

Date: Nov. 20, 2010

Class: Community Literacy

Level: High Beginner/Low Intermediate

Subject: ESL

Grade: Adult

Unit/Theme: Preposition Proposition

STANDARDS:

CASAS Competencies:

0 Basic Communication

0.2.2 Complete a personal information form

0.2.4 Converse about daily and leisure activities and personal interests

4. Employment

4.6 Communicate effectively in the workplace

4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism

4.8 Demonstrate effectiveness in working with other people

7. Learning and Thinking Skills

7.2 Demonstrate ability to use critical thinking skills

7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships

7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas

7.2.6 Generate ideas using various approaches, such as brainstorming

7.5 Understand aspects of and approaches to effective personal management

7.5.6 Identify or use strategies for communicating more successfully

CSAS Basic Skills Content Standards

L2 Vocabulary

L2.3 Comprehend high frequency, words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g. everyday conversations, simple descriptions, directions)

L5 Informational Discourse

L5.4 Comprehend simple single-step instructions, explanations and directions (e.g.

Turn off the lights. Put the boxes in the back.

L5.6 Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)

L6 Strategies and Critical Thinking

L6.7 Determine when clarification is necessary

PURPOSE:

This lesson helps students to recognize how, when, and where to use prepositions properly. Because prepositions are a very important key to determining relationships among central words and concepts, they often establish, or convey the intended purpose of communication, and therefore this lesson guides the student through foundation steps for mastery of all English language standards and objectives, and is especially helpful in situations related to work and everyday communication requiring communication related to giving and receiving instructions, directions, and detailed procedures.

CONTENT OBJECTIVES:

SWBAT distinguish various subtleties in the context of prepositional phrases, and then determine which preposition is most appropriate to use, given context.

SWBAT select the appropriate preposition from a list to complete sentences, and SWBAT create their own sentences using these prepositions.

Through this work, students will be developing English language vocabulary & usage in all domains: Listening, Speaking, Reading, & Writing

LANGUAGE OBJECTIVES:

SWBAT define preposition, and prepositional phrase, giving examples of each.

SWBAT listen to audio passages and write a list of prepositional phrases present in the passages.

SWBAT compare the context of usage of prepositional phrases and categorize them according to specific time, ranges of time, duration, or reference to place/location.

KEY VOCABULARY

Project, persistent, plan, power,
pick/pluck/plucky, process,
pastime, pledge, put money on,
play for, play against,
potential, preceding,
proceeding, pursuit

SUPPLEMENTARY MATERIAL

Images, outlines, realia, powerpoint
slide presentation, student learning
contract, preposition pyramid, place
setting, turkey favor,

INTERACTIVE ACTIVITY ONE:

Students will participate in jigsaw reading of a paragraph demonstrating use of different prepositional phrases in various contexts, which employ transitional devices, i.e., words or phrases, signifying sequence.

INTERACTIVE ACTIVITY TWO:

Students will give and receive peer critiques of five of their own independently constructed sentences, which together relate to a central topic of their choice. Each sentence will demonstrate syntactic accuracy of a different preposition or prepositional phrase, while also demonstrating appropriate use of two or more transitions signifying sequence such as first, second, then, next, last, finally, or ultimately.

SIOP Features

Preparation

☐ Adaptation of Content
☒ Links to Background
☒ Links to Past Learning
☒ Strategies incorporated
List/Group/Label

Scaffolding

☒ Modeling
☒ Guided practice
☒ Independent practice
☒ Comprehensible input

Grouping Options

☒ Whole Class
☒ Small groups
☐ Partners
☒ Independent

Integration of Processes

☒ Reading
☒ Writing
☒ Speaking
☒ Listening

Application

☐ Hands-on (Maps)
☒ Meaningful
☒ Linked to objectives
☒ Promotes engagement

Assessment

☒ Individual
☒ Group
☒ Written
☐ Oral

SPECIAL ADAPTATIONS FOR PARTICULAR STUDENTS OR GROUPS OF STUDENTS:

G■■■■■■ C■■■■■■ will be a new arrival in our class; she may need to observe and participate only when/where comfortable. She can practice related online activities using any of the links in supplemental resources, or browse through the Childcraft picture dictionary. I'll see if I can find a picture dictionary of prepositions and/or prepositional phrases.

CONSIDERATIONS FOR GROUP CONFIGURATIONS CONDUCTIVE TO OPTIMAL LEARNING:

MIN. LESSON SEQUENCE:

At beginning of class, teacher should model as many of these expressions (or ones like them) as students are arriving and settling in:

- I'll be with you in a minute.
- I'll be with you by the start of class.
- I'll be with you for the start.
- I'll be watching from the hallway by the door.
- You'll need to use computers through the beginning of the 2nd hour, but not during the 1st hour

Before class, post the fun-facts in a place in the classroom where students will be able to read them.

5 1. Greetings – how was your week?

1 2. Post on Easel:

Today: PREPOSITIONS!

Because you need to understand details when people are talking to

you, especially when it's your boss who's giving you directions, or when you need to give or get directions for important events and projects, this lesson is designed to help you do that.

- 15 3. Warm-up: display a dozen common prepositional phrases in large font on sheets of printer paper around the room and a dozen that are less common in everyday language, but frequently used in academic settings; ask them to put a tally mark on the expressions they understand and a question mark on the ones they do not. Take down the ones that have no tally marks on. Leave only expressions with tally marks. Then ask students to form pairs (match upper/lower case alphabet letters to form pairs), and together select one expression and practice using it together. Have them prepare a quick dialogue demonstrating use of the expression. Ask for volunteers to share theirs with the whole class.
- 5 4. Activate background knowledge by brainstorming what students already know about the topic. Questions the teacher might ask to get students thinking and talking:
- What other examples of expressions like these do you already know?
 - Do you notice anything about these expressions that might allow us to put them in a category or group or special class?
 - Does anyone recognize what part of language these expressions represent?
 - Stand up if you've heard of Preposition or prepositional phrase before.
 - What is a preposition?
 - What is a prepositional phrase?

Ask students to brainstorm a list of all the prepositions or prepositional phrases they can think of... (teacher may give one or two examples to get them started or just give them one or two examples and move on if they can't think of any) categorize them according to time (days/dates/months, years), (specific or duration or ranges), location (specific or relative), then quick-write info on the board (or on butcher block paper on an easel) and leave it displayed throughout the lesson.

- 15 5. Provide a "jump start" for lower level ELLs by pre-teaching lesson concepts and key vocabulary using pictures, and a skeletal outline of key information for the lesson → share the preposition pyramid. Ask students if there are any expressions they are unsure of or if there are any that are particularly confusing for them and give them some tips for usage.

FIRST INTERACTIVE ACTIVITY:

- 20 6. Have students do jigsaw reading, "Thanksgiving at my sister's house" and follow up with whole class group discussion.

Cut the story/paragraph into sentence strips. Give each student a strip. Depending on size of class & skill level, you could one sentence per student, or pair them so two students can work together on one sentence, or you might want to make multiple groups of varying pairings/individual combinations. My class is small, so I'll give each student one sentence, unless everyone shows up, in which case I'll pair them up or make two groups depending upon how familiar they are with prepositions based on the warm-up activity, and the activation of background knowledge.

Have students read their strip and ask them to say what it says in another way....ie., have them try to re-phrase it using different words.

Have them arrange themselves in order so that the sentences sound like a little story. Then have them read it out loud. If they have trouble organizing the story line, read the story aloud to them, and

then let them try it again. Once they are in order, have them read it aloud again.

Talk about the expressions....what do they mean?

Have the table setting w/ turkey party favor on the table and use it to demonstrate and practice prepositional phrases. (TPR style...put the napkin in front of the plate...put the cup on the saucer...put the napkin in the cup...turn the coffee cup over....put the napkin beside the plate....etc.

- 10 7. Ask students if they're ready to write their own sentences. Tell them to think of a favorite topic that they know a lot about....something simple that everyone can relate to.

If they're not ready, or if some are not ready, go through the model example with them (ice cream). You can do it in the same fashion as the "Thanksgiving at my sister's house", with sentence strips spread throughout the group, or you can do it one-on-one, tackling the whole thing.

SECOND INTERACTIVE ACTIVITY:

- 50 8. When students are ready, they can begin composing their own sentences. Refer to the peer edit handout for details. Essentially, they will write 5 sentences related to a topic of their choice and use 5 different prepositions or prepositional phrases in various contexts while also incorporating transition words signifying sequence (ie., first, next, then last of all, ultimately, etc.). When they have finished writing their sentences, they will give and receive a peer critique. Again, refer to the rubric and peer edit form for details.

Students may use remainder of class time to complete their writing and peer edits. If needed they may finish sentences at home and we'll continue with the peer edits at the beginning of next class.

- 10 9. In the final 10 minutes of class, have students wrap-up their writing and remind them that they should finish their sentences at home and bring to next class; peer edits can be completed at the start of next class if they didn't get them done today.

Share the following statement with students.

Student Contracts: research shows students are more invested in their learning when they actively participate in setting academic goals.

Pass out the student contracts. Read through all together. Ask students what they think it means...what words don't they understand, etc. Share the power point on vocabulary.

Tell students to think about this contract over the course of the next week and next week, they will be asked to sign and initial. If they would like to sign it now, they can do so and they will receive a copy of it at our next class.

BAIT THE NEXT CLASS:

Graphic Illustrators Activity (collocation posters/books for prepositions)

Preposition Poetry

Preposition Proposition Game

Blooming Prepositions....begin a word wall of all the prepositions and prepositional phrases that they are becoming more and more familiar with.

Details for this subsequent lesson appear on pp. 19 - 25.

REFLECTION: having just received my first sampling of written work from my class of ELLS in which they were asked to write about personal goals either in sentences, or else just writing as many words as they could think of related to the four areas for goals: health, family, education, and work.....five sentences with prepositions is going to be a significant challenge... (but they're a very motivated group, so who knows?!)

Note: I still need to create a power point matching words with images for these words....

project

persistent

plan

power

pick/pluck/plucky

process

pastime

pledge

put money on

preposition

pyramid

play for

play against

potential

preceding

proceeding

pursuit

Expressions to post for warm-up:

by the time I get.....(something done) or (somewhere)

until the end of the hour (class period)

through the remaining period (of time/of class)

through [a book] (the end of chapter __) or (page #__)

behind the storyline, behind the main themes, behind the main action

in so far as I can tell

hand it in, turn it in

by the end of the quarter

in time for grades

on time

at (time)

fill out

fill in

fill up

turn up (show up) [be present]

[something or someone] turned out [to be something, someone else, or somewhere]

through the [tunnel/sleeve/passageway/city/country/sky]

through the [end of] or [beginning of] the [book, report, study, course,

in a minute

by the start of [class, the semester, the next chapter]

for the start of each day/class/the unit/the game/the test/the reading

from the (hallway) by (the door)

FUN Facts to Share with Students – Post/Display somewhere

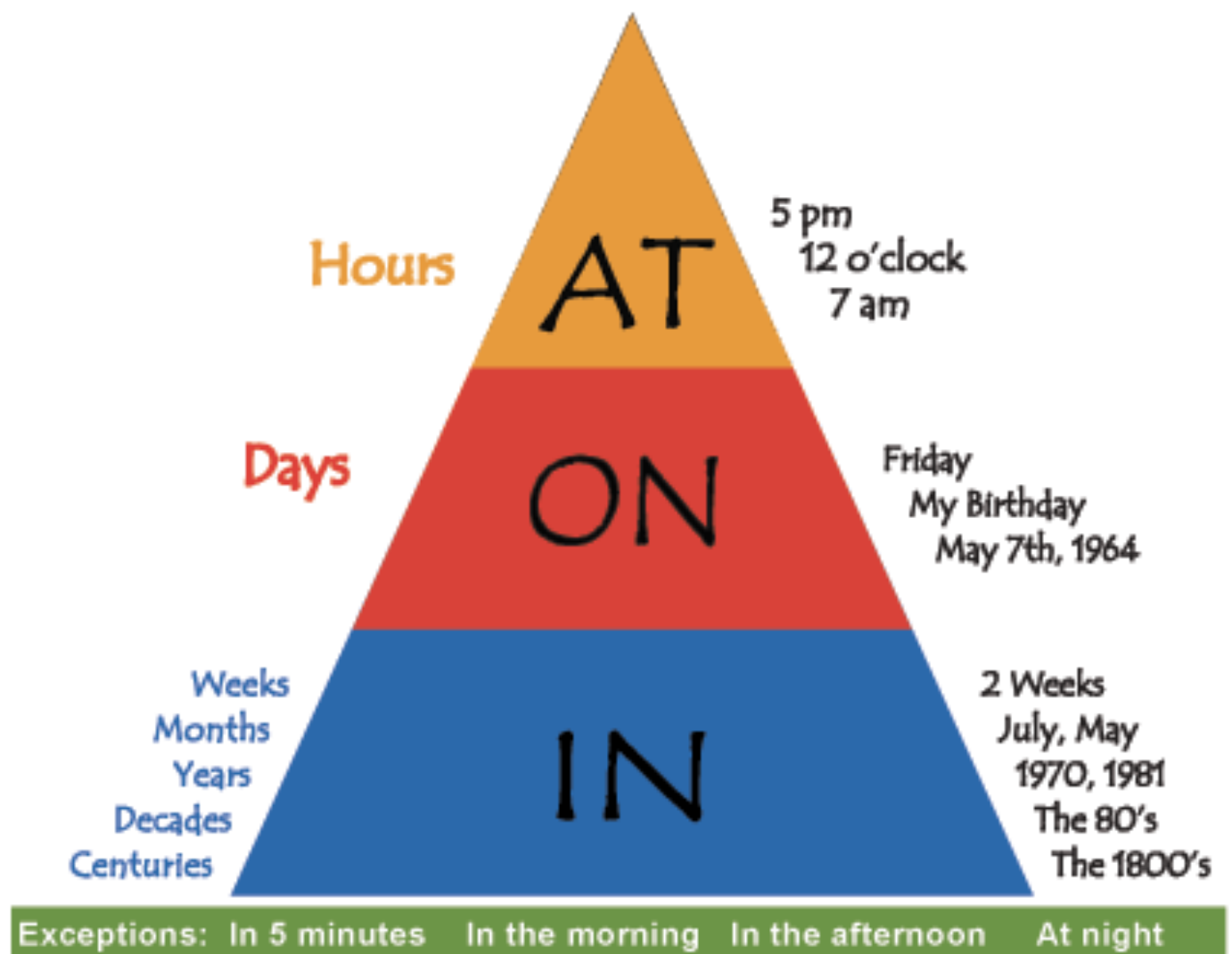
in Classroom:

HERE IS AN EXAMPLE OF PREPOSITIONS COMMONLY FOUND IN

ACADEMIC ENGLISH:

Analyze fundamental aspects behind the formation of a political movement in history, or a developing theory in social science of two different countries, while examining in detail the role of education in the formation of the popular opinion of the masses in the formation of each of the two countries.

30% of our language involves prepositions or prepositional phrases!!



On Thanksgiving Day, we gathered with family for a celebration at noon at my sister's house. We arrived on time-and just in time to help make the gravy and carve the turkey. After dinner, we all sat together at the table and talked on and on about all the things we were thankful for throughout the year, like family, friends, and good health. We talked for around two hours. At around 3:00, well after we finished up our meal, the plates on the table were cleared, and all the delicious pies were laid out on the table. There was pumpkin pie, apple pie, pecan pie, and ice cream, too. At each place setting was a cute little turkey made of pinecones and feathers, which the children made at school on Wednesday, the day before. Everyone was in bed early on Thanksgiving night after so much feasting, and everyone was at their job on time, bright and early the next morning.

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At each place setting was a cute little turkey made of pinecones and feathers, which the children made at school on Wednesday, the day before.

Everyone was in bed early on Thanksgiving night after so much feasting, and everyone was at their job on time, bright and early the next morning.

Scaffolding activity using the following steps and sentence frames:

FIRST, SWBAT COMPOSE 5 related sentences using different prepositional phrases:

The prepositions I find in this story include the following:

- 1.
 - 2.
 - 3.
- etc. (students will make a list)

Choose from these contexts to complete the sentence frames that follow:

specific time duration range specific location relative location

1. The context for this preposition is _____.
2. The context for this preposition is _____.
3. The context for this preposition is _____.

Etc. (student will make a list for context correlating with the list of prepositions they listed in the preceding exercise.)

Using the prepositions identified by the above exercises as models for sentences with different prepositional phrases sentences appropriate for various contexts, students will independently create 5 of their own sentences using these expressions, related to a topic of their choice.

THEN SWBAT GIVE & RECEIVE A PEER SENTENCE CRITIQUE:

- ✓ Usage
- ✓ Context
- ✓ Spelling
- ✓ Mechanics (sentence begins with capital letter; sentence has appropriated end punctuation.)

PEER EDITING by _____
(Who is editing the sentences?)

For _____.
(Whose sentences are being edited?)

Read each sentence. Comment on the following:

Which preposition or prepositional phrase is being used?

Sentence 1:

Sentence 2:

Sentence 3:

Sentence 4:

Sentence 5:

DIRECTIONS: Put the corresponding sentence numbers from above in the blanks for the questions below.

What is the context for each of the sentences?

_____ specific time _____ duration _____ range

_____ specific location _____ relative location

Does the expression fit the context? _____ YES _____ NO

Does each sentence make sense? _____ YES _____ NO

What is the overall topic of the five sentences? _____

Do the five sentences combined tell a story? _____YES _____NO

Do the five sentences combined tell how to do something? _____YES _____NO

If no, give some tips or examples for improvement:

Mechanics

Spelling: List any/all misspelled words.

Is the first letter of each sentence capitalized? _____YES _____NO

Are all names capitalized? _____YES _____NO

Does each sentence end with a period, or question mark?

_____YES _____NO

Should any of the sentences end with a question mark?

_____YES _____NO

MODEL:

The first thing I did was put a scoop of ice cream **in a dish**. Then I poured some chocolate fudge **on top of the ice cream**. After that I sprinkled nuts **all over the fudge** and put a cherry on the very top. I served it to the customer who was sitting **at the counter**. I watched her devour the whole thing **in less than five minutes**.

IMPORTANT: Notice that "on the very top" in the third line doesn't appear in bold print. It doesn't count toward the five different usages of prepositions or prepositional phrases because it is the same context as "on top of the ice cream" in line 2. Only one of those expressions can count...you need to have 5 DIFFERENT uses of prepositions/prepositional phrases, in different contexts.

RUBRIC

Student composed 5 complete sentences.

1 2 3 4 5

Spelling & Mechanics

1 2 3 4 5

Sentences all reflect a central topic, subject, or theme.

1 2 3 4 5

Sentences create a story or explain how to do something.

1 2 3 4 5

Sentences demonstrate accurate, appropriate use of prepositions and prepositional phrases.

1 2 3 4 5

Sentences demonstrate ability to incorporate transitions to signify sequence.

1 2 3 4 5

The preposition proposition:

In my pastime, I hereby pledge to do everything possible within my power to persistently pick, or pluck, the proper preposition and to project potential opportunities for putting prepositions into play for the express purpose of improving my English.

Name

Date

___ Prepositions are a goldmine for unlocking the powerful potential of English. I will put money on my potential to improve my English through the proper use of prepositions.

.....

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FOLLOW-UP LESSON:

Because students can easily acquire new words (subjects and verbs) through their dictionaries, which they commonly have on their cell phones, what they really need from their teachers is practice conjugating verbs and the proper use of prepositions. The following unit proposes to prepare students to understand the common expressions of anyone they are required to converse with in their everyday exchanges while at work or out and about in the community.

Unit: The Preposition Proposition

Essential questions?

How can I make any sense of what people are saying to me without understanding prepositions?

Can I understand English if I don't understand prepositions?

Will I ever be able to figure out which is the proper preposition for the purpose?

What is a proposition?

What is a preposition?

PURPOSE: This unit proposes to teach students to know how, when, and where to use prepositions properly because prepositions are the key to determining relationships among words, which in turn, establishes, or conveys the intended purpose of communication.

STEP ONE:

Introduce and Practice the Positive "P" Words:

Project, persistent, pick/pluck/plucky, plan, power, process, pastime, pledge, put money on, play the ponies, play for, play against, potential, preceding, proceeding, pursuit

Why? Students perform better when they are having fun in their educational pursuits, and when their learning is related to overall purpose. The preceding "p" words are relative to the overall plan for processing prepositions):

Student Contract (research shows students are more invested in their learning when they actively participate in setting academic goals.)

The preposition proposition:

In my pastime, I hereby pledge to do everything possible within my power to persistently pick, or pluck, the proper preposition and to project potential opportunities for putting prepositions into play for the express purpose of improving my English.

Name

Date

____ Prepositions are a goldmine for unlocking the powerful potential of English. I will put money on my potential to improve my English through the proper use of prepositions.

Lesson Number One: DETAILED ABOVE in pp. 1-19

What are prepositions? (What is their purpose?)

Locators in time and place: Prepositions

at (time or place)
in (location)
on
for
since
to (place)
through (passing inside something)
through/to/till/until (time/duration)
by (pass something)
by (manner of occurrence/by way of/via)
by (before a certain time)
by (location/near to something)
ago
before
past
under
over

above
below

How are prepositions used?

Common expressions:
make a list...

Preposition Collocations
Insert hyperlink

GRAPHIC ILLUSTRATORS ACTIVITY

Students will create posters with collocations for each preposition. This can be done individually or in groups. This can be done with poster paper or as a long mural using newspaper roll.

Proposition: Preposition Poetry

Challenge students to a timed write: how many expressions of prepositions can they write down in a short time? (3 min.)

Put everyone's on the board. Keep this displayed through the following activity.

Have students make poems using these expressions → Tell them to put them together in any way that is meaningful to them. Re-arrange them in any order, perhaps group them according to purpose, or rhyme schemes. Add words or omit words as they see fit.

Begin with the line, "Here I sit..."

Close with the line, "Only me."

And/or:

Begin with the line, "Lord knows I try...."

Close with the line, "On bended knee."

Goal: Put 3 lines of preposition expressions between the opening and closing lines.

Goal: Write one poem for each of the prepositions.

Assemble poems into a book, either individually, in groups, or as a class.

Supplies needed:

lots of colored markers or crayons
butcher paper
preposition pyramid

The Preposition Proposition Game:

Dice (each number corresponds to a preposition)

Increase level of difficulty: add a dice, roll two dice, use the two corresponding prepositions in two sentences. For extra points, use the two corresponding prepositions together in one sentence!

Add a third die, a fourth die....increase the challenge by creating sentences with multiple prepositions.

Add a level of complexity:
Players write their responses and read them aloud.

How to play:
Roll one dice....use the corresponding preposition in a sentence correctly (other players can challenge whether it's used correctly).

Q: how to resolve disputes when no authority/teacher is present????!!

A: maybe this game can only be played when a teacher is available???

NO!! Make fill in the blank questions. Differentiate question cards for various levels of skill....

CARD TYPE ONE:

Name a preposition that has a relationship with time:

Name a preposition that has a relationship with location:

Etc.

Levels of difficulty: unprompted response, choose the right one from two or more possible answers, which one of several options is NOT correct?

CARD TYPE TWO:

Fill in the blank sentences. (example: if player rolls “at”, they pick a card....it will have 3 sentences with a blank where the preposition should be. Each sentence will use a different preposition; only one of the 3 sentences will require use of the preposition corresponding to their die.)

CLASSROOM PRACTICE:

Preposition Parlay :

Groups, Teams, or Individuals; teams/groups may act collectively or each group/team may choose to pit one member against another team’s member:

Display a sentence with a blank for where the preposition should be.

Players ring a bell or approach a central podium when they know the proper preposition that completes the sentence.

ONGOING PROJECT: “BLOOMING” PREPOSITIONS

What can we do with prepositions? It’s literally limitless!

Take Bloom’s Revised taxonomy and begin listing activities students can engage in to help them master prepositions. Employ prepositions in accordance with the progression through Bloom’s Taxonomy:

For example:

REMEMBERING:

Recall the....

Remember the....

Define the purpose of the use of prepositions.

Memorize all the prepositions.

(Complete the items with ellipses above, and then keep adding to this list.)

UNDERSTANDING:

Explain....

Classify or group prepositions according to purpose.

(Complete the items with ellipses above, and then keep adding to this list.)

APPLYING:

Someone might say, "I'll be at Tom's house by 9 p.m."

BLOOMS TAXONOMY (Revised)

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

Remembering all the prepositions and their proper usage will help students understand the relationships that are conveyed regarding various subjects which enables them to apply their knowledge of how English works in multiple subject areas. Applying their knowledge of how English works in multiple subjects assists them in evaluating hypotheses and theories so that they can create their own opinions and hypotheses about everything or anything they desire.

Great Resources for prepositions activities and
<https://www.ego4u.com/en/cram-up/grammar/prepositions>