

Mastering Prepositions of Time and Place: At, In, On Adventure

Lengua Extranjera | Inglés | Aprendizaje Basado en Problemas

Descripción

This lesson plan is designed for third-grade secondary students (ages 12-15) to master the usage of prepositions **at**, **in**, and **on** focusing on time and place contexts through an engaging, problem-based learning approach. Students will explore real-life classroom scenarios and time-related situations to critically analyze and apply these prepositions accurately. This skill is essential for effective communication in English, helping students express when and where events occur, which is fundamental in daily conversations, academic contexts, and future professional environments. The session encourages creativity, critical thinking, and active participation, making the learning process meaningful and relevant by connecting grammar to students' immediate surroundings and routines. With interactive activities, collaborative problem-solving, and reflective tasks, learners will deepen their understanding and confidently use these prepositions, enhancing their overall competence in English as a foreign language.

Objetivos de Aprendizaje

- Identify and differentiate the correct use of prepositions *at*, *in*, *on* related to time and place.
- Analyze real-life classroom and daily life scenarios to apply prepositions of time and place accurately.
- Create sentences using *at*, *in*, *on* demonstrating correct grammatical usage in context.
- Evaluate peer work to develop critical thinking and collaborative skills in language learning.
- Reflect on their learning process to self-assess understanding and areas for improvement.

Recursos Necesarios

- Printed worksheets with activities on prepositions (1 per student).
- Whiteboard and markers.
- Projector and laptop to show a short video clip (3-4 minutes) illustrating prepositions of time and place.
- Flashcards with time expressions (e.g., 3 p.m., Monday, July) and place expressions (e.g., classroom, school, desk).
- Timer or stopwatch for timed activities.
- Checklist evaluation form for peer and self-assessment.
- Sticky notes and colored pens for group brainstorming.

Requisitos Previos

- Basic knowledge of simple prepositions and sentence structure in English.

- Familiarity with telling time and common classroom vocabulary.
- Experience working in pairs or small groups for collaborative tasks.
- Prior exposure to context-based grammar learning.

Actividades

Fase de Inicio

Tiempo estimado: 20 minutos

Propósito de la sesión

Docente: "Today, we are going to explore how to use the prepositions *at*, *in*, and *on* correctly when talking about time and places. This will help you speak and write more clearly in English."

Estudiantes: Listen and prepare to engage with examples from their own lives.

Activación de conocimientos previos

- **Docente:** Asks: "Can you tell me when your school day starts? Can you say where you usually study during the day?"
- **Estudiantes:** Respond orally with simple sentences like "School starts at 8 a.m." or "I study in the classroom."

Motivación y enganche

Docente: Shows a short, engaging video clip illustrating students using *at*, *in*, and *on* in different classroom and time scenarios. Then asks: "Did you notice the words used before the times and places? Let's find out how to use them correctly!"

Estudiantes: Watch attentively and express curiosity.

Contextualización

Docente: Explains: "Using these prepositions helps you explain exactly when and where things happen, like telling a friend when a class starts or where your books are."

Estudiantes: Make connections to their own daily schedules and classroom objects.

Fase de Desarrollo

Tiempo estimado: 70 minutos

Presentación del contenido

Docente: Presents a simple problem: "Imagine you are organizing a classroom schedule and need to tell your classmates exactly when events happen and where to find things. Let's solve this together by using *at*, *in*, and *on* correctly."

Estudiantes: Listen and prepare to analyze sentences and create their own.

Actividad 1: Preposition Detective

- **Objetivo:** Identify correct prepositions of time and place in context.
- **Instrucciones:**
 - Docente hands out a worksheet with sentences containing blanks for prepositions.
 - Students work in pairs to fill in the blanks with *at*, *in*, or *on* based on clues in the sentence.
 - Example: "The class starts ___ 8 o'clock." (Answer: at)
- **Organización:** Pairs
- **Producto:** Completed worksheet with correct prepositions.
- **Tiempo:** 20 minutes
- **Rol del docente:** Circulates, asks guiding questions like "Why did you choose 'at' here? What time expression helps you decide?"

Actividad 2: Create Your Schedule

- **Objetivo:** Create sentences using prepositions *at*, *in*, *on* related to time and place.
- **Instrucciones:**
 - In small groups of 3-4, students receive a blank weekly timetable template.
 - Each group invents a classroom schedule including times and locations using prepositions correctly.
 - Groups write 5-7 sentences describing their schedule aloud to the class.
- **Organización:** Groups of 3-4
- **Producto:** Oral presentation and written timetable with sentences.
- **Tiempo:** 30 minutes
- **Rol del docente:** Supports groups by prompting critical thinking, e.g., "Is 'in Monday' correct? Why or why not? What preposition fits?"

Actividad 3: Peer Review and Creative Poster

- **Objetivo:** Evaluate and reinforce correct use of prepositions through peer feedback and creative expression.
- **Instrucciones:**
 - Pairs exchange their worksheets and timetables for peer review using a checklist.
 - Students discuss corrections and explain their choices.
 - Each group creates a colorful poster illustrating one example sentence using *at*, *in*, and *on* with drawings or images.
- **Organización:** Pairs for review; groups for poster
- **Producto:** Peer-reviewed worksheets and creative posters.

- **Tiempo:** 20 minutes
- **Rol del docente:** Facilitates respectful feedback, encourages creativity, monitors understanding, and clarifies doubts.

Diferenciación

- **Para estudiantes que terminan antes:** Encourage them to write additional sentences or create a short dialogue using the prepositions.
- **Para estudiantes que necesitan apoyo:** Provide sentence starters and simplified examples, pair them with stronger peers for guided practice.

Transiciones

Docente: Uses summary questions to connect activities, e.g., "What did you learn in the detective activity that helps you create your schedule?"

Fase de Cierre

Tiempo estimado: 20 minutos

Síntesis

Docente: Facilitates a collective mind map on the board: students come up and write examples of when to use *at*, *in*, and *on* according to the day/time/place.

Estudiantes: Participate actively by contributing examples from their work.

Reflexión metacognitiva

- What is the main difference between using *at*, *in*, and *on* for time?
- How can you remember which preposition to use with places?
- Which activity helped you understand these prepositions better and why?

Retroalimentación

Docente: Gives immediate oral feedback highlighting common mistakes and praises creativity and correct usage observed in peer reviews and posters.

Transferencia

Docente: Encourages students to practice these prepositions at home by describing their daily schedules and places they visit, preparing them for future communication tasks.

Tarea o reto

Docente: Assigns a creative homework task: "Write a short paragraph about your favorite day, using *at*, *in*, and *on* to describe times and places."

Evaluación

Tipo de evaluación: Diagnóstica al inicio con preguntas orales; Formativa durante actividades con observación y revisión entre pares; Sumativa al cierre con entrega de worksheet corregido y poster.

Criterios de evaluación:

- Correct identification and use of prepositions *at, in, on* in sentences (linked to Objective 1).
- Ability to create grammatically correct sentences using prepositions in context (linked to Objective 3).
- Participation in peer review demonstrating critical analysis and constructive feedback (linked to Objective 4).
- Reflection on learning process evidencing self-awareness of language skills (linked to Objective 5).

Instrumentos sugeridos:

- Lista de cotejo para la revisión entre pares y autoevaluación.
- Observación directa durante actividades grupales e individuales.
- Revisión de productos escritos: worksheets y posters.

Evidencias de aprendizaje:

- Completed and corrected worksheets showing correct preposition usage.
- Oral presentations of schedules.
- Peer review checklist filled out thoughtfully.
- Creative posters illustrating understanding of prepositions.
- Written reflection or answers to metacognitive questions.