

Unit 4: Prepositions of place Part II December 11-15 2017		Grade 4, Unit 4 Lesson 4
Tables will be in circles, at least 5 to a table, with mixed groups.		Teacher: Susie Hughes
Standards and Frameworks		Lesson Overview
Self-Exploration	<p>Pre-Teaching (covered by local English teacher in NT in other classes and past class by foreign teacher)</p> <p>Where is the _____.</p> <p>(It) is _____ the _____</p> <p>Example: It is in the pencil case.</p> <p>in, on, under - Some classes have learned "by" also)</p> <p>it, he, she, they, pencil case, box, table, desk, ball, dog,</p> <p>Pre-Assessment:</p> <p>Greetings Who remembers what our power point was about last week? What words did we learn? As student say them teacher will put up the flash cards with words. If there are any words they forgot, the teacher will put up the remaining flash cards without words until they remember. Teacher will prompt students for clues. TPR may be used for prompting students. Power Point from last week will not be used unless deemed necessary, however it will be ready if teacher feels students need to see parts of it again.</p> <p>Presentation</p>	Time
1-2-1 Students appreciate and show their strengths , having reflection and accepting themselves		5
Lesson Objectives		5
<ol style="list-style-type: none"> Students will use target language and vocabulary to identify strengths and weaknesses within themselves. Students will communicate degrees of competence they have in a particular activity. Students will be loud and clear when speaking. Students will use prepositions of place in the correct sentences 		
Target Language		
<ul style="list-style-type: none"> Where is the ball? Where is the dog? Where is the bird? Where is the cat? Where is the _____. It is _____ the _____. It is in the box. The ball is in the box. The dog is on the box. 		

<ul style="list-style-type: none"> The bird is over the box. The cat is next to the box. Etc. 	<p>Please take out your exercise book with your sentences from last week you wrote. Volunteers or call a number. Lower level students may choose another student or regular team table to come up to help. Students will not say the sentence. They will place the objects in the order of their sentences and then the classmates will guess the correct FULL sentence. {word box: dog/box/ boxes + prepositions of place words. } Example: The dog is under the box.</p>	
<p><i>Target Vocabulary</i></p>		
<p>on, under, in, over, next to (by/beside), in front of, behind, between, ball, box, bird, cat, (kitten, kitty)</p> <p><i>Other target words for game are common objects and some adjectives to describe the object, big, small, little, blue, orange, yellow, black, purple, pink, green, ball, ruler, book(s), paint brush(s), board eraser, pencil(s) eraser, cup, bowl, plate, tape, book(s), pen(s), pencil sharpener, scissors, spoon, straw(s), magnet(s), tea bag, paper clip(s), rubber band, pen, clothes pin, bear, plastic bag, candy, fork, play money, coins (money) chopsticks, ink stamps, slime, etc</i></p> <p>For the game not all the words will be used, but the items will be there to make the game more challenging. Teacher will choose the most common words the students should know.</p>	<p>Practice</p> <p>Students will watch a vocabulary video about prepositions of place using the same 8 words learned from last week power point and flash cards https://www.youtube.com/watch?v=cpHTgi5ZKjY. This video is designed to be similar to a PowerPoint. Vocabulary for this video can be CAT, KITTEN, KITTY, BIRD, BOX, BOXES. The sentences would be examples such as The cat is on the box. This video builds on their prior knowledge and shows new words. Their past sentences will be a model for these sentences with added new animals for vocabulary. (Previously they have studied the ball or the dog in different positions with the box.) Word box can be written on the board if needed. Students will discuss the video and use the correct preposition of place.</p>	
<p><i>Differentiation</i></p>		
<p>Low: Students can receive assistance from peers or teachers. A pairing of expert/novice may be useful if known. Lower level students may use flashcards as a visual to help them remember</p>	<p>Pass out the flash cards to each group flat on table if they do not already have them. Next an exercise based on the video will be played. http://www.learningchocolate.com/content/prepositions-place-0</p>	

<p>the words. Students can use the most basic sentence structure and have sample sentences to model.</p> <p>High: A pairing of expert/novice may be useful if known. Higher level students will be encouraged to use higher level vocabulary and will not be limited to the target vocabulary. Students can expand their sentences using descriptive words. An example of this would be The cute blue bird is over the brown box.</p> <p>Special needs: Student can receive assistance from helper, table mates, and teachers. Student can demonstrate prepositions of place by pointing or showing when writing or speaking is not possible or difficult. Any colorblind student can get help during the game with the colors by the help of their table mates.</p>	<p>Part 2 has a choice of the words, fill in has no words. Either can be used depending on the needs of the class. To give correct answer, students should hold up their flash cards. Person holding up cards should show entire team the card to make sure they can all see and agree. Then the word will be repeated. Mix up flash cards. Put them back on desk. (Extra) if time depending on the class, do the dictation which has no picture or words part where they listen and raise the correct card. Students will be asked to make new sentences with the prepositions of place. If a student makes a simple sentence praise them and ask if another student can expand on this sentence to make it longer.</p> <p><u>Production</u></p> <p>Game to practice listening skills and prepositions of place.</p> <p>To expand on prior and newly learned knowledge, the students will play a game in mixed groups. There will be a basket of common articles in the middle of the table for each table. All tables will have the same things in their basket. We will play music (which will probably be various prepositions of place songs), passing a paper ball around such as playing hot potato. This means six groups with six balls. This gives more students a chance to actively participate. When the music stops, the teacher will choose a sentence from a hat or box. The person with the paper ball when the music stops must find the items to make the sentence correct with prepositions of place. They must listen carefully for plurals, colors, and possibly the word big or small. The teacher will go over all the words in the box before the game.</p>	
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	<p>The students will be timed. Hands down when the timer is up. Example sentences: The small ball is between the paint brush and the brown pencil. The board eraser is by the green straw. The candy, the tape, and the pencil eraser are in the bag. The students must place the items in the correct order to match the sentence. It is possible for more than one team to get a point if they all find the items in time. Only the person with the paper ball in hand when the music stops should be touching the items in the box unless the student really needs help. The team mates may verbally help giving clues to the objects. If a person gets the ball twice they may give it to another team member.</p>	
<p>Summary and Closure</p>		
	<p>Review the prepositions of place words with flash cards, actions, or sentences. Get feedback with game if students enjoyed game, learned more from the game, would like to play again in the future. Let students know that there are online educational games they can practice prepositions of place with their home computer or iPads. If there is time we can show them this game even if there is not time to play or they can play part of it to show the students even if there is no time to finish. The game is very short. It uses four of the eight prepositions of place we learned. https://www.eslgamesplus.com/prepositions-of-place-esl-fun-game-online-grammar-practice/ (in on under next to) Correct answer monkey gets banana.</p>	<p>5 Total 40 m</p>
<p>Assessments</p>		

	<p>Check diagnostic assessment and note students who are struggling, improving, or soaring. Adjust lessons as needed to meet the needs of the students including slowing down the lesson and continuing parts of it to the next week if teachers deem necessary for students to grasp the ideas and feel comfortable using prepositions of place.</p>
<p>Materials: Ball, flashcards, desks, chairs, pencils cases, pencils and other objects to demonstrate prepositions of place. whiteboards, PowerPoint, exercise books, boxes, toy stuffed dog, worksheets, ball, ruler, book(s), paint brush(s), board eraser, pencil eraser, cup, bowl, plate, tape, book, pen, books, pencil sharpener, scissors, spoon, straw(s), magnet(s), tea bags, paper clip, rubber band, pen, clothes pin, bear, plastic bag, candy, fork, chopsticks, slime, ink stamps, coins (money), play money , toothpick ,etc.</p>	