

Adverb or Preposition
Lesson Plan
Becky Geiger
Date March 14, 2018

Grade: 5		Subject: English Language Arts	
Materials: English books, piece of paper, pencil		Technology Needed: none	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.L.1 Demonstrate proficiency in: w. Use adverbs depending on what is to be modified. 1.L.1 Display proficiency in: s. Use prepositions. 3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.		Differentiation Below Proficiency: Students will be given an assignment/worksheet based on the level of the student Above Proficiency: Students will be given assignments/worksheets at an increased learning level that they are currently academically at. These students can also be used as peer tutors for students who are below proficiency (if practical) Approaching/Emerging Proficiency: Student will be given instruction and assignments based on the lesson plan provided Modalities/Learning Preferences:	
Objective(s): By the end of the lesson, the students will be able to distinguish between specific words used as adverbs and as prepositions. Bloom's Taxonomy Cognitive Level: Understand, Analyze		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> The students will be expected to do their work independently. The students will be working at a quiet noise level. The students will be expected to participate in the group work during the direct instruction of the lesson. 	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> The students will be at their desks working independently but in a large group setting while the teacher is giving direct instruction. The students will put their materials away when they have finished their lesson and read independently at their desks between subjects. 			
Minutes	Procedures		
0	Set-up/Prep: no prep time needed		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> “We have already learned what a preposition and adverbs are but let’s review. Prepositions show relationships. They help to make clear where the noun is for example, The dog is ON my bed. Or they are used to show time like, I eat cereal BEFORE brushing my teeth. Or they can give you a sense of direction like, She is walking TOWARDS her friends.” “An adverb is a word that describes or modifies a verb (action word) and adjective (describes a noun-person, place or thing) or another adverb.” 		
12-14	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> “Look at page 264 in your books. Some words can be used as either an adverb or a preposition. Look at the examples below. Susan ran inside. Inside is an adverb because it describes the verb ran. Her hat was inside the store. In this sentence inside is a preposition because it is telling us where the hat was.” “Look at the next sentence, The shopkeeper looked up. Can someone tell me why the word up is considered an adverb?” Allow for some thinking time. “Right, the word UP is an adverb because it is modifying the verb or telling us what the shopkeeper was doing.” “Let’s look at the next example, Susan raced up the stairs. Can someone tell me why up it is a preposition in this sentence?” Allow for thinking time. “Absolutely, Up In this sentence is telling us where the noun or Susan is going.” 		

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- "You can also tell the difference between an adverb and a preposition if you look carefully at how the word is used in the sentence. IF the word begins a prepositional phrase, it is a preposition. Otherwise, it is an adverb."
- "Look at the words below, these are words that can be used as either adverbs or prepositions."
- "Above, along, around, below, by, down, in, inside, near, off, over, out, outside, under, up."
- "How is everyone feeling about this subject so far? Are there any questions so far?"
- Allow for thinking time
- "Ok well let's do some examples together. Look at #1 on the try it out section. For these the directions tell us to look at the underlined word and decide if it is an adverb or preposition. Then if it is a preposition than we have to give the prepositional phrase."
- "#1. Anita looked around the button shop. The word AROUND is underlined. Can someone tell me if the word AROUND an adverb or a preposition?"
- Allow for thinking time choose a student to answer.
- "Correct it is a preposition. Can you tell me what the prepositional phrase would be?"
- Allow for thinking time.
- "That's right Around the button shop is the prepositional phrase."
- "Remember that a preposition shows relationship between the noun and another word in a sentence and an adverb describes the verb, adjective or adverb in the sentence."
- "Let's look at #2. Her large blue button had fallen off. The underlined word is off. Is off an adverb or a preposition?"
- Allow for thinking time.
- "Can someone tell me what the word off is?"
- "Fantastic that right Off is an adverb. Can someone tell me why it is an adverb? because it is describing the verb or action word."
- "Remember there is a list of words that can be used aa either adverbs or prepositions that you can look back on."
- "Look at #3. Buttons were displayed along the counter. Look at the underlined word and decide if it is an adverb or a preposition. Remember if it is a preposition please tell me the prepositional phrase as well."
- Allow for thinking time.
- "Can someone tell me what this word is?"
- "Wonderful, that's right the word along is a preposition and the prepositional phrase is along the counter because it is telling us where the buttons were displayed."
- "Let's look at the next page, page 265. In the on your own section the directions tell us to look at the sentences below and identify if the sentence has an adverb or a preposition. If the sentence has an adverb we are to write the adverb down. If the sentence has a preposition we need to write the prepositional phrase and underline the preposition."
- "Please look at the board as I go through the example with you. "
- Write on the board -Sarah peeked inside the attic.
- "Look at this sentence does it have an adverb or a preposition?"
- Allow for thinking time. Choose student to answer question.
- "Ok right it is a preposition. Can you tell me what the prepositional phrase is?"
- Allow for thinking time.
- "Right, inside the attic is the prepositional phrase."
- I will write this prepositional phrase on the board.
- "Can you tell me what preposition is in the sentence that I should underline?"
- Allow for thinking time.
- "Fantastic, inside is the preposition so I will underline inside."
- Underline inside on the board.
- "Ok let's look at #7. She was curious and went in. does this sentence have an adverb or a preposition?"
- Allow for thinking time.
- "Absolutely, this sentence has an adverb. And what is that adverb?"
- "Wonderful IN is the adverb. The adverb IN describes where she went."
- "Are there any questions about what we have gone over today?"
- Answer any questions or clarify where needed.
- "Ok so todays assignment is on page 264 on the try it out section numbers 1-6, on page 265 #8-12 under the on your own section."
- "Ok again the assignment is #4-6 on page 264 tell me if the underlined word is an adverb or a preposition. If it is a preposition, then write the prepositional phrase and page 265 #8-12 are the same thing except the word is not underlined."

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	<ul style="list-style-type: none"> Remember you can tell the difference between an adverb and a preposition if you look carefully at how the word is used in the sentence. IF the word begins a prepositional phrase, it is a preposition. Otherwise, it is an adverb.” “When you are done with the assignment please place your papers in the tray and then put your white boards and books away.”
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> The students will work on their assignment independently. After they are done they are to independently read or do other work quietly at their desks until the next subject
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> “When you are done with the assignment please place your papers in the tray and then put your white boards and books away.” “When you are done and there is still time left in the period, please read silently or work on any homework.”
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) <ul style="list-style-type: none"> I will be asking questions about the characteristics of adverbs and prepositions during the lesson. I will ask them if they are having any questions during the lesson, so I am able to assist early on in the lesson instead of the end. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> The students will be given an assignment that will tell me how well they understand the concept of using adverbs or prepositions in sentences.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went very well. If I was able to teach this lesson again I would use a hands-on activity that got the students up and moving around the room. This lesson was a mini lesson so I feel like my options for this experience was limited because of the time. I would like to spend more time integrating the ideas of English with activities.</p> <p>PREPOSITION ACTIVITIES</p> <p>For the hands-on activity, I would introduce creating our own prepositional phrases either independently or in small groups. https://www.teacherspayteachers.com/Product/Prepositional-Phrases-Activity-4th-5th-6th-7th-8th-Grade-2360892 this is a link for a cootie catcher that the students can make to use to learn about prepositional phrases.</p> <p>https://www.teacherspayteachers.com/Product/Preposition-Drawings-2410238?utm_term=28tpt28b&utm_source=PinterestTpT&utm_medium=social&utm_campaign=BTSpinsTopGMV7260 this activity has the students create a picture by following directions while using prepositions.</p> <p>https://www.teacherspayteachers.com/Product/Prepositions-with-Paper-Airplanes-Hands-On-Lab-63678?utm_source=PinterestTpT&utm_medium=social&utm_campaign=BTSpinsThreeFivea7440 this activity uses paper airplanes to help describe prepositions. Where the airplane lands the students must write where it landed by using prepositions.</p> <p>ADVERB ACTIVITIES</p> <p>https://www.education.com/activity/article/Adverb_Game_fifth/ This activity has the students acting our different adverbs in front of the class(like charades) This is the activity I was going to use when I first taught this lesson but I wasn’t confident in my ability to keep</p>	

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I would teach or review what an adverb is and what a preposition is. In a previous lesson we could create an anchor chart together with the different examples of each. I would then transition the class to play these short activities. I would like to take 2 days (one for each activity) to play these activities to make sure that all students understand each concept. Also with English lessons being used in 15 minutes mini lessons having 2 separate lessons would be ok.

I would wrap up the lesson by using either the worksheet that is found in the student workbook or I would have them fill out a short exit slip telling me what they learned in the lesson pertaining to the concepts of adverbs or prepositions with using a sample sentence and indicating the adverb or preposition in the sentence.