1. Focus

Explain Prepositional Phrases

Say: Prepositions are words such as in, under, of, and around that tell where something is, what something is, when something happens, or what kind of thing something is. Prepositional phrases are phrases that begin with a preposition and include other words that make up the phrase. These other words often clarify the where/when/what/what kind detail signaled by a preposition. For example, the preposition on might tell that an object is on top of something, but the phrase on the table would give more detail about where the object is. Let’s look at some prepositional phrases. We will identify what the preposition is in each phrase and what it tells us.

Display the following chart on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Prepositional Phrase</th>
<th>Preposition</th>
<th>What Does It Tell Us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>toward the top</td>
<td>toward</td>
<td>where</td>
</tr>
<tr>
<td>of the mask</td>
<td>of</td>
<td>what</td>
</tr>
<tr>
<td>until it is complete</td>
<td>until</td>
<td>when</td>
</tr>
</tbody>
</table>

Example Prepositions Chart

Model Using Prepositional Phrases

Model how to identify a prepositional phrase by using example sentences from “How to Draw Super Tucker.” Display the sentences on chart paper or using the interactive whiteboard resources.

1. Attach a circle to the top. This is the head.
2. Erase the pencil mark between the neck and head.

Modeling Text

Say: When I read the first sentence, I see that it tells me where to attach a circle. I will underline the prepositional phrase to the top, which tells me where to put the circle. The preposition is to. I recognize it as the first word in the phrase to signal that I will learn where to attach the circle. I will circle this word. The second sentence tells me what pencil mark to erase: the one between the neck and the head. I will underline the prepositional phrase and circle the preposition between.
2. Rehearse

Practice Using Prepositional Phrases

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner to identify the prepositional phrases in the practice sentences and discuss what each preposition tells them. Explain that sentences 1 and 3 each have two prepositional phrases.

1. Draw a parallelogram on the right side of the circle.
2. Draw a dot for the eye.
3. Draw a pointed flag shape toward the top of the head.

Practice Text

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Sentences with Prepositions

Invite pairs to share the prepositional phrases they identified in the sentences. Discuss their choices. Ask the following questions:

- **Sentence 1:** What prepositional phrases did you identify in this sentence? Where do you draw the parallelogram?
- **Sentence 2:** What is the preposition in this sentence?
- **Sentence 3:** Where do you draw the flag shape? How does it help to have two prepositional phrases in this sentence?

3. Independent Writing and Conferring

**Say:** Procedural text uses prepositions and prepositional phrases to make instructions clear. Clear instructions help readers visualize the steps so they understand what they are supposed to do. Remember to use prepositions to help you write clear steps in your procedures.

If you would like to give students additional practice using prepositional phrases in sentences, have them complete BLM 6.

4. Share

Bring students together. Invite volunteers to read aloud their answers and sentences from BLM 6. Provide corrective feedback as necessary.

**Strategies to Support ELs**

**Beginning**
Pair students, and give each pair an object such as a paperweight. Write the following sentence frame on chart paper: The paperweight is ______. Partners can take turns demonstrating using prepositions to tell where they put the paperweight. For example, they might position the object “under the desk” or “on my head.”

**Intermediate and Advanced**
Pair students with fluent English speakers to identify the prepositions in each sentence and to complete BLM 6. Make sure that students understand the meaning of each preposition before they begin the activity.