

PREPOSITIONAL PHRASES WORKSHOP

INTRODUCTION

- EXPLAIN that this workshop is important because it will help when we get to the workshops in the next few weeks where we become very comfortable knowing when we have complete sentences. We all struggle with this, and this workshop starts to show how to be certain when a sentence is complete.
- REMIND students that prepositions are one of the parts of speech.
- ASK what does a preposition do?
- TIP TO REMEMBER PREPOSITIONS: a preposition shows any place a mouse can go (above, below, between, on, in, by, to, from, with, inside, outside, etc.)
- FUNCTION: Prepositions help locate things. They help the reader to know where something is in **TIME** or **SPACE**.

VISUAL ACTIVITY

1. Show students the picture of the room.
2. Identify an item in the picture and ask students to describe where it is using prepositional phrases listed on the table toppers.

EXAMPLES (On Board) Here are a couple of examples of why it's good to be able to isolate PPs.

1. The basketball flew (through the hoop). (position in **space**)
2. The meeting was scheduled (after lunch). (position in **time**)

PREPOSITIONAL PHRASE

(Write definition on board after discussing with students. Reminder: one tutor writes on the board while the other leads the workshop.)

- Think back on the mouse example. Where would the mouse be in relation to the tree? (under the tree, over the tree) What comes after the preposition? “**The tree.**” What part of speech is ‘the tree’? **Noun.**
- But prepositions do a little more than show position in space and time. Prepositions are words that “**show position in space and time and are followed by noun objects to form prepositional phrases**” (23). Prepositions can't be alone—they have to be a **part of a phrase.**
- A prepositional phrase is the **preposition plus all the words that belong to it.** (Identify the prepositional phrase)

WATCH OUT FOR THESE WORDS

ING WORDS

Sometimes a word like “during,” which has an ing like some verbs do and which seems like a pretty active kind of word, can be confusing. Knowing that prepositions form phrases can help us recognize that this word is actually a preposition.

EXAMPLES (On Board)

- I took notes (during class). (The preposition just describes when I did the thing—the verb.)

TO the store vs. **TO** swim

Most often used prepositions—to, from, by, for, with, at, in, of. The little guys count.

ACTIVITY

Have students help finish the sentence: The paper airplane flew ...

- WHERE and WHEN? (Wait for responses) Over the fridge, between the plants, under the trellis, near the TV, and landed on the bookshelf.
- Have students identify the prepositional phrases. **Draw parentheses around the prepositional phrases.**
- Show where the subject and verb are but **don't go into it**—that's for the next workshop. **Point out that neither the subject nor the verb is inside the prepositional phrase—that's the main value in identifying those phrases.**

EXAMPLE (On Board):

(During the rainy season), one (of the windows) (in the attic) leaked (at all four) (of its corners).

Ask students to identify prepositional phrases in this sentence.

Explain that while having so many nouns in this sentence can make finding the main subject difficult. However, isolating the prepositional phrases helps a lot.

CONCLUSION

- Prepositions show position in time and space and are followed by noun objects to form a preposition phrases.
- It is important to be able to isolate those phrases because the subject and verb will NEVER be inside a prepositional phrase.

OPTIONAL SENTENCE TO WORKSHOP (From LYSK)

Add in markings with students:

The mood (around campus) is cheerful today.

OPTIONAL ACTIVITY

Using prepositional phrases, have students describe where we are in space and time after sharing an example: at WSU, in the library, at the tables, in groups, before lunch, at 10:00.

OPTIONAL EXPLANATION OF ADVERBS VERSUS PREPOSITIONAL PHRASES

(in case a student asks)

Remembering that prepositions have to form phrases is important because words like *yesterday* and *tomorrow*, which describe time, are not prepositions because they don't function in phrases.

COLOR KEY

BLUE TEXT refers to something that should be written on the board for the workshop.

RED TEXT refers to markings that need to be added to sentences during the workshop.

GREEN TEXT is for added emphasis or is for something important but that is hard to spot in a big block of text.