva.com/design/DAGNz7LVbKQ/vD3sVkdMftO6n-ICjLTB\\_Q/viaw?utm\\_content=DAGNz7LVbKQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGNz7LVbKQ/vD3sVkdMftO6n-ICjLTB_Q/viaw?utm_content=DAGNz7LVbKQ&utm_campaign=designshare&utm_medium=link&utm_source=editor)
- Present the following:
  - Show a picture of a bridge and encourage the students to observe it.
  - *A preposition is a bridge.*
  - *A preposition is a bridge that comes before a noun (or pronoun) and connects it to the rest of the sentence.*
  - Formula: rest of the sentence - preposition - noun (e.g. Max loves to rest on the mat.)
  - Explain the differences of "in" and "on," as well as "under" or "over" to students using the multimedia presentation.
    - *We use in when a person, thing or animal is inside another thing. We use on when a person, thing or animal is on top of another thing. We use under when a person, thing or animal is below another thing. We use over when a person, thing or animal is above another thing.*
  - After going through each preposition, examples using sentences with corresponding images are included to help the students understand the concept better.

Activity

- Engage the students by facilitating a hands-on activity wherein students must categorize an object as in, on, under or over.
- Using the provided box and toys, let the students place a toy in a position of either in, on, under or over in relation to the box.
- Provide a toy to each student and encourage them to place it in a position of either in, on, under or over in relation to the box and describe it by encouraging them to create their own sentence.

Application

Activity

- Have the students bring an object out of their bags and ask them to place it accordingly in, on, under or over their chair and ask them to create their own sentence.
- Compliment the students on their ability to correctly categorize the toys. This can be done through a reward system, such as by providing them treats, every time they use the correct preposition in a sentence with the corresponding position of the object in relation to their chair.

## Instructional Plan for Session No. 2

Name of Teacher:

Name of Instructional Designer: Reine Gerbie R. Labarrete

Grade level: Kindergarten

Quarter: 4th

Learning Area: Language

Competencies: Identifying, recognizing and applying prepositions of in, on, under and over.

Duration: 45 minutes

Key understandings to be developed: Prepositions of Place: In, On, Under, Over

Learning Objectives:

Students will be able to:

- d. identify the prepositions of in, on, under and over;
- e. recognize the prepositions of place; and
- f. apply the use of prepositions in sentences.

Resources Needed: box, toys, multimedia presentation, worksheets

### Methodology

#### Recall

- Ask the students if they remember what they learned in the first learning session about the prepositions of in, on, under and over.
- Explain to the students that they will be learning the same set of prepositions through a fill-in-the-blanks activity and worksheets. This activity will help reinforce their understanding of prepositions and how to use them in sentences. Additionally, the multimedia presentation will provide visual aids to support their learning.

#### Application

##### Presentation

- Present the multimedia presentation that displays sentences with corresponding images wherein students must fill-in-the-blanks with the correct prepositions.

Examples:

*The vegetables are in the basket.*

*The apple is on the book.*

*The cat is under the chair.*

*The dog is jumping over the fence.*

- Engage the students in practicing the use of prepositions by encouraging each student to fill-in-the-blanks of the sentences with the correct prepositions and asking them to read the complete sentences.
- Provide treats every time a student successfully completes a sentence with the correct preposition.

#### Assessment

- Distribute the printed worksheets and have the students complete the activity individually where they must match the correct preposition of the sentence as shown on each image.
- Roam around the classroom to provide assistance and feedback as needed.
- After the students completed the worksheets, review the answers to each number together as a class.
- Downloadable link to Session No. 1 Worksheets:  
[https://www.canva.com/design/DAGN8VB3jhM/myQ6LPKccMc\\_6JO3\\_ci9-w/v?utm\\_content=DAGN8VB3jhM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGN8VB3jhM/myQ6LPKccMc_6JO3_ci9-w/v?utm_content=DAGN8VB3jhM&utm_campaign=designshare&utm_medium=link&utm_source=editor)

#### Concluding

- Review the students on what they have learned and check their understanding. This is to reinforce their understanding of the lesson on prepositions.
- Announce that for the next learning session, they will be learning another set of prepositions which are behind, in front of, beside and between.

### Instructional Plan for Session No. 3

Name of Teacher:

Name of Instructional Designer: Reine Gerbie R. Labarrete

Grade level: Kindergarten

Quarter: 4th

Learning Area: Language

Competencies: Identifying, recognizing and applying prepositions of behind, in front of, beside and between.

Duration: 45 minutes

Key understandings to be developed: Prepositions of Place: Behind, In Front Of, Beside, Between

Learning Objectives:

Students will be able to:

- a. identify the prepositions of behind, in front of, beside and between;
- b. recognize the prepositions of place; and
- c. apply the use of prepositions in sentences.

Resources Needed: two boxes, printed objects, multimedia presentation, worksheets

### Methodology

#### Preparation

##### Introductory Activity

- Share to the students that the lesson that they will be learning for the Language subject is prepositions of place.
- Demonstrate the concepts of prepositions by showing the provided flashcards to the whole class with images of a star in different positions in relation to the box/es. *(Two sets of flashcards will be given, and the teacher may choose to pass on one set of flashcards to the students for a closer look.)*
- Review the students on the prepositions they learned in the first learning session through the use of flashcards.

- Let the students recognize the prepositions by asking them to repeat the words or going back and forth in flipping the flashcards.
- Downloadable link to the flashcards:  
[https://www.canva.com/design/DAGDPx\\_1\\_R4/lK4uitYR5FzDr7\\_Vv-a4sq/view?utm\\_content=DAGDPx\\_1\\_R4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGDPx_1_R4/lK4uitYR5FzDr7_Vv-a4sq/view?utm_content=DAGDPx_1_R4&utm_campaign=designshare&utm_medium=link&utm_source=editor)

#### Presentation

- Play the video entitled "In Front Of, Behind, Between" by Maple Leaf Learning (2011) on prepositions:  
[https://youtu.be/xERTESWbqhU?si=6wBvZxq-YR\\_2kcEi](https://youtu.be/xERTESWbqhU?si=6wBvZxq-YR_2kcEi)
- Play the video entitled "Prepositions of place for children - The concept of space, for kids - Where things are" by the Smile and Learn - English (2019):  
<https://youtu.be/niPyVnC6W5g?si=NxUEj1HwixXclUGt>
- Play the video entitled "English Prepositions - In front of, behind, between | Lingokids" by Lingokids Songs and Playlearning (2017):  
[https://youtu.be/YvmlfB6xZ2l?si=C7pwfmsDqh\\_xKQzU](https://youtu.be/YvmlfB6xZ2l?si=C7pwfmsDqh_xKQzU)
- Share to the students that the videos they watched explain the prepositions of behind, in front of, beside and between.
- Present the multimedia presentation and display it on the mini television, laptop or projector.
- Downloadable link to the multimedia presentation for Session No. 2:  
[https://www.canva.com/design/DAGN2HhSN\\_4/74RadMeGqMt0tsqlbGY0qq/view?utm\\_content=DAGN2HhSN\\_4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGN2HhSN_4/74RadMeGqMt0tsqlbGY0qq/view?utm_content=DAGN2HhSN_4&utm_campaign=designshare&utm_medium=link&utm_source=editor)
- Present the following:
  - Refresh the students on the concept of preposition.
  - *A preposition is a bridge.*
  - *A preposition is a bridge that comes before a noun (or pronoun) and connects it to the rest of the sentence.*
  - Formula: rest of the sentence - preposition - noun (e.g. Max loves to peek behind the fence.)
  - Explain the differences of "behind," "in front of," "beside" and "between" to students using the multimedia presentation.

- We use behind when a person, thing or animal is at the back of another person, thing or animal. We use in front of when a person, thing or animal is before another person, thing or animal. We use beside when a person, thing or animal is next to another person, thing or animal. We use between when a person, thing or animal is in the middle of two persons, things or animals.
- After going through each preposition, examples using sentences with corresponding images are included to help the students understand the concept better.

## Application

### Activity

- Engage the students by facilitating a hands-on activity wherein students must follow an order and categorize an object as behind, in front of, beside or between.
- Ask the students to raise their hands and have each of the volunteers go to the front of the class and order them to pick a paper with a printed object.
- Using the provided boxes and printed objects, instruct the students to place the printed object accordingly in a position of either behind, in front of, beside or between the boxes or other things.

Examples:

*Please put the bag behind the box.*

*Please put the microphone in front of the desk.*

*Please put the umbrella beside your bag.*

*Please put the ball between the boxes.*

- Downloadable link to the printed objects:  
[https://www.canva.com/design/DAGN8bqXZak/gzzvlyOS0cG0wWBZHFnwQ/view?utm\\_content=DAGN8bqXZak&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGN8bqXZak/gzzvlyOS0cG0wWBZHFnwQ/view?utm_content=DAGN8bqXZak&utm_campaign=designshare&utm_medium=link&utm_source=editor)

## Instructional Plan for Session No. 4

Name of Teacher:

Name of Instructional Designer: Reine Gerbie R. Labarrete

Grade level: Kindergarten

Quarter: 4th

Learning Area: Language

Competencies: Identifying, recognizing and applying prepositions of behind, in front of, beside and between.

Duration: 45 minutes

Key understandings to be developed: Prepositions of Place: Behind, In Front Of, Beside, Between

Learning Objectives:

Students will be able to:

- d. identify the prepositions of behind, in front of, beside and between;
- e. recognize the prepositions of place; and
- f. apply the use of prepositions in sentences.

Resources Needed: two boxes, printed objects, multimedia presentation, worksheets

### Recall

- Ask the students if they remember what they learned in the third learning session about the prepositions of behind, in front of, beside and between.
- Explain to the students that they will be learning the same set of prepositions through a fill-in-the-blanks activity and worksheets. This is to reinforce the correct use of prepositions in sentences to enhance communication skills.

### Methodology

### Application

#### Presentation

- Present the multimedia presentation that displays sentences with corresponding images wherein students must fill-in-the-blanks with the correct prepositions.  
Examples:  
*The giraffe is behind the tree.*  
*The students are in front of the school.*  
*The doctor is standing beside the patient.*  
*The cat is sitting between the boxes.*
- Engage the students in practicing the use of prepositions by encouraging each student to fill-in-the-blanks of the sentences with the correct prepositions and asking them to read the complete sentences.
- Provide treats every time a student successfully completes a sentence with the correct preposition.

#### Assessment

- Distribute the printed worksheets and have the students complete the activity individually where they must match the correct preposition of the sentence and phrase as shown on each image.
- Roam around the classroom to provide assistance and feedback as needed.
- After the students completed the worksheets, review the answers to each number together as a class.
- Downloadable link to Session No. 2 Worksheets:  
[https://www.canva.com/design/DAGDWmOmyeU/o-ZpoubXMI3ESqMGhOzN0g/view?utm\\_content=DAGDWmOmyeU&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGDWmOmyeU/o-ZpoubXMI3ESqMGhOzN0g/view?utm_content=DAGDWmOmyeU&utm_campaign=designshare&utm_medium=link&utm_source=editor)

#### Concluding

- Review the students on what they have learned and check their understanding. This is to reinforce their understanding of the lesson on prepositions.