

CONTEXT

This English learning classroom is in a public school in Valdosta, Georgia. Valdosta is a rural town of about 55,000 people. Westside Elementary is a pre-kindergarten to fifth grade school made up of about 800 low to middle income children, with about 15 ESL students. Five percent of all students at the school are Hispanic, mostly speaking Spanish as a first language. There are a few native Arabic speakers. Students having difficulty in a regular classroom due to Language proficiency, have been identified by the classroom teacher and ESL teacher. These students are pulled out of the regular classroom twice a week for thirty minutes to an ESL class. ESL classes are formed based on grade level. The goal of the class is to bring students' English level to that of their peers.

ESL classes are mandatory for those students whose educational learning is being prohibited due to their inability to communicate in English. (However, parental consistent is needed.) In a typical class of four to six students, students are taught listening, speaking, reading and writing. This is done through activities, group projects, worksheets, and lectures. Students are expected to complete all work in class, with rare instances of an activity to be done at home. The objective is to provide extra time for students to learn and practice English as well as form relationships with other second language learners.

Each class is taught by one ESL teacher. The teacher uses a curriculum chosen by Lowndes County School District that follows state standards. Extra resources and materials are available, but limited. The classroom currently has three computers to be used during the lessons. Lessons are contextualized and

encourage interaction among students. The content of the lessons focus on vocabulary and semantics needed in an educational setting, as well as age appropriate social speech. For this lesson plan I will be focusing on the third and fourth grade class. There are six students, four girls and two boys. The English levels range from advanced beginner to intermediate. One girl speaks Arabic, while the others speak Spanish.

LESSON PLAN

Lesson Plan Title: Monkeying Around with Place Prepositions

Time Frame: 60 minute lesson

Assumptions: Students will be aware of prepositions from previous lessons, and prior English knowledge. Students will have communicative vocabulary of everyday objects, animals, colors, and size adjectives. Students will be able to identify nouns and subjects from prior lessons.

Materials Needed:

1. stuffed monkey
2. bulletin board with prepositions or written list
3. slides of a monkey on a tree
4. five sentences with the use of prepositions
5. five sentences about a pencil in relation to a book
6. four packs of object relation pictures
7. three paragraphs describing an object relation picture

Student Learning Outcomes:

- A. Identify prepositions that show location by listening to the teacher read sentences written on the board, and writing the correct preposition on paper.
- B. Demonstrate correct use of place prepositions by looking at a picture and communicating to a partner the location of objects in the picture.
- C. Interpret location of objects by listening to 2 -3 sentences and correctly identifying its location.

Hook/Warm-up: (8 min)

Introduce a stuffed monkey (see Appendix A); briefly define the phrase *monkeying around* and *monkey business*. (*monkeying around* – not being serious; playing. Usually, playing when you should be doing something else. *Monkey business* would be the corresponding noun.) Place stuffed monkey somewhere in front of the class. Students raise hands to offer information about where the monkey is located, ie: on the desk, next to the chalkboard, under the chair. Students with correct answers are allowed place the monkey anywhere in the room. Students again raise their hand to tell where the monkey was placed. This allows students to see a need for place prepositions, and begins to focus attention on describing location.

Main Activities: (45 min)PRESENTATION (10 min)

Pointing to list of prepositions on the bulletin board explain prepositions (see Appendix B). Mention one type of preposition tells the *place* of a noun. Picking-up monkey, explain that students can often identify a preposition by thinking about a monkey and a tree. A monkey can be IN a tree, *in* is a preposition. A monkey can go AROUND a tree, *around* is a preposition. A monkey can go OVER a tree, *over* is a preposition. Present this while moving the monkey in, around, and over an imaginary tree, and pointing to the word on the bulletin board. Assess student comprehension with questions: “What about *beside*? Is *beside* a preposition?” Wait for student response. Write, “The monkey is beside the tree.” on the board.

Emphasize, “The monkey is BESIDE the tree. *Beside* is a preposition.” Ask students to identify the noun in this sentence? Wait for student response. *Monkey* is a noun. It is an animal, which is a thing. Ask, “Do you remember what part of the sentence *monkey* would be?” Point to the word monkey in the sentence – the subject. Ask students, “Where is the preposition in this sentence?” Wait for student response to give students time to remember prepositions. The preposition in this sentence is *beside*. The preposition *beside* connects the noun, *monkey*, to the rest of the sentence by telling the location of the monkey. Ask students, “In this sentence, where is the monkey?” The monkey is *beside* the tree. Erase *beside* from the example sentence, and draw a blank in its place.

Show students pictures of a monkey and a tree. Pictures are included in appendix C. Use the sentence on the board to tell where the monkey is the picture – use a preposition to fill-in the blank. For each picture ask, “Where is the monkey?” The first picture is an example, and the answer is expected to be given to students. For this reason, error correction will not be given. The response wait time is given to let students know that one will be given for the slides that follow. “The monkey is BESIDE the tree.” Slide two, the monkey is IN the tree. Slide three, the monkey is BEHIND the tree. Assess student knowledge by asking students to identify the preposition: *Behind*, it connects the noun, monkey, to the rest of the sentence. Slide four. The monkey is in front of the tree. Slide five, The monkey is climbing UP the tree. *Up* and *down* are prepositions.

Set the monkey by the window. Explain that AT is a preposition. Ask students to use AT to describe where the monkey is now - He is AT the window.

Have students move the monkey and use prepositions in a sentence to describe where the monkey is. Allow students to give examples as time allows, giving corrective feedback based on student sentences given. This is a short time for them to communicate in English. Keep students on track, but allow for “informal,” two-to-three sentence conversations if needed.

PRACTICE (15 min)

Part I. Explain, prepositions don’t just describe monkeys, but they are used to show the location of everything. They can be used to describe the location of a pencil on your desk. Holding up a pencil, place it beside a book on the desk. The pencil is **BESIDE** the book. Have students get a pencil, and put a book on their desk. Check to make sure all students have a book and a pencil. Give instructions that you are going to say a sentence about a pencil and a book. Have students put the pencil and book on the desk how you describe them in the sentence. Sample sentences are included in appendix D. Read at least four sentences checking student’s identification and comprehension of place prepositions. Give specific students a sentence if it appears one student is merely coping what everyone else is doing.

Part II. Turn student’s attention to the board. Read sentence one. Sentences are to be put on the board prior to class. Sample sentences can be found in appendix E. “The dog ate the food under the table.” Have students raise their hand and tell the preposition in sentence one. The preposition is *under*. Ask students, “Where was the food?” **UNDER** the table. Explain the food is on the floor. Have students listen as you read the sentences, and find the prepositions as you read. Read

sentences on the board in authentic speech and speed. Before going over answers have students write the prepositions they found in each sentence. Walk around the class and make sure students are finding and writing correct prepositions. Then have students volunteer to mark on the board the prepositions that they identified. Go over correct answers, giving corrective feedback. Briefly allow students to give feedback on difficulty of identifying prepositions in written sentences.

PRODUCTION (20 min)

Part I. Pair students according to where they are seated, move students if necessary. If there is an odd number, have one group of three, give them special instructions on how student A and B will go first, then student B and C will go, then student A and C, and so forth, taking turns describing the photograph. Pass out one pack of Object Relation Pictures to each pair (see Appendix F). Have students spread out pictures face up, so that both students can see all the pictures. Briefly discuss the objects in the picture. (the red book, the green book, the jar, the pencil holder, the notebook, the pencil, the picture frame, etc..) Student A chooses a picture without letting student B know which one. Student A describes one picture. Student B points to the picture that student A is describing. Student B then describes a card for student A. Students continue to describe the picture until their partner guesses the correct picture. Teacher will walk around the room, helping students and checking for correct use of prepositions.

Part II. Have students look at all the cards. Read a couple of sentences; students are tell you which picture the paragraph describes. Read a paragraph

describing one picture (see Appendix G), have students show which picture the paragraph describes. Repeat two or three times with different paragraphs, as time allows.

Wrap-up/Review: (7 min)

Go to the window and retrieve the monkey. Have students use a preposition, talk about a monkey, a banana, and a tree. Refer them to the board with prepositions. Sit monkey in front of the class. Write the words, *monkey, banana, and tree* on the board. Students will make-up one or two sentences about a monkey, a banana, and a tree. Give example: "The monkey was sitting **IN** the tree **WITH** a banana. Then he dropped his banana and it fell **TO** the ground." Students should be able to identify prepositions and describe their meaning. Have students share their own sentences about a monkey, a banana and a tree. Have the class identify prepositions, and the student tell what preposition he used. Give assistance when needed. Observe to see if students identify prepositions, and use them correctly. When class is almost over, give homework assignment.

Homework: Students will write a short paragraph about a monkey, a banana, and a tree for homework. Then draw a picture of the monkey described in the paragraph. Paragraphs should include at least three sentences, and two different prepositions. Students are to circle each preposition they used in their paragraph. Paragraphs are turned in at the beginning of the next class.

Extra Activity: If there is extra time, have students sit in pairs at the computer, and play the Monkey Business game that reviews sentence structure.

<http://www.earobics.com/gamegoo/games/monkey/monkey.html>.

Assessment Plan:

Informal: During the presentation stage, the teacher will look for correct answers to questions asked about slides being shown. Students knowledge of prepositions will be assessed during class as students do the practice activity of placing a pencil in relation to a book as described in a sentence by the teacher. If students do not place the pencil in the correct position, it will be mentally noted by the teacher and feedback given. As students describe a picture to their partner using prepositions, the teacher will notice if prepositions are correctly being used. Any repeated misuse will be noted and addressed to the class at the end of the activity.

Formal: The teacher will assess student knowledge as they approach the board and underline identified prepositions during the practice. In addition the teacher periodically checks for attention and comprehension with specific questions at the end of each activity during the lesson. This gives the teacher immediate feedback that signifies the class is either ready to move on, or still needs instruction or practice. At the end of the lesson, as students are creating their own sentences, the teacher will observe if students are able to think of a preposition on their own, and use it in a sentence. If is this achieved, the homework will be given, which will provide another platform for assessment. If not, homework will not be given, and another lesson on prepositions will be needed.

Self-Assessment: The teacher and lesson will be assessed throughout the lesson and after the lesson is given. The lesson will be assessed by checking for student attentiveness throughout the lesson by noticing if students give responses to questions asked by the teacher. If correct answers are given in class, this will show

the lesson and teaching has been effective. After the lesson has been given, the teacher will reflect on the lesson. One aspect to notice is if students were confused and directions had to be given multiple times. This would mean more clarity in future directions would need to be given. Student involvement, such as paying attention, responding to questions, asking questions, and volunteering would be other areas showing the effectiveness of the lesson and teaching, which would be assessed after the lesson was given. The class will be successful if students were involved and were able to meet objectives listed above.

Rationale

As language learners attempt to become fluent in the target language, they are in a place where their personal investment makes a difference in connecting with the new cultural. In light of this, I have included the principles of automaticity, strategic investment, and cultural connection in my lesson.

Student's acquiring English must not overanalyze rules, but practice speaking fluently. This lesson has students identify prepositions embedded within a spoken paragraph, giving them little time to over think the language. In addition, students are given the opportunity to create language by producing original sentences with prepositions to describe an objects location. This use of practicing timely movement of the control of language forms into a fluent process in this lesson is automaticity.

The stuffed monkey is used to introduce a cultural aspect and determine how students deal with American culture, referred to as cultural connection. This lesson briefly explains the use of the phrases, *monkeying around* and *monkey business*." While not directly addressing student's acclamation to American culture, the lesson gives opportunity to notice student's interest, and reception of the cultural phrase, giving some insight into cultural interest and acceptance. This also introduces students to cultural terms they may hear in formal and informal settings.

The monkey is also used to increase learner's personal investment in language learning through strategies of comprehension and production; this is called strategic investment. As students are curious about the stuffed monkey, their personal interest in learning increases, an essential part in language learning. In addition, the pairing activity shows English as relational and relevant to the

students' lives. This activity also uses actual photographs of an average, western desk with common objects. This serves to focus the students' attention, as well as provide an authentic circumstance for using prepositions.

The goal of this lesson is to increase fluency and cultural awareness in a manner that encourages students to become personally involved in their learning process. This is achieved by incorporating the principles of automaticity, cultural connection, and strategic investment. These are facets of a productive and effective language-learning classroom.

References

Brown, H.D. (2007). *Teaching by Principles: an Interactive Approach to*

Language Pedagogy. White Plains, New York: Pearson Longman.

Game Goo. (2006). *Monkey Business: Rainforest Runaround*. Retrieved from

<http://www.earobics.com/gamegoo/games/monkey/monkey.html>

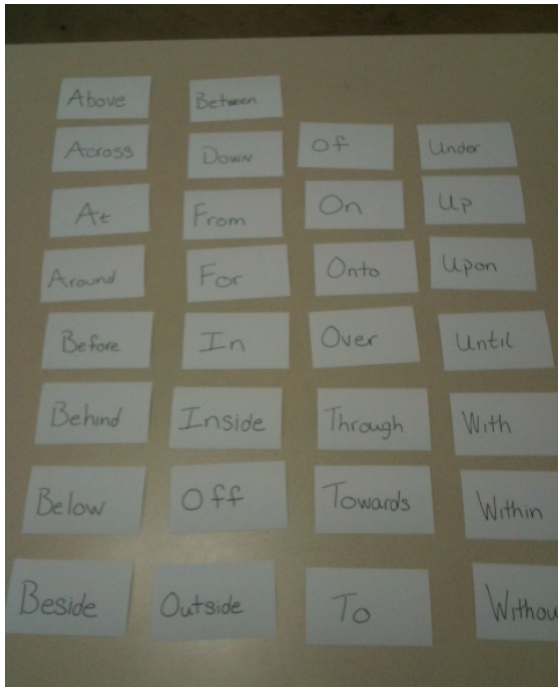
Appendix A

Stuffed monkey used in hook/warm up, presentation, and review.



Appendix B

List of prepositions displayed on bulletin board in classroom.



Appendix C

Pictures of a monkey and a tree to be used as slides during presentation.



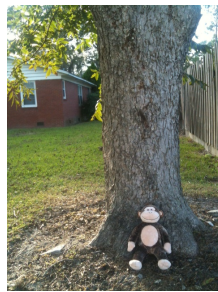
1. The monkey is beside the tree.



2. The monkey is in/on the tree.



3. The monkey is behind the tree.



4. The monkey is in front of the tree.



5. The monkey is climbing/going up the tree.

Appendix D

Sentences involving a pencil and book used during practice.

1. The pencil is in front of the book.
2. Under the desk is a pencil.
3. The book is on top of the pencil.
4. Please put the pencil on the desk, pointing towards the book.
5. The pencil is inside the book, across from page 14.

Appendix E

Sentences used during practice

1. The dog ate the food under the table.
2. Can you please sit between Maria and John?
3. Dad brought the plants inside, so they would not freeze.
4. Yesterday, the ball went through the window.
5. Put the paper in the basket, on my desk.

Appendix F

Object Relation Pictures, six pictures per pack.



Appendix G

Sample sentences describing Object Relation pictures.

1. Sally needed to use her red dictionary. She first had to move the jar, because it was on her dictionary.
2. Jose was glad the pencil holder was not in front of the picture of his sister. He was also glad that the green book was under the red book, and behind the jar.
3. When Jenny sat at her desk, she noticed somebody had been there. She never put the green book on the red book, and she always had the picture frame behind the pencil holder. The jar, however, was in its usually place on top of the books.