**Objectives**

In this mini-lesson, students will:
- Identify prepositional phrases.
- Brainstorm prepositional phrases.
- Write sentences using prepositions.

**Preparation**

**Materials Needed**
- Chart paper and markers
- Prepositional Phrases (BLM 7)
- Interactive whiteboard resources

**Advanced Preparation**
If you will not be using the interactive whiteboard resources, copy the modeling and practice texts onto chart paper prior to the mini-lesson. If necessary, write the questions and the sentence frame from “Strategies to Support ELs” on chart paper.

---

**1. Focus**

**Explain Prepositional Phrases**

**Say:** Prepositions are words such as in, for, of, and around that show where, who, or what something is or when something happens. Prepositional phrases are phrases that begin with a preposition and include other words to make up the phrase. Let’s look at some prepositional phrases and identify what the preposition and object is in each phrase.

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

A terrified nine-year-old Isabella stood on the auction block.

**Example Text**

**Say:** The prepositional phrase in this sentence is on the auction block. It tells where the slaves were sold. This phrase consists of four words: on is the preposition, block is the noun in the phrase that is called the object of the preposition, and the words the and auction describe the block.

**Model Using Prepositional Phrases**

Display the modeling text on chart paper or using the interactive whiteboard resources. Model how to identify a prepositional phrase.

1. Sojourner grew up listening to her parents tell their story.
2. Bell heard the cries of her siblings in her nightmares.

**Modeling Text**

**Say:** The phrase to her parents tells me who Sojourner listened to. To is the preposition and the object in the prepositional phrase is parents, which is a noun. The second sentence contains two prepositional phrases. The first prepositional phrase tells me what kind of cries she heard. The preposition is of. The object of the first prepositional phrase is siblings. The second prepositional phrase is in her nightmares. The preposition in that phrase is in, and the object of the second phrase is nightmares. The preposition in tells me where something is, and in this case it describes a place in dreams rather than an actual location. The prepositional phrases were used in the biography of Sojourner Truth to help give me details about her life. The writer could not tell Sojourner Truth’s story without using these phrases.
2. Rehearse

Practice Using Prepositional Phrases

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

Ask students to work with partners to identify the prepositional phrase and its object in each practice sentence. They should also be prepared to tell what kind of information each prepositional phrase provides (for example, where, when, what). Remind students that some sentences have more than one prepositional phrase.

1. Bell was born on a farm in New York State.
2. It wasn’t until the 1830s that slavery was abolished in the Northern states.
3. Large groups of slaves lived on large plantations.

Practice Text

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

Share Sentences with Prepositional Phrases

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

• Which prepositional phrases provide key biographical information about Sojourner Truth? (on a farm, in New York State)
• Which prepositional phrase tells when something happened? (until the 1830s)
• Which prepositional phrase answers the question “what kind”? (of slaves)
• How do the prepositional phrases help the writer tell Sojourner Truth’s life story?

3. Independent Writing and Conferring

Say: Biographies include prepositions and prepositional phrases to make the facts about the subject’s life clear. Clear facts help readers visualize the events so they understand them better. Remember to use prepositional phrases to help you tell the details of your biography subject’s life.

If you would like to give students additional practice using prepositional phrases in sentences, have them complete BLM 7.

4. Share

Bring students together. Invite volunteers to share their answers from BLM 7. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning

Continue practicing simple prepositional phrases with beginning ELs. Place a pen on a desktop. Ask: Where is the pen? Model answering the question by saying The pen is on the table. Write the question and answer on chart paper and read them aloud with students. Now place the pen on the floor. Ask: Where is the pen? Encourage students to answer the question using the sentence frame The pen is ______. Repeat this activity as you place the pen in other locations so that students can practice orally forming prepositional phrases in simple sentences with the preposition on.

Intermediate and Advanced

Pair students with fluent English speakers to identify the prepositional phrase and object in each sentence and to complete BLM 7. Make sure that students understand the meaning of each preposition before they begin the activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: phrase/la frase; preposition/la preposición.