Prepositional Phrases

Objectives

In this mini-lesson, students will:
• Identify prepositional phrases.
• Brainstorm prepositional phrases.
• Identify prepositional phrases in sentences.

Preparation

Materials Needed
• Chart paper and markers
• Prepositional Phrases (BLM 3)
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the Prepositions chart, the modeling text, and the practice text onto chart paper prior to the mini-lesson. If necessary, set a small box aside and copy the sentence frames from “Strategies to Support ELs” on chart paper.

1. Focus

Explain Prepositional Phrases

Write the sentence “The pencil is on the table” on chart paper. Say: In this sentence, the words on the table tell where the pencil is. We call these words a prepositional phrase, and the preposition is the word on. The other words in the phrase tell the “object of the preposition,” which works with a preposition to give more detail about something. Prepositional phrases usually tell us where, when, what, or what kind. Let’s look at some prepositional phrases. We will identify what the preposition is in each phrase and what the preposition 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>Draw a line across the paper.</td>
<td>across</td>
<td>where to draw the line</td>
</tr>
<tr>
<td>Draw a line after you finish</td>
<td>after</td>
<td>when you need to draw the line</td>
</tr>
<tr>
<td>coloring the picture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw a line with a red pen.</td>
<td>with</td>
<td>what kind of pen to use</td>
</tr>
</tbody>
</table>

Example Prepositions Chart

Model Using Prepositional Phrases

Display the modeling text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Modeling Text

Say: In the first sentence, the prepositional phrase is of paper. I will underline this and circle the preposition of. I can identify the preposition because it signals that I will learn what kind of thing something is. The other word, paper, completes the phrase and the “what kind” detail. I learn from the phrase what kind of piece I need—not a piece of pie, or a piece of dirt, but a piece of paper. Next, I will underline on the table and circle the preposition on. This preposition signals that I will learn where something is, and the rest of the phrase completes that information. Writers use prepositional phrases and prepositions when they write directions for how to do something. The prepositional phrases make the directions clearer. They tell the reader what kind of things to use, where to put things, and when to do the steps.
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. Explain that sentence 3 has two prepositional phrases. Ask them to think about the purpose of each preposition in the sentences. (Students do not need to copy sentences.)

| 1. Draw two curves across the paper. |
| 2. Use green markers for the hills. |
| 3. Draw a slanted line toward the bottom of each oval. |

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 which prepositional phrases they identified in the sentences. Discuss their choices. Ask the following questions:

- **Sentence 1:** What does the phrase **across the paper** tell you? What is the preposition?
- **Sentence 2:** What kind of markers do you use? What do you use them for?
- **Sentence 3:** Where do you draw the slanted line? How did it help to have two prepositional phrases telling you where to draw?

3. Independent Writing and Conferring

Say: We learned that phrases starting with prepositions are helpful in telling us where, when, and what kind. Prepositions are important in procedural text to make the directions clear. We need to remember to include prepositions when we write procedural text.

If you would like to give students additional practice using prepositional phrases in sentences, have them complete BLM 3.

4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 3. Use students’ answers to provide corrective feedback. Ask students to share what they learned about prepositional phrases.

Strategies to Support ELs

**Beginning**

Model using the prepositions **on** and **in**. Place a cup on the table. **Say:** The cup is on the table. (Then place the cup in a box.) The cup is in the box. Write these sentence frames on chart paper: The cup is _____. The cup is _____. Ask students to place the cup on the table and use the sentence frame to tell where it is. Then have them put the cup in the box and tell where it is.

**Intermediate and Advanced**

Pair students with fluent English speakers to identify prepositional phrases in sentences in familiar books. In their pairs, students can complete BLM 3. Provide the following sentence frames to help students talk about prepositions:

The preposition is _____.
The preposition tells _____.

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