

LESSON MODEL FOR Basic Vocabulary

Benchmark

- ability to discriminate the meanings of the prepositions *on* and *under*

462

Strategy Grade Level

- Pre-K and above, as required

Prerequisite

- mastery of the words *book*, *desk*, *chair*, *pencil*, *fly*, *table*

Grouping

- whole class
- small group or pairs

Teaching Chart (Resources)

- Where Is the Fly?

Materials

- props: book, desk, chair, pencil
- PDF of Where Is the Fly?

FUNCTION WORDS
Target Word
<i>on</i>

Introducing Function Words

Function words alert a reader or speaker to the structure of the sentence; they are words that have syntactic function. Function words include articles (*a, an, the*), conjunctions (*and, but, or*), helping verbs (*been, should, will*), prepositions (*in, on, over*), and pronouns (*he, she, we*). Most English-only students learn function words in the first stages of language development (Stahl and Nagy 2000). ELLs, however, may be confused about function-word usage and meaning, and can benefit from explicit instruction (Anderson and Roit 1998). This sample lesson model targets the prepositions *on* and *under*. The same model can be adapted and used for introducing other function words.

Teach/Model

Tell students that they are going to learn a new word that they use often when they speak, read, and write. The word is *on*.

Introduce the Target Word

- Hold up a book. Ask: *What is this?* (a book)
- Point to a desk. Ask: *What is this?* (a desk)
- Put the book on the desk. Emphasizing the word *on*, say: *The book is on the desk.*
- Put the book on the floor under the desk. Say: *Is the book on the desk?* *No.*
- Hold the book under the desk. Say: *Is the book on the desk?* *No.*
- Put the book on the desk. Say: *Is the book on the desk?* *Yes, the book is on the desk.*
- Hold the book above the desk. Say: *Is the book on the desk?* *No.*
- Put the book on the desk. Say: *Is the book on the desk?* *Yes, the book is on the desk.*

Guided Practice

- Put the book on the desk. Ask: *Is the book on the desk?* (yes)
- Put the book on the floor under the desk. Ask: *Is the book on the desk?* (no)
- Hold the book under the desk. Ask: *Is the book on the desk?* (no)
- Hold the book above the desk. Ask: *Is the book on the desk?* (no)
- Again put the book on the desk. Ask: *Is the book on the desk?* (yes)
- Say: *Say the whole sentence with me. The book is on the desk.*
- Say: *Now repeat the whole sentence by yourselves.* (The book is on the desk.)
- Point to the chair. Ask: *What is this?* (a chair)
- Hold up a pencil. Ask: *What is this?* (a pencil)
- Now put the pencil on the seat of the chair. Ask: *Is the pencil on the chair?* (yes)
- Put the pencil on the floor under the chair. Ask: *Is the pencil on the chair?* (no)
- Hold the pencil under the chair. Ask: *Is the pencil on the chair?* (no)
- Hold the pencil above the chair. Ask: *Is the pencil on the chair?* (no)
- Again put the pencil on the seat of the chair. Ask: *Is the pencil on the chair?* (yes)
- Say: *Say the whole sentence with me. The pencil is on the chair.*
- Say: *Now repeat the whole sentence by yourselves.* (The pencil is on the chair.)

FUNCTION WORDS
Target Word
under



Teach/Model

Tell students that they are going to learn a new word that they use often when they speak, read, and write. The word is *under*.

Introduce the Target Word

- Hold up a book. Ask: *What is this?* (a book)
- Point to a desk. Ask: *What is this?* (a desk)
- Put the book on the floor under the desk. Emphasizing the word *under*, say: *The book is under the desk.*
- Put the book on the desk. Say: *The book is on the desk.*
- Hold the book under the desk. Say: *The book is under the desk.*
- Put the pencil under the chair. Say: *The pencil is under the chair.*
- Put the pencil on the chair. Say: *The pencil is on the chair.*

Guided Practice

- Put the book under the desk. Ask: *Is the book under the desk?* (yes)
- Put the book on the desk. Ask: *Is the book under the desk?* (no)
- Put the book under the desk. Ask: *Is the book under the desk?* (yes)
- Say: *Say the whole sentence with me. The book is under the desk.*
- Say: *Now repeat the whole sentence by yourselves.* (The book is under the desk.)
- Put the pencil on the chair. Ask: *Is the pencil under the chair?* (no)
- Put the pencil under the chair. Ask: *Is the pencil under the chair?* (yes)
- Say: *Say the whole sentence with me. The pencil is under the chair.*
- Say: *Now repeat the whole sentence by yourselves.* (The pencil is under the chair.)

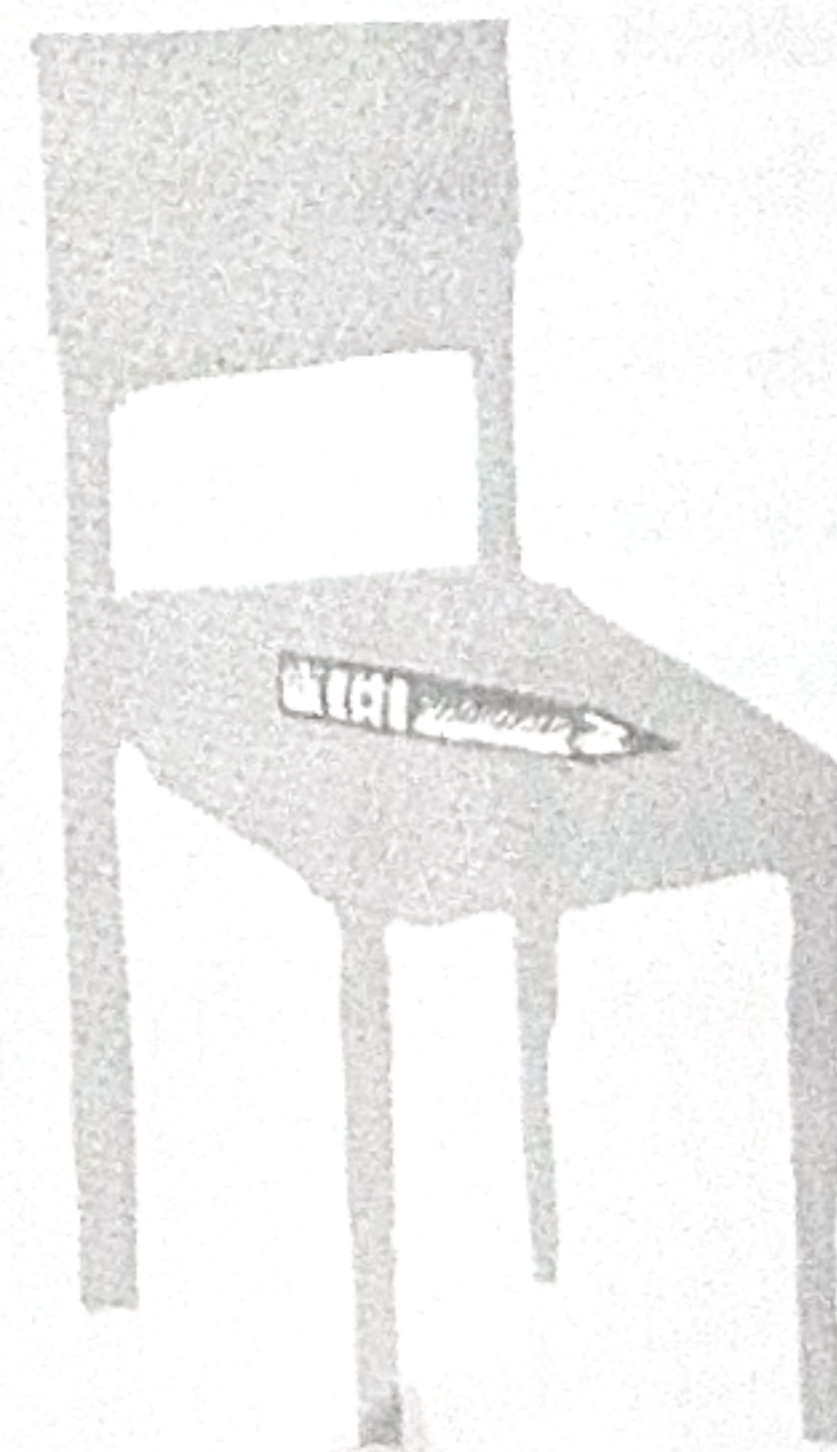
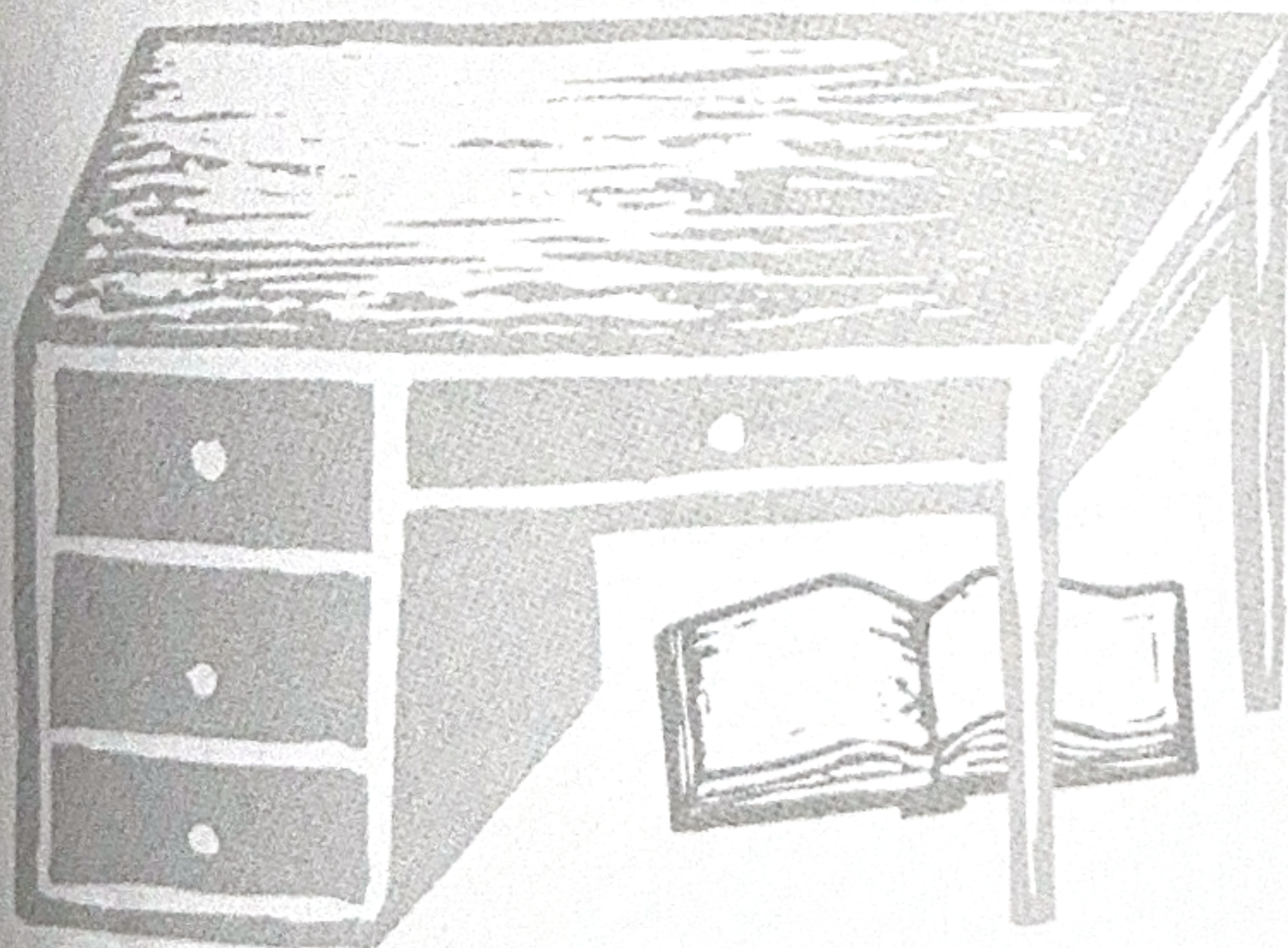
Guided Mixed Practice

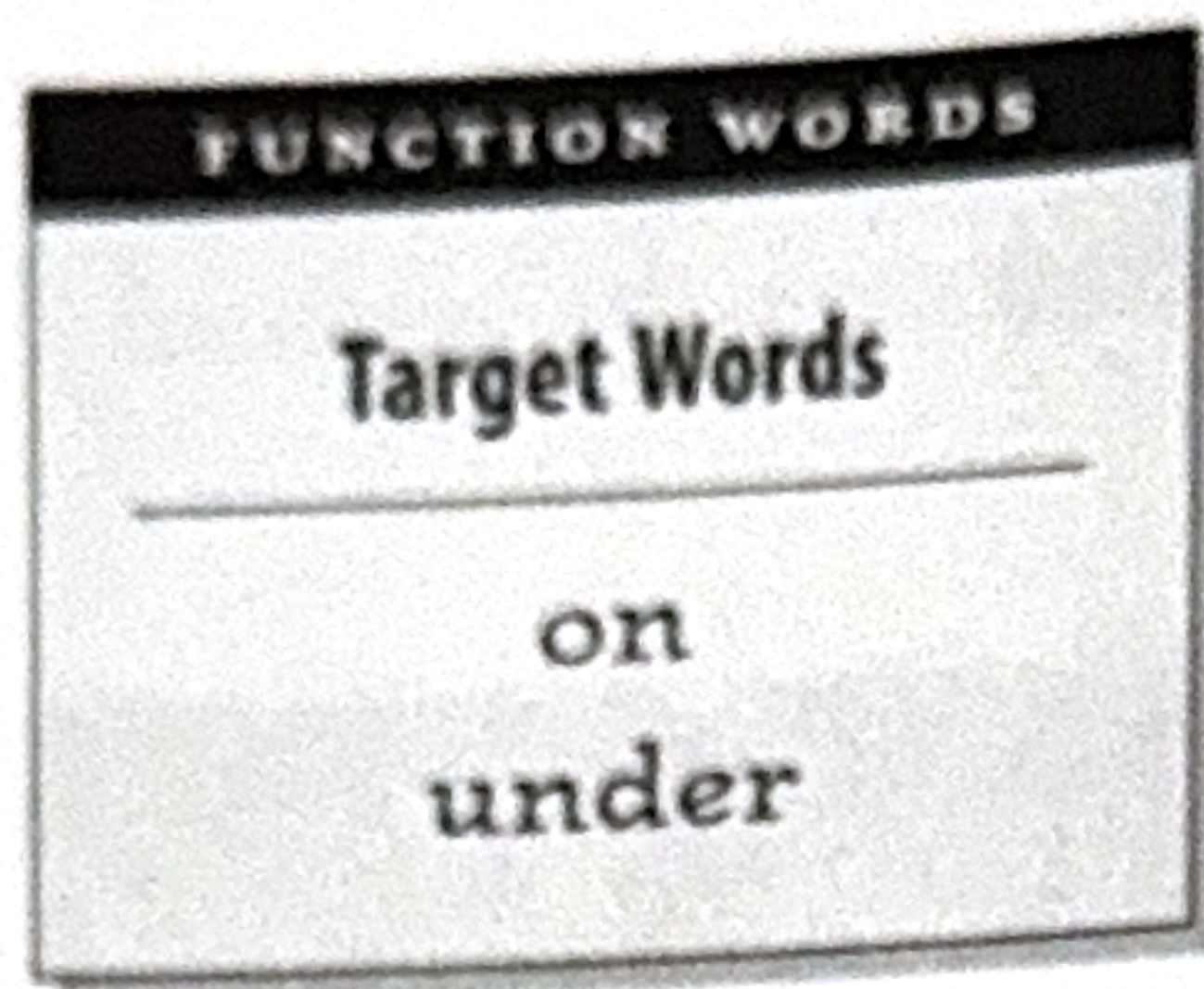
Tell students that now they will practice using the words *on* and *under*.

Practice Using the Target Words—Set 1

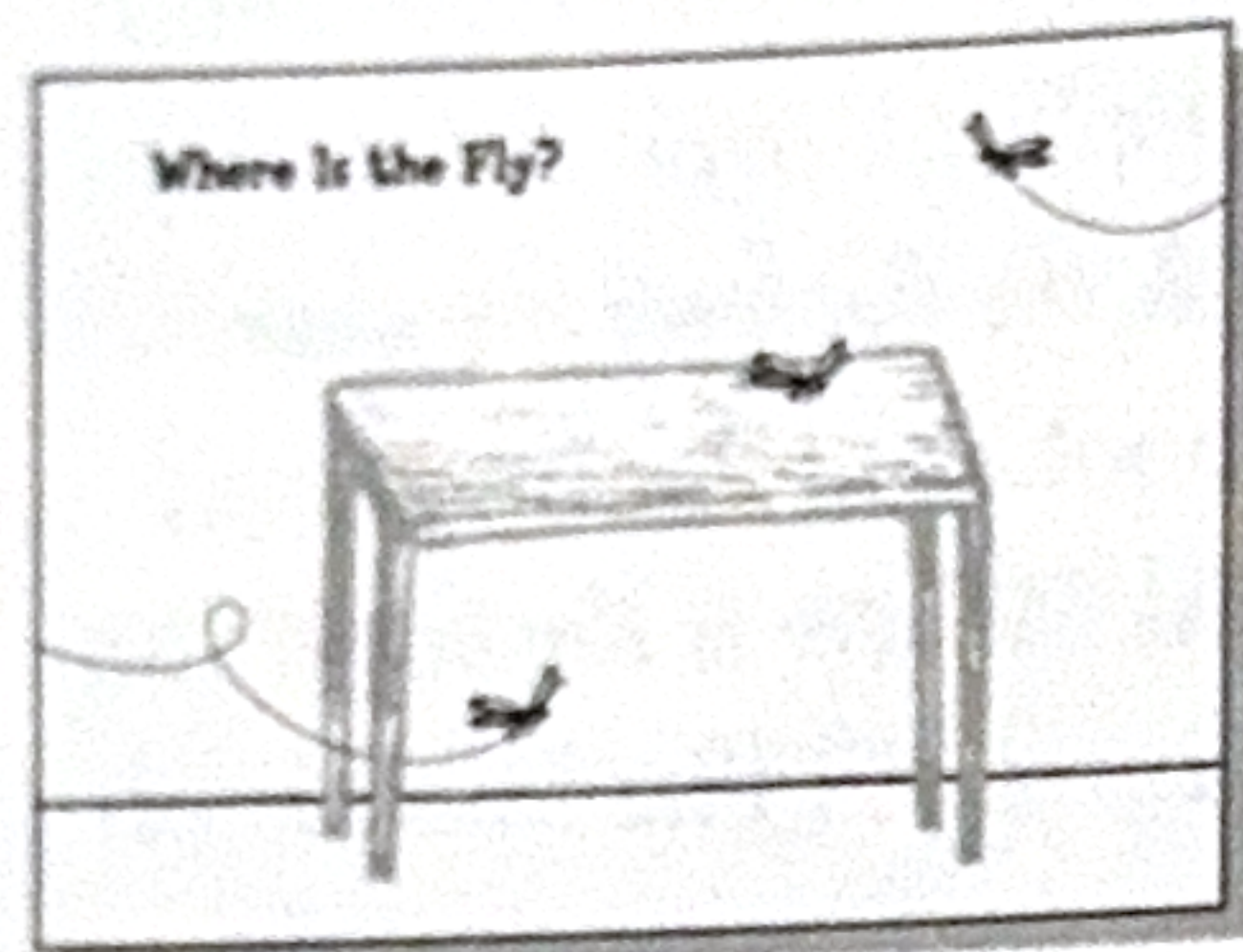
- Put the book on the desk. Ask: *Is the book on the desk?* (yes) Say: *Now say the whole sentence.* (The book is on the desk.)
- Put the book under the desk. Ask: *Is the book on the desk?* (no) Ask: *Where is the book?* (The book is under the desk.)
- Again put the book on the desk. Ask: *Where is the book?* (on the desk) Say: *Now say the whole sentence.* (The book is on the desk.)
- Again put the book under the desk. Ask: *Where is the book now?* (under the desk) Say: *Now say the whole sentence.* (The book is under the desk.)
- Put the pencil on the seat of the chair. Ask: *Is the pencil on the chair?* (yes) Say: *Now say the whole sentence.* (The pencil is on the chair.)
- Put the pencil under the chair. Ask: *Is the pencil on the chair?* (no) Ask: *Where is the pencil?* (The pencil is under the chair.)
- Again put the pencil on the seat of the chair. Ask: *Where is the pencil?* (on the chair) Say: *Now say the whole sentence.* (The pencil is on the chair.)
- Again put the pencil under the chair. Ask: *Where is the pencil now?* (under the chair) Say: *Now say the whole sentence.* (The pencil is under the chair.)

CONTINUED ►





466



SEE ALSO . . .

Chapter 7: Irregular Word Reading

Practice Using the Target Words—Set 2

Use interactive whiteboard technology to display *Where Is the Fly?*

- Say: *Look at the picture of flies and a table.*
- Point to a fly. Ask: *What is this?* (a fly)
- Point to the table. Ask: *What is this?* (a table)
- Say: *One of the flies is on the table.*
- Point to each fly and ask: *Is this fly on the table?* (Students answer yes or no.)
- Point to the fly that is on the table. Ask: *Where is this fly?* (on the table) Say: *Now say the whole sentence.* (The fly is on the table.)
- Say: *One of the flies is under the table.*
- Point to each fly and ask: *Is this fly under the table?* (Students answer yes or no.)
- Point to the fly that is under the table. Ask: *Where is this fly?* (under the table) Say: *Now say the whole sentence.* (The fly is under the table.)

Independent Practice

Using the models described above, have pairs of students practice identifying whether a book or pencil is on or under a classroom desk, table, or chair. The partners should take turns being “teacher” and “student.”