

**Grade: 4**

**Curriculum Area:** Reading and Language Arts Utah

**Utah Core Objectives:**

English and Language Arts: Reading Literature Standard 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading and Literature Standard 4: Determine the meaning of words and phrases as they are used in a text,

**Essential Question:** Where can we find prepositions? How do traditions connect people?

**(This lesson is connected to the first lesson I taught)**

**Materials:**

Wonders workbook

Pen

Prepositions sheet

**Personal Objectives:** In this lesson I want the students to be able to more clearly identify and understand what prepositions are because they had a hard time with that in my lesson before this. We will also re-read the story "A Surprise Reunion" and I want them to be able to closely connect ideas about the story after going away and thinking about it for a day.

**Vocabulary:** traditions, intensity, honor, endurance, forfeit, despised, irritating, retreated, ancestors, prepositions

**Adaptations for Students with Special Needs:**

- Deep thinking and review
- Ample time to develop own ideas

**Adaptations for EL's:**

- Write on board, be clear about what we are learning about
- Provide frequent opportunities for interaction and discussion
- Constantly use scaffolding strategies throughout lesson
- Try and bring students background experiences into the lesson (traditions)
- Engage student 90-100% of the time

**Phase I: Exploration and Explanation**

1. To begin I will ask the students if someone can remember what a preposition is. I will allow think time and for them to write down their ideas on a piece of paper as well. Once I think they have had a good amount of time to think about it, hopefully a student will come forward with an answer.

2. "A preposition shows how, when, or where something happens."
3. If it is answered incorrectly I will prompt them to remember exactly what a preposition can entail.
4. I will have them think about a monkey. "If we think about a monkey in a jungle, then we are actually using a lot of prepositions in our own minds."
5. I will then prompt the students in their thinking. I will say, "Listen to this sentence. The monkey sat underneath the tree. WHERE did the monkey sit? Did he sit above the tree? On the tree? Underneath."
6. I will accommodate for my students with disabilities by writing the words WHERE, HOW, and WHEN on the board. I will also write the sentence I want them to dissect to find the preposition.
7. I will continue this 2 more times and have them act out the prepositions. The sentences will be, the monkey's squeezed BETWEEN the chairs. & The monkeys jumped across the room.)
8. Go back to the passage that they had to circle the prepositions in the last lesson and try again together.
9. Begin by re-reading "A Surprise Reunion" with the students. As we read together we will discuss important passages in the text. '
10. I will then number the paragraphs so we are all on the same page when I say where to look.
11. After reading, we will go through the first paragraph together circling all of the prepositions we can find.
12. I will explain to them that I want them to work with a partner to find the prepositions in the second paragraph.
13. Towards the end of the lesson we will also talked about the deeper meaning of the story we read. I will ask engaging questions to scaffold where they are such as "Where were the Shoshone people going? What were their goals?" Etc.

#### **Transition to Phase II:**

1. Release the responsibility to them as an individual student to find the prepositions.

#### **Phase II: Guided Practice**

1. Scaffold

#### **Transition to Phase III:**

1. Review what they have learned.

#### **Phase III: Independent Practice/Assessment**

2. The next lesson we will review prepositions by having them explain to the class and then working on prepositional phrases.