

Grade

3

Unit 2

Prepositions

**Skill focus:** writing dictation**Lesson objectives:**

- to understand the meaning of different prepositions
- to listen carefully to the teacher and draw a picture
- to do a listening dictation to label the picture

Description:

Ps will learn the meaning of prepositions by using realia in their classroom. They then listen to the teacher to first do a picture dictation, then a dictation to label the picture.

Materials:

Pre-prepared word cards:

- prepositions: in, on, under, next to
- furniture: table, chair, rubbish bin
- objects: paper, banana, pencil, tin
- high-frequency words: the x2, is

Benefits:

During this activity Ps will

- understand the meaning of different prepositions, using objects in their own classroom
- use their listening skills to draw a picture dictated by the teacher
- use their creative skills
- increase their confidence and autonomy
- respect their learning environment.

Timings	Stages	Interactions
10 mins	<p>1. Say, <i>Good morning/afternoon, children.</i></p> <p>2. Encourage Ps to say, <i>Good morning/afternoon, teacher.</i></p> <p>Pre task – setting the context</p> <p>3. Show a chair and says, <i>What's this?</i> Ps say, <i>A chair.</i> T uses drilling techniques to encourage Ps to repeat chair.</p> <p>4. Show the word card for chair and encourage Ps to read the word. Say, <i>Read 'chair'.</i> Ps say, <i>Chair.</i></p> <p>5. Stick or place the word card on the chair.</p> <p>6. Repeat the same process with table and rubbish bin (classroom objects can be adapted, depending on what is available in the class to show the Ps – prepare the word cards that correspond to your classroom).</p> <p>7. Take a pencil and puts it on the table. Say, <i>Where's the pencil?</i> Ps say, <i>On the table.</i> Say, <i>ON the table.</i> Ps repeat, <i>ON the table.</i> Use hand gestures to demonstrate 'under'. (Say words in bold with more stress and more loudly.)</p> <p>8. Show word card on and Ps read aloud.</p> <p>9. Take a tin and puts it under the chair. Say, <i>Where's the tin?</i> Ps say, <i>Under the chair.</i> Say, <i>UNDER the chair.</i> Ps repeat, <i>UNDER the chair.</i> Use hand gestures to demonstrate 'under'.</p> <p>10. Show word card 'under' and Ps read aloud.</p> <p>11. Put a banana next to the rubbish bin. Say, <i>Where's the banana?</i> Ps say, <i>Next to the rubbish bin.</i> Say, <i>NEXT TO the rubbish bin.</i> Ps repeat, <i>NEXT TO the rubbish bin.</i> Use hand gestures to show and say <i>NEXT TO</i> more loudly.</p> <p>12. Show the word card 'next to' and Ps read aloud.</p> <p>13. Put the paper in the rubbish bin. Say, <i>Where's the paper?</i> Ps say, <i>In the rubbish bin.</i> Say, <i>IN the rubbish bin.</i> Ps repeat, <i>IN the rubbish bin.</i> Use hand gestures to emphasise 'in'.</p> <p>14. Show the word card for 'in' and Ps read aloud.</p>	<p>T-Ps Ps-T T-Ps Ps-T Ps-T</p> <p>T-Ps Ps-T Ps</p>
20 mins	<p>Main task – picture and writing dictation</p> <p>1. Say, <i>Take out your notebooks. Let's draw a picture. Listen carefully.</i></p> <p>2. Say, <i>Draw a chair.</i> Point to the chair with the word card to help them. Wait for Ps to finish – set a time limit to encourage them to finish if they are taking too long. Say, <i>You have 15 seconds to finish and count down: 15, 14, 13, ... 2, 1!</i></p> <p>3. Repeat the same procedure with 'table' and 'rubbish bin' (or your classroom furniture).</p> <p>4. Say, <i>Listen carefully. Say, The pencil is under the table. Say, Draw the pencil.</i> Put the pencil under the table to help them understand. Gesture to draw the pencil under the table they have drawn.</p> <p>5. Ps draw a pencil under the table in their picture.</p> <p>6. Repeat with 'banana', 'paper' and 'tin', using all prepositions and all furniture.</p> <p>NOTE: to encourage Ps to participate, T can ask the Ps to decide where the objects go. Say, <i>Where's the banana?</i> Accept Ps' suggestions.)</p> <p>7. Say, <i>Let's do some writing</i> and use gestures to indicate a writing activity is going to start.</p> <p>8. Say, <i>Listen and write.</i> T shows the Ps where to write in their notebooks underneath the picture they have drawn.</p> <p>9. T demonstrates first sentence with Ps helping with word cards.</p> <p>10. Say, <i>The pencil is under the table.</i> Ps volunteer to choose the right word cards and stand in order, to show the sentence to the class. Ps read, <i>The pencil is under the chair.</i></p> <p>11. Say, <i>Write 'The pencil is under the chair.'</i> Ps write the sentence under their picture.</p> <p>12. Repeat with <i>The banana is next to the rubbish bin, The paper is in the rubbish bin, The tin is under the table.</i> (Ts can change the objects and prepositions from first examples to make it more challenging.)</p>	<p>T-Ps</p> <p>T-Ps</p> <p>Ps-T</p> <p>Ps</p> <p>T-Ps</p> <p>Ps-T</p> <p>Ps</p>

10 mins	<p>Post task – personalisation – independent writing – spelling/sentence check</p> <ol style="list-style-type: none"> 1. Say, <i>Now it's your turn. Write one more sentence. You choose.</i> 2. Say, <i>Draw and write.</i> Give examples of different sentences, e.g. say, <i>The pencil is next to the chair. The banana is in the rubbish bin. The tin is on the table ...</i> 3. Ps draw another object and write their new sentence. Give them time to think and write. Monitor, help and praise. (If Ps ask for spelling of other classroom objects, e.g. book, rubber, help them with the spelling.) 4. Ps read their sentences to their partner and check if they are correct. 5. Show correct sentences with word cards and Ps can check their work. Ps can volunteer to help hold all the cards for each sentence. 6. Ps can swap books to peer correct and check spelling. 7. Say, <i>Bye, class.</i> 8. Encourage class to say, <i>Bye.</i> 	<p>T-Ps</p> <p>Ps</p> <p>P-P</p> <p>P-P</p>
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Assessment: Monitor while the Ps are writing and help them with spellings. Respond to new vocabulary to differentiate the Ps' English level and confidence. Make a note of Ps who finish early and encourage them to draw more objects and write more sentences on their own.

Ps who finish quickly and correctly can help other Ps.

Make a note of Ps who find writing difficult as you are monitoring.

Words in bold are stressed, so say more loudly.