

## Systematic ELD Lesson

Kathy Melanese

**Function:** Describe location

**Form:** Prepositions

**Level:** Intermediate

**Topic:** Desert

**Goal:** Use more complex vocabulary and sentences to express ideas in a wider variety of academic settings.

**Objective:** Students will use prepositions in order to describe the location of desert animals in relation to a cactus.

**Formative Assessment:** Echo talk, choral response, ability to name the preposition the teacher demonstrates, identify animals based on their physical description.

**Summative Assessment:** Think-write-pair-share to tell each other about the location of desert animals in relation to a cactus

**Materials:** Pictorial input chart from previous lesson, pictures of animals, picture of a cactus on chart for labeling prepositions, sentence frames, pictures of a cactus and desert animals for independent work

**Vocabulary:** desert cactus rocks hills coyote snake lizard  
Underneath near in the middle of next to on the left/right of

**Prompt:** Where is the \_\_\_\_\_?

**Response:** The \_\_\_\_\_ is \_\_\_\_\_ the \_\_\_\_\_.

### Introduction:

1. Review the Pictorial Input chart with a game of *I Spy*. For example, "I spy something that is tall and green with thorns on it." "I spy an animal that is furry and looks like a dog."

### Procedure:

1. Explain the purpose of prepositions – to describe the location of something. Teach target prepositions using the cactus chart and pictures of desert animals. *If we want to talk about where the coyote is, we could say, "The coyote is next to the cactus." We could say, "The lizard is near the cactus." We could say, "The snake is in the middle of the rocks and the cactus."* Have students use **Echo Talk** to practice the new language structures. Label each preposition on the Cactus chart.
2. Tell students they are going to practice using prepositions with pictures of the animals, the cactus picture and the prompts and responses. Have

