Courtney Bell, Afton Goins

EDCI 270

Case 1

**Fun WITH Prepositions**

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| Overview | This lesson incorporates a variety of activities to help facilitate the mastery of recognition and usage of english prepositions and prepositional phrases for spanish-speaking students between the ages of 12 and 14 |
| Audience, Goals, and Lesson Content | This lesson plan has been designed for a classroom of 6th and 7th grade Spanish-speaking Colombian students with low to moderately low English speaking and understanding abilities. The goals of this lesson are for students to be able to recognize prepositions and prepositional phrases and to translate and use prepositions in English speech. The lesson consists of a brief introduction to prepositions followed by a stations-based activity in which students will have the opportunity to use, recognize, and translate English prepositions in turns. |
| Learning Objectives | After completing the three activities, students will have a better understanding of how to identify and use prepositions in English. |
| Length of Time (Approximate) | 45 minutes total:   * 10 minutes for introduction * 10 minutes for each activity (30 minutes) * 5 minutes for skit performances |
| Required Materials | * Language Arts textbook * Tables/desks labeled with station numbers * Timer * Writing utensils * Handout 1: “*Preposiciones EN inglés y español*” (Prepositions IN English and Spanish) * Handout 2: “*¡Fiesta CONmigo!*” (Come to a Party WITH Me!) * Handout 3: “*Preposiciones PARA su sketch*” (Prepositions FOR Your Skit) * Computer with Internet access for extension activities (optional) |
| Procedures | 1. Before class begins, set up the classroom so that there are three tables/desks with station numbers clearly labelled. Leave the appropriate materials at each station. Using the roster, split students up into 3 groups. 2. When class starts, read from the text to introduce the class to the definition of prepositions, common usage of them, and ways to identify them. 3. Explain to the students that they will be visiting three different stations in rounds moving counterclockwise around the room and that they will have 10 minutes to complete each station’s activity together. Split the students into their predetermined groups and assign each group to a station. Set the timer to go off every 10 minutes and have students begin their respective activities. 4. At the first station, students will write their group number in the top right-hand corner of Handout 1, then complete it together by translating prepositions from English to Spanish and vice-versa. Students will leave the completed worksheet for the teacher to collect at the end of the activity. 5. At the second station, students will create a short skit (45 sec to 1 min) in English using the list of prepositions given to their group. Each group will receive a different list of prepositions, and students will be required to use at least 7 of the 10 provided prepositions. Each student must have a speaking role in the skit. 6. At the third station, the teacher will read a short passage to the students while the students identify and record the prepositions that they hear. Students will have the opportunity to hear the passage 3 times, and will leave their answers with the teacher before moving on. 7. When all rotations have been completed, students will perform the skits they created at Station 2. 8. The teacher will conclude the lesson and ask if there are any questions. |
| Accommodations | * Students with less English proficiency will be assigned to groups with more advanced students. * Students with hearing disabilities will be allowed a physical copy of the *“¡Fiesta CONmigo!*” (Come to a Party WITH Me!) handout in order to complete it. * Students with visual disabilities will have group members read the list of prepositions from Station 2 as well as the “*Preposiciones EN inglés y español*” (Prepositions IN English and Spanish) handout to them in order to help complete the activities. |
| Assessment | To examine the students’ proficiency with prepositions following this lesson, the teacher will evaluate the groups’ worksheets and individual lists of identified pronouns and give students a participation grade based on the groups’ skit performances. A short quiz may be created and administered following this lesson to assess complete understanding at the teacher’s discretion. |
| Common Core State Standards | * CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*) * CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases. |
| Extension Activities | Students can play interactive online preposition games such as the following at home or during free periods in class in order to practice their mastery.   * <http://www.eslgamesplus.com/prepositions-of-place-esl-fun-game-online-grammar-practice/> * <http://www.eslgamesplus.com/prepositions-review-esl-grammar-activity-online/> * <http://www.eslgamesplus.com/prepositionstoof-for-since-with-in-by-esl-grammar-fun-activity/> * <http://www.eslgamesplus.com/prepositions-for-since-with-in-by-esl-grammar-fun-game/> |
| References | * [www.corestandards.org/](http://www.corestandards.org/) * <http://www.intercambioweb.org/four-fun-activities-for-teaching-prepositions/> * <http://www.create.cett.msstate.edu/create/classroom/lplan_view.asp?articleID=71> |
| Reference Materials | (Attached below) |

Reference Materials

**“*Preposiciones PARA su sketch*” (Prepositions FOR Your Skit)**

*Usa al mínimo siete (7) de las siguentes preposiciones para escribir un sketch de 45-60 segundos sobre cualquier tema.* (Use at least 7 of the following prepositions to write a 45-60 second skit about a topic of your choosing.)

**For Group 1:**

above, at, below, between, in, near, on, over, through, under

**For Group 2:**

across, around, before, by, for, inside, of, out, to, until

**For Group 3:**

after, against, as, behind, beside, from, into, off, outside, with

*“****¡Fiesta CONmigo!*” (Come to a Party WITH Me!)**

(Teacher reads the following.) *Voy a leer un párrafo corto. Cuando oyes un preposición o un frase preposicional, escribelo en su papelito. Voy a leer el párrafo tres veces.* (I’m going to read a short paragraph. When you hear a preposition or prepositional phrase, write it down on your paper. I’ll read the paragraph three times.)

“Are you coming to the party **on** Saturday? The party is **at** Mary’s house. The party begins **at** 2 o’clock. There will be cake **with** strawberry icing. I will bring a gift **for** Mary. You will know most **of** the people there. We will play games and swim **in** her pool. I hope it is warm **out** on Saturday. You can sit **with** me. The party will be fun **for** everyone.”

**“*Preposiciones EN inglés y español*” (Prepositions IN English and Spanish)**

Número del grupo: #\_\_\_\_

Traduce la siguente del inglés al español o viceversa.

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| 1. Behind \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Above \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. On \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. Inside \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. Before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. Beneath \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Con \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Hasta \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Al lado de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Para \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. De \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. Por \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. Fuera \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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Lesson Inspiration

This lesson was inspired by our experiences with second language learning when we were in middle school. We tried to throw around ideas that would represent the kind of topics that were realistically likely to be covered in a beginning level 6th or 7th grade English class but would also be unique enough not to be a replica of another group’s lesson plan. Our group eventually settled on parts of speech rather than general vocabulary as our focus, then we narrowed our focus to prepositions.

In order to prepare this lesson we brainstormed activities that would be informative but fun and engaging for the students as well, rather than something that functioned more like a lesson. It didn’t take long for us to decide on a stations-based lesson, but we didn’t know where to start when it came to station ideas. By searching the Internet for other lesson plans, we found a few good activity ideas that weren’t terribly time-consuming. One that stuck out came from a website called Intercambio Web (a website for immigrant and ESL teaching resources, whose name means “exchange” in Spanish). It was simple, but the activity “Prepositions in Context” seemed like a perfect activity to incorporate into our lesson plan. After we had a start, it was easy for us to invent our own supplemental activities, so we went with a classic worksheet and then for a more creative experience, we came up with the idea to incorporate a create-your-own-skit station.

The technology for our lesson is pretty basic, but we made the decision not to do anything too drastic with this lesson because of the limitations listed in the case description. All of our activities require a worksheet at the very most, and we suggest the use of the projector to introduce the lesson. We assumed the availability of Internet access meant just that—Wi-Fi, perhaps, but not necessarily a class computer, meaning the students would have to use a laptop provided by the school or borrow the teacher’s. In the end, we didn’t think it would be practical to center a lesson on 25 students being made to share a single computer. However, we did include the computer in our lesson extension by suggesting that the students play online games on an individual basis to practice their new knowledge of prepositions, either at home or during free time in class after the lesson’s end.

Reference: Intercambio. (2014, January 1). *Four Fun Activities for Teaching Prepositions.* Retrieved February 16, 2014, from Intercambio Immigrant and ESL Resources: http://www.intercambioweb.org/four-fun-activities-for-teaching-prepositions/

Journal Articles

**ARTICLE 1:** Effects of the Learning Together Model of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-Esteem, and Feelings of School Alienation.

This article summarized research done on a model of how learning alongside other people may help English language learners acquire language. The research found that there was indeed a significant positive correlation among the Learning Together model of cooperative learning and reading achievement for English language learners. This article was helpful in the way we shaped our lesson because it proved that learning cooperatively with peers was conducive to learning. As such, we thought it would be helpful to incorporate a group aspect to our lesson plan and so we made two of the three activities in our lessons are collaborative (the skit and the translation page). Based on the research from this journal article, we hope that this aspect of our lesson plan will help students using the lesson plan learn more easily.

Reference: Gaith, G. (2003). Effects of the Learning Together Model of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-Esteem, and Feelings of School Alienation. *Bilingual Research Journal* *, 27* (3), 451-474, 540.

**ARTICLE 2:** The Language Growth of Spanish-Speaking English Language Learners.

This research that was the basis for this article was founded on trying to determine whether or not gender and time of year had an effect on language acquisition for English language learners. Research found that gender did indeed have an effect: although girls did better learning their native language, Spanish, boys did better learning English, especially during the second semester. This article contributed to a small detail we added to our lesson plan. We decided to suggest that teachers assign groups for the stations activity before class starts, and that teachers pair up less proficient language learners with more advanced learners. This works especially well for this particular group, because the case details explained that the gender distribution was even for this class so it would be simple to divide up groups by gender. Hopefully this would make it easier for the students to collaborate to understand and complete the activities in this lesson.

Reference: Iglesias, R. R. (2013). The Language Growth of Spanish-Speaking English Language Learners. *Child Development* *, 84* (2), 630-646.