

## Performing with Prepositions

### Purpose

Students will practice using prepositions.

### Materials

*For the teacher:* chalk, chalkboard, colored chalk

*For each student:* piece of construction paper, markers, glue, glitter

### Activity

#### A. Pre-Activity Discussion

1. Explain to students that you will be discussing *prepositions*.
2. Define what a preposition is and write the definition on the chalkboard (e.g., A preposition is a word like above, at, between, into, through, or within. It is always found in a phrase that modifies a noun. A preposition often tells when something occurs, where something is, or what something is like.).
3. Write examples of different kinds of prepositions on the chalkboard (e.g., about, above, across, behind, below, beside, in, out, near, from, of, off, through, to, under, over, with, up).
4. Have students make the prepositions into prepositional phrases. Write the phrases on the board as the students suggest them.

#### B. Introduce the Activity

1. Remind students that many prepositional phrases tell when something occurs, where something is, or what something is like.
2. Tell students that they are going to create sentences with prepositional phrases, but the prepositional phrase must be something that they can show by performance. Give them the following examples: "The book fell off the desk. I sat under the table. I sat on top of my coat."

#### C. Make Sentences

1. Give students five minutes to think about a sentence with a prepositional phrase. Write a list of prepositions on the chalkboard to help them brainstorm. Pass out construction paper to students.

(continued)



#### MEETING INDIVIDUAL NEEDS

For students having difficulty, use as many of the senses as possible when presenting examples of prepositions to the class. Show red food coloring *in the water*. Explain how a sweet smell comes *from the vanilla*.



#### EXTENDING THE ACTIVITY

Have students write a few prepositional phrases describing where an object is located in the classroom. Have students exchange papers and go on a scavenger hunt.

Standards Link  
5.6.6

### Activity (continued)

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2. Have students use their markers to write their sentences on the construction paper. Direct them to write in large letters. Be sure to walk around the room to guide students to complete this task with accuracy.
3. Tell students to trace the letters of **ONLY** the preposition in glue and shake glitter on the glue.

#### D. Perform the Prepositions

1. Have students perform their sentences one at a time.
2. Direct the class to guess the sentence after each performance. Have the performer read and display the sentence after they guess.
3. Collect the pieces of construction paper. Make a bulletin board about prepositions using the students' work.

### Questions for Review

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#### Basic Concepts and Processes

After the performances, ask students the following questions to assess what they know about prepositions:



What is a preposition?



What is a prepositional phrase?



What is an example of a sentence with a prepositional phrase?

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