

Lesson Plan #2

Age of Learners: 8

Number of Learners: 2-4

Time for Lesson: 30-35 minutes

Focus: prepositions of location	Lesson Purpose: We will be focusing on using the prepositions that they know in many forms of sentences. Students will feel more comfortable producing language using preposition. The activities will help them become more familiar with using prepositions in the sentences. They will also be introduced the new prepositions words.

Resources and Materials:	Two stuffed animals and two boxes to show where the items are located. Youtube video
Content & Language Objectives:	<ul style="list-style-type: none">· Students will learn the structure of sentences in using prepositions. They are “Where is...?, Is it...?, It is...”.· Using prepositions of location in telling where things are. These are the words they will learn; in, on , under, behind, next to, in front of, between, over.· Using prepositions in a questioning form.
This is what I must communicate and evaluate achievement of.	

<p>Instructional Strategies & Learning Tasks to Support Student Learning:</p>	<p>I DO introduce the prepositions of location word by word, along with using the visual aids in demonstrating the location. I use the materials I have to show them the location of the item, then ask “Where is the toy?” and say “It is in the box.” Then I have them repeat after me. I do this for every word. (5 minutes)</p> <p>YOU DO together practicing preposition by getting with a partner and do the same thing on their own. They take turns on the role of asking and answering. (7 minutes) One person will be in charge on the items and the other must say where is the item.</p> <p>WE DO guessing game. I will hide the item somewhere in the room, and let the students use the structure “Is it...” with the preposition to find out where items are located. For example, the students can ask “is it next to the table?” Is it behind the door?”. (10 minutes)</p>
<p><i>Following the Gradual Release of Responsibility Model</i></p>	<p>I DO present the song from youtube calls “Where is the monkey”, which helps the learners be more familiar with prepositions through music.</p> <p>Then WE DO a game by only listening to the song without looking at the video. When the song say that monkey is under the bed, the students should place an item they have in their hands anywhere under something. Basically, they act out after the song. (8-10 minutes)</p> <p>https://www.youtube.com/watch?v=idJYhjGyWTU</p>
<p><i>How I will provide feedback</i></p>	<p>Feedback will be provided informally as students work together as they demonstrate their knowledge through telling. They will be informally given feedback from peers as well. Feedback depends more on peer review.</p>
<p><i>Differentiation</i> •How I will accommodate different learning styles and levels</p>	<p>This plan can be adjusted easily for different levels by changing the words into a higher level. The activities will automatically be harder when the words are harder.</p>

Assessments:

•*How students will demonstrate my objective*

Formative Assessments:

Students will be informally assessed on their understanding of preposition during the class and group discussions. The students will also be assessed with the homework for them to read and identify the prepositions they learn.