

**WARM-UP**

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS: This is an individual and a total-class assignment.** Place a check on the line that precedes each item below if it is an error-free prepositional phrase. After we discuss this assignment, proceed to today's first introductory activity.

- \_\_\_\_\_ in addition to
- \_\_\_\_\_ throught the forest
- \_\_\_\_\_ therefore, ask your parents
- \_\_\_\_\_ vis-à-vis Fetty Wap
- \_\_\_\_\_ beneath the lower corner of my desk
- \_\_\_\_\_ when camels eat
- \_\_\_\_\_ among the classroom
- \_\_\_\_\_ addition to the coach
- \_\_\_\_\_ from New York to Boston
- \_\_\_\_\_ out of jealousy and hatred
- \_\_\_\_\_ with all of us running up the street
- \_\_\_\_\_ toward the end of the tracks
- \_\_\_\_\_ in case of an emergency
- \_\_\_\_\_ if not then what
- \_\_\_\_\_ below are big spikes
- \_\_\_\_\_ with a camels'
- \_\_\_\_\_ to manage
- \_\_\_\_\_ in memory of my mother
- \_\_\_\_\_ on account of losing his dog
- \_\_\_\_\_ the student
- \_\_\_\_\_ jump over
- \_\_\_\_\_ to hop
- \_\_\_\_\_ in account for your tardiness
- \_\_\_\_\_ while in the closet
- \_\_\_\_\_ under lock and key
- \_\_\_\_\_ without a doubt
- \_\_\_\_\_ in and out of hiding
- \_\_\_\_\_ via the Internet.

## INTRODUCTORY ACTIVITY # 1

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS:** This is an individual assignment. Explain when *but* is a preposition. Don't even think about guessing. Instead, if needed, use a dictionary to conduct an investigative search. As a part of this assignment, also write a prepositional phrase that correctly begins with *but*. When you finish, proceed to today's second introductory activity.

## INTRODUCTORY ACTIVITY # 2

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS:** This is an individual and a total-class assignment. How many prepositional phrases are in the featured sentence below? Enclose each prepositional phrase within parentheses, underline each preposition, and highlight each object of the preposition (**oop**). Complete this assignment on this sheet. When you finish, proceed to today's first class work / guided practice.

I went to a store in a town in Ohio in the middle of a flood in  
June, which is during Ohio's rainy season, and in a matter of  
minutes found myself knee-deep in water.

## GUIDED PRACTICE / CLASS WORK

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS:** This is an individual and a total-class assignment. Now, slap yourself if you think bunching prepositional phrases together like they were displayed in today's second introductory activity is okay. Never *ever* string together more than three prepositional phrases. Below, read a much better version of the featured sentence in the previous activity. Notice that we're down to far less prepositional phrases. How many do you see now? On this sheet, place parentheses around each prepositional phrase, underline each preposition, and highlight each **oop**. When you finish, proceed to today's first class work / guided practice.

Last June, I visited a small Ohio town during the rainy season.  
When I went into a flooded store, I quickly found myself knee-  
deep in water.

## GUIDED PRACTICE / CLASS WORK

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS:** This is an individual and a total-class assignment. On this sheet, perform each of the bulleted tasks below. Keep in mind that a sentence may contain more than one prepositional phrase. Next, proceed to today's second class work / guided practice.

- ☐ Skip one space after each sentence.
- ☐ Enclose each prepositional phrase within parentheses.
- ☐ Highlight each preposition.
- ☐ Underline each object of the preposition (**OOP**).

1. With its peculiar shape and features, the camel does not look like a triumph of nature.
2. Because of its odd features, the camel is well suited to its desert habitat.
3. Among camels' unusual physical attributes, the best known may well be their humps.
4. These humps---the Arabian camel has one of them, and the Bactrian camel has two---store food in the form of fat.
5. By means of its huge feet, which spread flat when it walks, the camel avoids sinking in loose desert sand.
6. The camel's eyes are protected from sand by long, curly lashes, while hair inside its ears keeps them sand free too.
7. In addition to its value to desert travelers as a beast of burden, the camel is a source of milk and meat.
8. The camel's hair is soft and warm, and Arabs weave it into cloth for clothing blankets, and tents.
9. Camels can be difficult on account of their bad disposition.
10. In spite of these drawbacks, camels remain the most useful domestic animals for people of the desert.

## GUIDED PRACTICE / CLASS WORK

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS:** This is an individual and a total-class assignment. Do you think you understand prepositional phrases? For each numbered sentence, perform each of the bulleted tasks below. Complete this exercise on this sheet. When you finish proceed to today's **NEW** homework assignment.

- ☐ Place parentheses around each prepositional phrase.
- ☐ Label each preposition with **PREP** (above the word).
- ☐ Label each object of the preposition with **OOP** (above the word).
- ☐ Label each modifier within the prepositional phrase with **MOD** (above the word).

1. The disco ball on the smoky ceiling is beautiful.
2. The private party behind the garage contains all the cool people.
3. Tanya left the party with her raincoat and lovely parting gift.
4. Uncle Sherman lifted the heavy keg out of the box.
5. Uncle Sherman lifted the heavy keg of beer out of the trunk of his car.
6. Upon my arrival, I was whisked into a secret chamber.
7. I can't complete the report without the information.
8. Who says you can go around the world in eighty days?
9. Come into the garden with me.
10. She wanted to go to the movies.
11. The girl from Pampa left her purse in the writing lab.

## **HOMEWORK**

**(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)**

**DIRECTIONS: Submit this typed individual project as a homework assignment by the beginning of class on Tuesday, September 22 (A) / Wednesday, September 23 (B).** Conduct an online quest that performs each of the bulleted tasks below.

- 📖 Using no less than three online sources, locate as many different compound prepositions as you can. Oftentimes, educational sites provide the best information; however, you're not limited to educational sites only---just reliable sites.
- 📖 Type a prepositional phrase using each compound preposition you locate during your search, highlight each preposition, and underline each object of the preposition (OOP). Use a different preposition and a different OOP---noun or pronoun---for each phrase.
- 📖 Type five original sentences, using a different compound preposition in each sentence. As a challenge, choose compound prepositions that you think other students will avoid, and create sentences that indicate your intellectual savvy.
- 📖 Include a typed MLA Works Cited page that documents the websites used during your quest. I will teach this skill in class before the due date for this assignment.
- 📖 Type a separate title page---as your first page. Follow the model title page that is illustrated on the next sheet.

**Compound Prepositional Phrases and Sentences**

**by**

**Cedric Maxwell**

**English Honors 10  
Period 2B  
Ms. S. Loftin  
23 September 2015**

## HOMEWORK

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS: This is an individual assessment.** Your objective is to write---**from memory**---fifty or more prepositional phrases on Monday, September 28 (A) / Tuesday, September 29.

### Will you write more than fifty?

Remember that each phrase must begin with a preposition; end with a noun or pronoun; and be devoid of subjects and verbs. Also, prepositional phrases that are not located in sentences must neither begin with capital letters nor end with punctuation marks. For each prepositional phrase, adhere to the following guidelines:

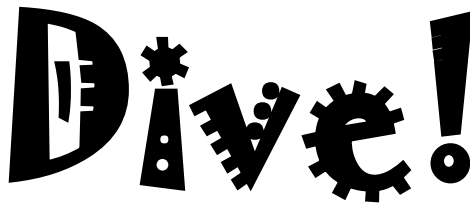
- ☐ Each prepositional phrase must begin with a different preposition.
- ☐ Each prepositional phrase must end with a different object of the preposition (**OOP**).
- ☐ Prepositional phrases with compound prepositions are acceptable.
- ☐ Prepositional phrases with pronouns as objects of the preposition are acceptable.
- ☐ Prepositional phrases with proper nouns as objects of the preposition are acceptable.
- ☐ Prepositional phrases with compound objects of the preposition are acceptable.

## HOMEWORK

(Skills: Reviewing and Readying Homework Assignments)

**DIRECTIONS:** Review the checklist below for your homework assignments' due dates. For specific assignment details, revisit the assignment sheets for the date the task was originally assigned.

- Your proofreading symbols and abbreviations are due by **Friday, September 18 (A) / Monday, September 21 (B).**
  
- Your compound prepositional phrases project is due by **Tuesday, September 22 (A) / Wednesday, September 23 (B).**
  
- Your upcoming prepositional phrases test will be given on **Monday, September 28 (A) / Tuesday, September 29 (B).** You must write fifty prepositional phrases from memory---a different preposition and a different object of the preposition for each prepositional phrase. Will you write more than fifty?



## SUMMARY

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

**DIRECTIONS:** This is an individual and a total-class assignment. With at least one example to justify your response, let's wrap up today with a brief discussion of the following question: **What is the purpose of prepositional phrases?**



**UNIT: The First Days: Ensuring Academic, Attendance, and Behavioral Success**

**OBJECTIVES:** Students will --

- ☐ demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)
- ☐ come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.9-10.1a)
- ☐ initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 0-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1)
- ☐ examine and discuss class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)