Georgia Performance Standards Framework for ELA Unit 6 – 5th Grade

Grade: 5
Topic: Grammar Conventions Poetry-Use of Prepositions
Instructional unit: “The Wonderful World of Poetry”
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The task: Students will analyze the use of prepositions in poetry and will create a personal preposition poem.
This lesson begins with a review of prepositions. (Any misunderstandings or errors in student’s knowledge will be addressed at this time.) Students will then generate a list of prepositions as the teacher records them on the board or chart paper.
The teacher will then read orally either Under, Over, By the Clover, by Brian P. Cleary, or Behind the Mask, by Ruth Keller. As the book is read, the teacher will pause to allow students to notice how the certain words are emphasized throughout the book. Through questioning, students with explore why the words (prepositions) allow the reader and audience to “visualize” direction or location within the text.
Working with a partner, students will then read another poem that includes prepositions. (“Wee Willy Winkle” works for this activity.)
The teacher will then model writing a preposition poem for students on the board or chart paper. First, the writer must decide on an object or person on which to write; this is typically the title of the poem. One form of a preposition poem has three lines. The first line tells where the object/person is (starting with a preposition). The second line tells what the object is and the third line tells what the subject of the poem is doing, thinking, dreaming, or anticipating. (The second and third lines do not begin with a preposition. Students will then write a personal poem. (The title of the poem will be the student’s name.)

The Differentiated task:
- Have student to underline/highlight/circle the prepositions within a given passage
- Have students to show through modeling the definition of prepositions

Modifications/Accommodations:
- Peer helper
- Provide a handout of prepositions

Focus Standard:
ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
Circumstances of the assignment/Notes to the Teachers:
Additional student information concerning prepositions is available at:
http://www.chompchomp.com/terms/preposition.htm
As an extension task, students can work in cooperative groups to write a preposition poem about their school, grade group, etc.
Other forms of preposition poems include eight line poems; information is available through a Google search.