

LESSON PLAN

Navigate your lesson with this guide to make time for meaningful discussions.

Summary

Date	
Subject	Theme: Learning Prepositions (In, On, Under, Behind)
Year Group or Grade Level	Beginner
Duration	2 Lessons - 45 minutes each

Materials Needed

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- Real classroom objects (e.g., pencil, book, chair, bag).
- A toy (e.g., teddy bear or ball).
- Flashcards illustrating prepositions.
- A worksheet for matching prepositions and pictures.
- Whiteboard and markers

Learning Objectives

Lesson Objectives

By the end of the lesson, students will:

1. Recognize and understand the prepositions **in, on, under, behind**.
2. Use prepositions to describe the position of classroom objects.
3. Form simple sentences using prepositions (e.g., “The pencil is on the desk.”).

Lesson Outline

Duration	Guide to Lesson 1	Guide to Lesson 2
<p>Warm-Up (5 minutes)</p>	<ul style="list-style-type: none"> ● Action Game:Place a toy (e.g., a teddy bear) in different locations (on a desk, under a chair). Ask students to guess: <ul style="list-style-type: none"> ○ “Where is the teddy bear?” ○ Model the response: “It is on the desk.” 	<p>Review Game:Point to objects around the classroom and ask students to describe their positions. Example:</p> <ul style="list-style-type: none"> ● Teacher: “Where is the bag?” ● Student: “It is under the desk.”
<p>2.Introduction (10 minutes)</p>	<p>Activity 1: Introducing Prepositions</p> <ul style="list-style-type: none"> ● Show flashcards or draw simple pictures illustrating prepositions (e.g., a book under a table). ● Explain each preposition: <ul style="list-style-type: none"> ○ “In” means inside something. ○ “On” means on top of something. ○ “Under” means below something. ○ “Behind” means at the back of something. <p>Activity 2: Real-Life Demonstration</p> <ul style="list-style-type: none"> ● Use a pencil and desk to demonstrate: <ul style="list-style-type: none"> ○ Place the pencil on the desk: “The pencil is on the desk.” ○ Place the pencil under the desk: “The pencil is under the desk.” ● Ask students to repeat. 	<p>Activity 1: Asking Questions</p> <ul style="list-style-type: none"> ● Write on the board: <ul style="list-style-type: none"> ○ “Where is the ___?” ○ “The ___ is ___.” ● Model a conversation: <ul style="list-style-type: none"> ○ Teacher: “Where is the book?” ○ Student: “The book is on the chair.” ● Practice this dialogue with the class using different objects. <p>Activity 2: Using Flashcards</p> <ul style="list-style-type: none"> ● Show flashcards with pictures of objects in various positions. ● Ask students to form questions and answers: <ul style="list-style-type: none"> ○ “Where is the pencil?” ○ “The pencil is behind the chair.”
<p>3. Guided</p>	<p>Activity 3: Preposition Game</p>	<p>Activity 3: Pair Practice</p>

<p>Practice (15 minutes)</p>	<ul style="list-style-type: none"> ● Place classroom objects (e.g., a bag, book, chair) in different locations. ● Ask students to describe their positions: <ul style="list-style-type: none"> ○ Teacher: “Where is the book?” ○ Student: “The book is under the chair.” <p>Activity 4: Sentence Practice</p> <ul style="list-style-type: none"> ● Write simple sentences on the board (e.g., “The bag is on the desk.”). ● Say the sentences and have students repeat them. 	<ul style="list-style-type: none"> ● Pair up students and give each pair an object. ● Students take turns hiding the object and asking their partner: <ul style="list-style-type: none"> ○ “Where is the eraser?” ○ “The eraser is under the table.” <p>Activity 4: Find the Object Game</p> <ul style="list-style-type: none"> ● Hide an object in the classroom. ● Call on students to ask and answer: <ul style="list-style-type: none"> ○ “Where is the ball?” ○ “The ball is behind the door.”
<p>4. Independent Practice (10 minutes)</p>	<p>Activity 5: Matching Worksheet</p> <ul style="list-style-type: none"> ● Distribute a worksheet with pictures of objects in various positions (e.g., a ball under a table). ● Students match each picture to the correct preposition (in, on, under, behind). 	<p>Activity 5: Worksheet Activity</p> <ul style="list-style-type: none"> ● Activity 5: Fill-in-the-Blank Worksheet ● Provide a worksheet with incomplete sentences, such as: <ul style="list-style-type: none"> ○ “The book is ___ the table.” ○ “The pencil is ___ the chair.” ● Students complete the sentences using the correct prepositions.
<p>5. Wrap-Up and Assessment (5 minutes)</p>	<p>Activity 6: Quick Recap Game</p> <ul style="list-style-type: none"> ● Place the teddy bear or another object in different places and ask, “Where is the teddy bear?” ● Students respond in sentences: “It is behind the chair.” <p>Exit Ticket: Each student describes the position of one</p>	<p>Activity 6: Quick Recap</p> <ul style="list-style-type: none"> ● Point to an object and ask one student, “Where is the ___?” ● Encourage all students to respond together: “It is in/on/under/behind the ___.” <p>Exit Ticket: Each student asks and answers one question before leaving.</p>

	object before leaving.	
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Notes

Homework for Lesson 1

- **Task:** Find three objects at home and write sentences about their position. Example:
- “The book is on the table.”
- “The toy is in the box.”

Homework for Lesson 2

- **Task:** Hide three objects at home and write sentences about their positions. Example:
- “The toy is behind the sofa.”
- “The pen is under the book.”

Assessment Criteria for Both Lessons

1. Recognition:

- Identifies prepositions correctly.

2. Sentence Formation:

- Forms sentences using prepositions accurately.

3. Question Skills:

- Asks and answers “Where is the ___?” questions fluently.

Remember

Classrooms and the levels of students can vary, try to adapt it to your students and have fun!