Class:\_\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Anne Perämäki\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

. May, 2015

**Lesson Theme:**

Prepositions of place

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| **Content Objective(s)**  Review of prepositions of place.  We are doing this particular lesson because the students have requested it. | **ELL or ABE/ASE Frameworks Strands & Standards** | |
| **Skill objectives:**  **Grammar:**  Students will be able to choose, use and understand the prepositions at, in, in front of, on, behind, under, above, between next to, and from | | S2.4c  L2.4a  S3.2a,  S3.2d  L1.4c  W2.4d  S1.2b  S2.2a  S2.2b  S2.2c  S2.2d |
| **Activities**  1. Review of the prepositions mentioned above. I do this by using a box and an eraser. I place the eraser in different places in and around the box and ask volunteers to tell me where it is. After the first round, I’ll ask a couple of different volunteers to take the teacher’s part in placing the object and asking about it. | |
| 2. I ask random students to come and place the eraser where I tell them to place it. The other students tell if the placement is right or wrong. After a few students have done this, I ask a couple of different volunteers to take the teacher’s place. | |
| 3. The students work in pairs on worksheets that have pictures of familiar objects in different locations. *The letter is on the table*. I ask each pair for an answer, the class decides if the answer is correct.  4. Students play an eraser game. They stand up and toss the eraser to the student across from them and ask *Where is the bottle?* I show a different random position on a poster on the bb. We do this for a couple of more rounds with a volunteer taking my place. The class decides if the answer is correct or not. | |
| 5. Task of placing items. I model: I have five different containers on the desk: a hat, a cup, a bag, a box and a paper plate. I follow my own instructions: *Put the eraser in the cup. Take it from the cup and put it on the plate. Take it from the plate and put it in the bag etc.* Next, I ask a couple of people to follow my instructions. After that, I ask different volunteers to take my place. The class decides if the placements are correct or not.  6. The students get worksheets with a “real life” short story. On the first sheet, there is a picture story we work on as a group. Mary puts away the groceries. There are 8 pictures, all with a different preposition: She takes the milk from the bag and puts it in the refrigerator etc. After we have finished this exercise (all oral) the students get the second sheet: The story written out, minus the pictures, with blanks in the place of the prepositions. They work on this individually, I go around and check. We check it as a class. | |

**Materials):**

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| Box, different containers, eraser, bottle  4 worksheets  one poster |

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| **Assessment.**  Activity number five is the test: If most students (85%) manage to place the item correctly, I consider the lesson a success. |