

Lesson Plan

CONTEXT/ BACKGROUND

Grade: 4/5 Class: ELL Support Sessions

English Proficiency Levels Expanding (3), Consolidating (4)

Topic: **Prepositions Used with Time**

Time needed for this lesson: Three 45-minute sessions.

Standards:

Writing: Conventions: *Grammatical elements and syntax* • Use some different grammatical structures, including some plurals, ‘simple’ tenses, articles, and prepositions

Oral Language: Form: *Expressive* • Use pronouns, prepositions, irregular plurals & verbs, & word forms with occasional error

Before this lesson, students will have had at least a few years to develop their social language. They can use many prepositions that express location and direction with a great deal of accuracy. They previously read [Malala’s Story](#) which is presented in a timeline format and will be revisited.

After this lesson, students will have a frame of reference and familiarity for how the prepositions on, in, at, during, and until are used when expressing time.

PREPARATION

Content Objectives: I can identify the correct preposition to use and explain why that preposition should be used.

Language Objectives: I can compose sentences to describe important dates on a timeline.

Content Concepts: Use AT to show exact time. Use ON with days of the week, dates, and special holidays. Use IN with parts of the day months, years, and chunks of time. Use DURING with events that emphasize duration. Use UNTIL to express a period of time with a precise endpoint.

Key Vocabulary: **preposition, on, in, at, during, until, paraphrase, summarize**

Supplementary Materials: Appendix A – Text with Prepositional Errors, Appendix B – Sentence Examples for Prepositions Referring to Time, Appendix C – Time Prepositions PowerPoint, Appendix D – Preposition Game, Appendix E – Personal Reference Statement, Malala’s timeline found on the [Malala.org website](http://Malala.org)

Adaptations for Proficiency Level:

- For students who are not reading at grade level, read the various texts together.

- For students who struggle more with writing provide more explicit instruction for composing written sentences or provide sentence frames.
- For any students who struggle a great deal with the first activity, remove *during* and *until* from the lesson and all materials.

Learning Strategies: Categorizing & Visualizing

Higher Order Questions/Tasks: Induction, Deduction, Paraphrase & Summarize

LESSON DELIVERY

SIOP Components and Features:

- ✓ Meaningful activities
- ✓ Explicit links to students' lives and experiences
- ✓ Repetition of key concepts and vocabulary
- ✓ Clear explanations
- ✓ Use of learning strategies
- ✓ Interaction with teacher
- ✓ Peer interaction
- ✓ Hands-on materials
- ✓ Visuals
- ✓ Student engagement
- ✓ Feedback
- ✓ Assessment of lesson objectives

Opening/Warm-Up/Noticing Activity:

Day 1: 1. Students are given text that includes prepositional errors (Appendix A). 2. Students are asked to circle anything they think is an error and explain either why they think it is an error or what they think the correction might be. 3. Save this sheet as it will be returned to at the end of the lesson for a post-lesson assessment.

Day 2: Students present their memorized reference statement that uses the frame: *I was born **on** the (date) **in** (month) **at** (time). This happened **during** (an event). I cried **until** (thing that stopped the crying).* Explain to students that at anytime if they forget which preposition to use in relation to time, they can recall this sentence as a reference example.

Day 3: Students look over their composed timeline sentences from last day with any corrective feedback the teacher supplied after their last class. Review concepts of summarizing and paraphrasing.

Presentation of Content with Consciousness-raising Activities:

Day 1: Give students a new list of correct sentences (Appendix B). Have them highlight the preposition in each sentence. Have them cut and sort the sentences according to the preposition used. Ask students what they notice about the sentences that use each of the prepositions. Write up the induced rule for each preposition and post them in a visible place. Guide noticing if these rules do not include example sentences.

Day 2: Have student's reread [Malala's Story](#), which they read earlier in the school year. Have student's point out the prepositions used to express time (in, on, until). Review the rules that were previously induced for the use of in, on, at, during, until when expressing time. Teach the words paraphrase and summarize by giving examples using this text.

Day 3: Present the Prepositions PowerPoint (Appendix C) which reviews what prepositions are, the rules for using them in relation to time, and which guides them to use a visualization strategy for their memorized personal reference sentence. Again, explain how this

statement and the visual imagery can be used to help them in the future with using the correct preposition.

Practice/Application/Production:

Day 1: Prepositions Game (Appendix D): Give each student a Preposition Gameboard. Explain that each square contains a sentence with a missing preposition that they will need to insert when they read the sentence. On their turn, students will roll a dice, move that many squares, and read the sentence on the square using the correct preposition. Let students know this game is for practice and if they forget the correct preposition they will be reminded. Here metalinguistic feedback can be given.

Day 2: Students compose sentences based on this timeline for each of the prepositions: in, on, at, until, during. Instead of copying sentences on the timeline, ask students to paraphrase or summarize information from the website to formulate their sentences. When students are done pair them with another student who is done and ask them to read their sentences to each other. Each student should give each other feedback by telling their partner something that they like about his/her sentences and something that they think might improve them. If they feel any prepositions are used incorrectly, they should discuss this and if an agreement can't be reached then they should check with the teacher. Write these steps on the board so that students can refer to which step they are on and what they should do next.

Day 3: Sketch a quick timeline for their own lives. Mentally compose sentences based on their own personal stories that use the prepositions in, on, at, during, until, and orally present these sentences in the group. Teacher will use corrective feedback in the form of repetition, elicitation and metalinguistic to elicit uptake of corrected sentences when it is required.

Review/Assessment:

Day 1: Students complete the personal reference statement (Appendix E). Students are to check the information in this sentence (date, month, time) with their parents and memorize it for homework.

Day 2: Play the Prepositions Game. Let students know that this time they will not be helped if they are unsure of which preposition should be used. Instead they should refer to the posted rules and use deduction. To push their learning, they should try the preposition they think might be used and if they are incorrect, they will be told what the correct preposition is and why. The teacher will read the composed timeline sentences and provide corrective feedback if required. This feedback will be given in the form of indirect feedback of highlighting errors and having students produce corrections. If students can not

produce the corrections, then direct feedback with explanations should be given.

Day 3: Give students the text with prepositional errors from Day 1 (Appendix A). As an assessment, students should identify and correct any prepositional errors using a different colour of pencil than they used the first time. This can be used for an end of lesson assessment.