

Lesson Pack: Prepositions	Lesson 1
Lesson Topic: Using In, At, and On to Show Time	

<p>Objective</p> <p>Students will be able to correctly choose between using <i>in</i>, <i>at</i>, and <i>on</i> to tell when something happens.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Introduction: Discuss example sentences 3. Individual Practice: Fill in the blank 4. Individual Practice: Use <i>in</i>, <i>at</i>, or <i>on</i> in a sentence 5. Wrap up
<p>Optional Follow-up Activity</p> <p>At, In, On (Time)</p>	
<p>Common Core Standards</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>Prerequisites</p> <p>There are no prerequisites for this lesson.</p>	

Slide 1/5

By the end of class today...

You will be able to correctly use *in*, *on*, and *at* to show when something happens.

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 *at*, *on*, and *in*.

Say: These three words are important because they help tell when something takes place.

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

Read the objective out loud with the students.

Slide 2/5: Interactive Slide

At

I arrive at 8 o'clock.

I leave the party at 6 o'clock.

On

I go to Mexico on March 3rd.

Christmas is on December 25th.

In

I went to the beach in the fall.

It is hot in July.



Teacher Models Response

Introduction

Read the examples sentences out loud.

Say: Let's start by looking at some examples.

Say: These words help tell *when* something happens. Take a look at these sentences.

Ask a student to read the sentences out loud.

Ask pairs to use the examples to explain in, at, and on.

Say: With your partner, see if you can come up with a rule for using *at*, *on*, and *in*. Use the example sentences to help you decide when to use each word.

Give students two or three minutes to discuss with their partners. Then, ask students to share their ideas.

Anticipated Student Response: Use *at* with a specific time. Use *on* for specific days. Use *in* for seasons and entire months.

Say: Great work! We use *at* before a specific time, *on* before a specific day, and *in* for months, seasons, or anything that lasts longer than a day. Let's practice using these words to show when things happen.

Slide 3/5: Interactive Slide

Fill in the blank with *in*, *at*, or *on*.

My birthday is ____ April 13th.



Students Input Sentences

Individual Practice

Ask students to fill in the blank on their own.

Say: Fill in the blank with the correct word.

Discussion

Select 1 correct response to display and discuss.

Display a correct answer and ask a student to read the sentence out loud.

Say: Good work! We use *on* here because it's before a specific date. Anytime you want to explain *when* something happens by giving a specific date, like April 13, you'll use *on*.

Slide 4/5: Interactive Slide

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

When does school start?



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 following points:

- "In" can be used to tell in what month or season school begins.
- "At" can be used to tell what time school starts.
- "On" can be used to tell what day school starts.

Slide 5/5

Today, I learned:

- *In*, *at*, and *on* can be used to help tell **when** something happens.
- ***In*** is used with whole months or seasons.
- ***At*** is used with specific times of day.
- ***On*** is used with specific dates.

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.