

INTRODUCTION TO PREPOSITIONS

Prepositions are connectors; they most often connect other words in the sentence to a noun or pronoun. Their primary function is to introduce a phrase that shows relationship to other words in the sentence. Prepositions are very social—they never stand alone.

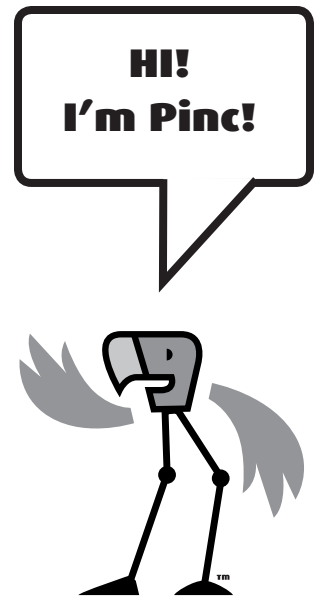
This preposition unit is designed to help students identify prepositions as harbingers of phrases, and by doing so, students will then be better able to recognize and eventually construct complete thoughts as sentences, instead of mere phrases and fragments.

We also encourage the use of prepositional phrases in student writing to enhance clarity and specificity. Often in student writing, teachers recognize fragments and make note of their findings to the student, who is required to fix it. However, if a student does not understand the complete structure of a sentence, then he or she may be thwarted in the revision process. We plan to enable students by giving them the necessary language and information.

The information will be presented in the order listed below. Enjoy the activities!

- 1. Prepositions and their objects**
- 2. Troublesome Prepositions**
- 3. Prepositional Phrases used as Adjectives and Adverbs**

Prepositions will probably be very familiar to your students, especially if they have learned about adverbs. After all prepositions are really just adverbs that are followed by objects. In this first unit we will introduce your students to both simple and compound prepositions and will touch on marginal prepositions, which are derived from other parts of speech, primarily verb forms.



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VOLUME 4: PREPOSITIONS, CONJUNCTIONS AND INTERJECTIONS

INTRODUCTION TO PREPOSITIONS, CONT.

The Student Guides will provide your students with lists of the most commonly used prepositions. It's best for them to keep them in their binders for reference.

Objectives:

Students will be able to recognize prepositional phrases as just that, phrases which can enhance one's writing, but are not essential to the sentence core. Very often writers make the mistake of having the object of the preposition agree with the verb instead of the subject. If a student can bracket the clause as extraneous, it gives them a better command of the sentence structure. And if the student wishes to be more specific or to enhance his or her writing, then he or she can implement the useful prepositional phrase.

Level One: Students will identify the prepositional phrase and underline the object.

Level One-2: Students will rewrite a prepositional phrase changing it to a possessive noun.

Level Two: Students will identify the prep phrase and identify the part of speech of the object of the preposition (noun or pronoun).

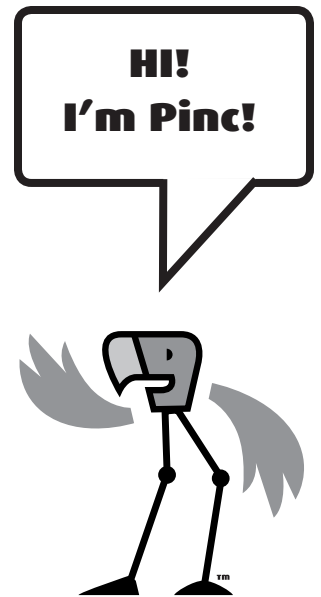
Level Two -2: Students will put identify the prep. phrase (which will include some marginal prepositions) and identify the part of speech of the object of the preposition.

Level Three: Students will identify the prep phrase (which will include some marginal prepositions), and identify the part of speech of the object (which will include gerunds).

Level Three-2: Students will identify the prep phrase and add the indicated part of speech of the object of the preposition (noun, pronoun, gerund).

Materials:

Teacher instructions; Student Guide; 6 magnetic preposition flashcards (in, above, beyond, beneath, down, by); 6 interactive, projectable worksheets with sentence completion, identifying, and writing; GrammarActive® Preppo review game.

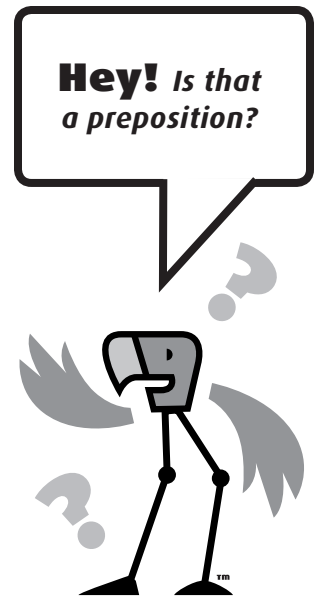


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INTRODUCING PREPOSITIONS...CONT.

Introducing Prepositions:

- 1.** Begin this unit by placing a magnetic preposition flashcard on the board. Ask students if they can identify the part of speech of the word. Most likely they will say that it's an adverb, and they are correct. Put a few more on the board.
- 2.** Next write an object after the word. For example if you place **above** on the board, then write, **the clouds**. Place parentheses around the phrase and ask them if they know what is inside the parentheses. If they answer prepositional phrase, they are correct. Indicate to them that while **above** was an adverb when it stood alone, when it has an object, it's part of speech changes to a preposition.
- 3.** Place the rest of the prepositions on the board and ask for volunteers to make them into phrases. This is a good time to differentiate between a phrase and a clause. Make sure that they know that a phrase does not include a verb, while a clause does.
- 4.** There is plenty of student instruction for this unit. Project the instructions and go over the lists of prepositions with the students, and then have them answer the five questions together. Ask for a scribe to go to the board and draw parentheses around the prepositional phrases. Once you finish your introduction, have students place the Student Guide in their binders.
- 5.** As you begin the activity sheets with your class, make sure to engage all of the students by projecting the sheets in the front of the room and offering raffle tickets as incentive for participation.



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