

<b>Lesson Pack:</b> Prepositions	<b>Lesson 2</b>
<b>Lesson Topic:</b> Using In, At, and On to Show Location	

<p><b>Objective</b></p> <p>Students will be able to correctly choose between using in, at, and on to tell where something happens.</p>	<p><b>Lesson Outline</b></p> <ol style="list-style-type: none"> <li>1. Discuss the lesson objective</li> <li>2. Introduction: Discuss use of in</li> <li>3. Introduction: Discuss use of on</li> <li>4. Individual Practice: Write a sentence using on</li> <li>5. Introduction: Discuss use of at</li> <li>6. Individual Practice: Use in, at, or on in a sentence</li> <li>7. Wrap up</li> </ol>
<p><b>Optional Follow-up Activity</b></p> <p><a href="#">At, In, On (Place)</a></p>	
<p><b>Common Core Standards</b></p> <p>CCSS.ELA-Literacy.L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	
<p><b>Prerequisites</b></p> <p>There are no prerequisites for this lesson.</p>	

**Slide 1/7**

By the end of class today...

You will be able to correctly use *in*, *on*, and *at* to show location

*Objective*

**Introduce the objective for the lesson.**

**Say:** Today we're going to talk about three very important words. We're going to talk about the words *in*, *on*, and *at*.

**Say:** These three words are important because they help tell where something or someone is located.

**Say:** Read today's objective out loud with me.

*Read the objective out loud with the students.*

**Slide 2/6**

I live **in** New York City.  
The gift is **in** a box.  
I am **in** the classroom.  
I am **in** the car

*Introduction*

**Create a chart on the whiteboard to track when to use each preposition.**

*On the whiteboard or chart paper, create a chart with three sections. Label each section with one preposition (In, At, On).*

**Say:** We're going to use this chart to take notes on when to use *in*, *at*, and *on* to help show location in our sentences.

**Say:** Let's start by talking about the word *in*.

*Ask a student to read the example sentences out loud.*

**Say:** Good! Based on the first sentence, what rule can we come up with for using *in*?

**Anticipated Student Response:** Use *in* before the name of a city.

**Say:** Great work! You can use *in* when the location is a city, country, or state. Let's add that to our chart.

*In the "in" section of your chart, write: cities, states, countries*

**Say:** We also use *in* when something is inside or enclosed in a space with walls or something surrounding it. Our second sentence is an example of that.

*Ask a student to read the second sentence out loud.*

**Say:** A box has side or walls, so things are placed *inside* it.

*Ask a student to read the third sentence out loud.*

**Say:** Rooms also have walls, so anytime the location is a room, we use *in*.

*In the "in" section of your chart, write: spaces with walls or sides*

*Ask a student to read the last sentence out loud.*

**Say:** Lastly, we use *in* with small vehicles like cars and taxis. Usually these are vehicles that you can't walk around in. You can walk around a plane, but you can't walk around a taxi.

*In the "in" section of your chart, write: small vehicles*

### Slide 3/6: Interactive Slide

*On* can be used to show location.



*Teacher Models Response*

*Teacher Model*

**Explain when to use *on*, and brainstorm types of large vehicles.**

**Say:** Now let's talk about *on*. While *in* is used with small vehicles, we use *on* for larger vehicles that you can walk around in *and* for one-person vehicles. What's an example of a large vehicle?

**Anticipated Student Response:** planes, buses, trains

**Say:** Good! We use *on* with these words.

*In the "on" section of your chart, write: large vehicles*

**Say:** Who can give me a sentence using *on* to talk about a vehicle?

*Ask a few students to share their sentences. Choose one to type in the teacher model box to share with the class.*

### Slide 4/6: Interactive Slide

Write a sentence that uses *on* to describe the location of something you see around you.



*Students Input Sentences*

*Individual Practice*

**Explain that *on* is used to talk about things on a surface.**

**Say:** Good work! *On* isn't only used for vehicles. It's also used when something is on a surface of some sort. Right now, you guys have all kinds of things *on* your desk. There are books *on* the shelf.

**Ask students to write a sentence using *on*.**

**Say:** Take a minute and look around the classroom. Come up with a sentence using *on* to describe the location of something you see.

*Discussion*

**Select 3-4 correct responses to display and discuss.**

*Display responses and ask a student to read the sentences out loud.*

**Say:** Good work! *On* is used when there is a surface of some kind underneath the object or person.

*In the "on" section of your chart, write: surfaces*

### Slide 5/6: Interactive Slide

I am **at** the store.

I am **at** school.

I am **at** the party.

*Introduction*

**Use the example sentences to discuss when to use *at*.**

**Say:** Now, let's talk about *at*.

*Ask a student to read the example sentences out loud.*

**Say:** We use *at* to talk about specific buildings or locations, like the store or school.

*In the "at" section of your chart, write: specific buildings, locations, events*

### Slide 6/6: Interactive Slide

Answer the question using *in*, *at*, or *on* in a complete sentence.

Where will you be on Saturday?



*Students Input Sentences*

*Individual Practice*

**Ask students to answer the question using *in*, *at*, or *on*.**

**Say:** Now try this one. Answer the question using *in*, *at*, or *on* in a complete sentence.

*Discussion*

**Select 1-3 correct responses and 1-2 incorrect responses to display and discuss.**

*Display various correct answers and 1 or 2 incorrect responses. If possible, display one correct answer that uses "in," one that uses "on," and one that uses "at."*

*Discuss the responses by comparing the ideas in the sentences to the definitions of prepositions on the chart.*

## Slide 6/6

### Today, I learned:

- *In, at, and on* can be used to help tell **where something is located**.
- **In** is used when things or people are enclosed in space, and with small vehicles.
- **At** is used with specific buildings, locations, and events.
- **On** is used with large vehicles and when things are on a surface.

### Wrap-up

### Review what the students learned today.

**Say:** Great work everyone! Let's review what you learned today.

*Ask students to read each bullet point out loud.*

*You can assign an independent practice activity that students can either complete now or later.*

*You can also pull aside the flagged students for small group instruction.*

**Say:** Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.