

Teacher Notes



Prepositional Phrases

Activity 2 Collaborating on Prepositional Phrases

Activity at a Glance

- ◆ **Subject:** English/Language Arts
- ◆ **Subject Area:** American Literature
- ◆ **Category:** Literary Devices
- ◆ **Topic:** Prepositional Phrases
- ◆ **Grade Level:** 8 - 12
- ◆ **Prerequisites:** Students should understand and be able to identify nouns, pronouns, adjectives, adverbs, and prepositions in a sentence.
- ◆ **Total Teaching Time:** 90 minutes

Materials

- ◆ TI-83 Plus
- ◆ LearningCheck™ and NoteFolio™ applications installed on each student's TI-83 Plus
- ◆ TI External Keyboard (optional)
- ◆ TI Connectivity cable or TI-Navigator™ classroom network
- ◆ LearningCheck™ and NoteFolio™ Creator packages installed on the classroom computer (optional)
- ◆ Computer with Internet connection. Used to access: www.don-mclean.com/pdf/vincent.pdf
- ◆ Overhead Projector or a projector connected to the teacher's computer
- ◆ Student resource file: **COLPREP.edc, PRPREP.8xv**
- ◆ Student Word Sheet: **Prepositional Phrases Example Quotations**

Activity Overview

In this activity, students work in groups of four to explore the lyrics to Don McLean's song, "Vincent, (Starry, Starry Night)" and the related painting by Vincent Van Gogh. After exploring the poem and the painting, the students brainstorm and list prepositional phrases related to the images in the painting.

They subsequently compose a prepositional phrase poem that uses their prepositional phrases.

Note: The painting, "Starry Night" is available on numerous Web sites. You might want to purchase a poster of the work for permanent display in your classroom.

Directions

Before the Activity Begins

Distribute the two resource files for this activity to the students. The first file, **COLPREP.edc**, provides the prompts for the analysis of "Vincent." The second file, **PRPOEM.8xv**, combines prompts for the second painting analysis as well as the instructions for creating the original poem. (See Activity 1 for instructions on opening a NoteFolio™ file.)

Determine if the students will choose their own group members or if you will divide the class into work groups. To encourage every student to actively participate in the group, it is useful to either assign or have each group select members to fulfill different roles during this activity. One way to divide the work among the students is to have one student be the timekeeper and monitor how much time the group spends on each activity as well as to keep the group on task. Two other students can be the recorders for the group; one captures the group's analysis of the song's lyrics and the second records the group's original poem. The fourth person in each group can be the presenter for both the analysis and the original poem.

Note: The materials contained in the files are provided in paper-based form at the end of this activity. It is recommended that the teacher either project the lyrics from the Web site (if the teacher's computer has this capability) or make an overhead transparency of the song's lyrics for the students to use during the analysis exercise. This allows the students to focus their attention on their analysis notes.

During the Activity

Begin this activity with a review of the material covered in Activity 1. Divide the students into groups of four to explore Don McLean's lyrics for the song, "Vincent" and the related painting by Van Gogh. Explain that they will analyze the way that McLean used prepositional phrases, and they are to consider the relationship between the lyrics and the painting that inspired it. Each group should select one student to be the recorder for the group during this exercise. The recorder will capture the group's ideas in their copy of the **COLPREP.edc** file.

Monitor student progress. After twenty minutes, reconvene the class and have the spokespersons from the groups present their analyses to the class. Discuss the similarities among analyses by the groups.

Once students have identified and discussed all the instances of prepositional phrases in McLean's lyrics, they return to their groups to choose and explore a painting. After gathering notes on the painting, students will write a prepositional phrase poem, modeled on a sample displayed on the overhead projector. If desired, the teacher can pre-select painting choices for use by the

groups and provide the URL for each of these selections. Monitor student progress. When each group completes their poem, the recorder should copy it to each member's TI-83 Plus using the unit-to-unit cable.

After the Activity

Once the student groups have composed their own poems, the spokespersons will share them with the class. Lead a discussion of the original creations to discuss the use of prepositional phrases. The teacher can electronically collect each group's analysis and original poem files using either the TI Connect™ software or the TI-Navigator™ classroom network, if the latter is available.

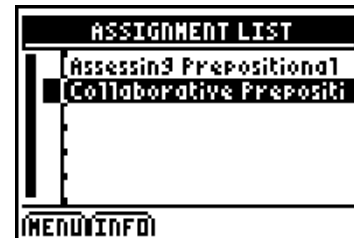
Accessing the LearningCheck™ Application on the TI-83 Plus

The following procedure enables you to access the LearningCheck™ Application. It assumes that the software is already installed on the device.

1. Turn on the device and press **[APPS]** to display this screen. Select the **LearnChk** Application by highlighting the selection number using **[↑]** **[↓]**. Press **[ENTER]**.



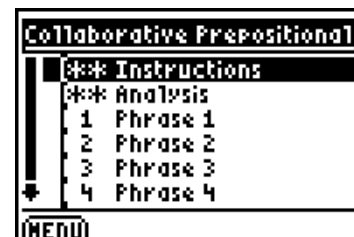
2. Press **[ENTER]** to move past the title screen. The **Assignment List** is displayed. Use **[↑]** **[↓]** to highlight the **Collaborative Prepositi** assignment, and then press **[ENTER]**.



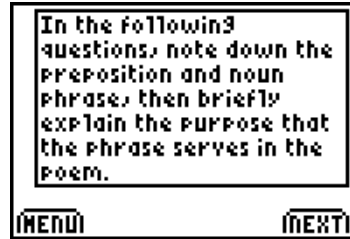
3. Enter your ID to sign in, and then press **[ENTER]** to open the file.



4. The first entry gives instructions for the assignment. Highlight this option, and then press **[ENTER]** to open it.

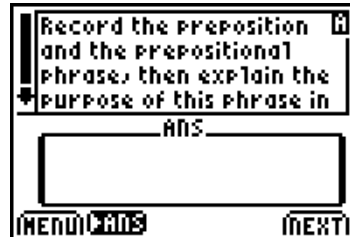


Read the section instructions. If necessary, use \downarrow to scroll down the page. (All text in this example is contained on the screen. If more text did exist, then a long bar and down arrow on the left side would be displayed on the screen.)



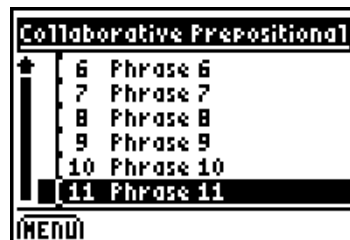
5. To continue to the assessment questions, press **NEXT** (using the \square key.) Press **ANS** to move the cursor into the answer box.

Note: If you are not using a TI Keyboard, remember to press the \square key to type letters.



6. Press **NEXT** to continue to the next question.

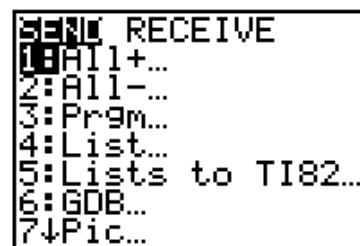
When all questions in the file are answered, the LearningCheck™ Application redisplay the list of questions in the file.



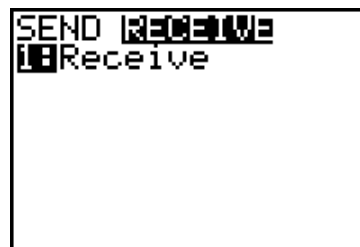
Transferring files from one TI-83 Plus to another

1. Connect the devices using the unit-to-unit cable. Press the cable firmly into the port at the base of each device.
2. Prepare the student (or receiving) device to receive data.
 - a. Turn the device on.

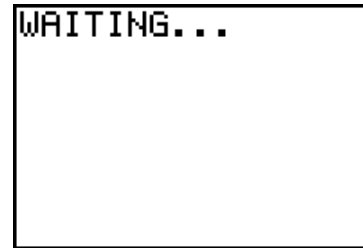
- b. Press \square [LINK] to prepare the TI-83 Plus to receive data.



- c. Highlight **RECEIVE** by pressing \downarrow .

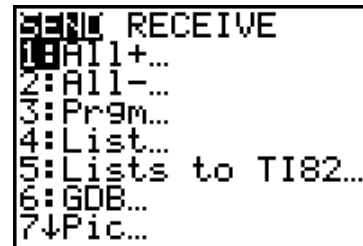


- d. Press **[ENTER]**. **Waiting** is displayed on the device.

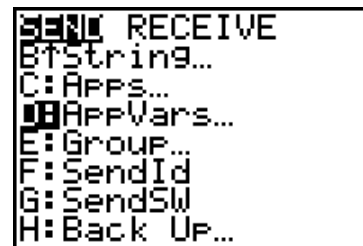


3. Prepare the teacher's (or sending) device to send data.
a. Turn the device on.

- b. Press **[2nd]** **[LINK]** to prepare the device for linking.



- c. Press **[↑]** or **[↓]** until **D:AppVars** is highlighted.



- d. Press **[ENTER]** to view the AppVars. Move the cursor to the file (AppVar) you want to send, and press **[ENTER]**. In these instructions, the **ECONDEF** file is used.



- e. Press **[→]** to highlight **TRANSMIT**. Press **[ENTER]** to start data transfer.



4. If the transfer is successful, then the sending and receiving devices will display the following on their screens. Download the AppVar to other students using the same method. Once a student has the file on his or her device, he or she can share it with other students by using the procedure for the teacher's (sending) device.



▶ ECONDEF AVAR
Done

Teacher TI-83 Plus



Receiving...
▶ ECONDEF AVAR
Done

Student TI-83 Plus

Student Work Sheet

Name: _____

Prepositional Phrase Analysis

Date: _____

For this activity, explore the song, "Vincent," by Don McLean. Note the prepositions in the song on the chart. While this exercise should take no more than 20 minutes, be sure to include your conclusions about how the phrases contribute to the overall meaning of the song.

Preposition	Noun Phrase	Purpose
<i>in</i>	<i>the tiny community</i>	<i>tells which people — adjective</i>

Student Work Sheet
Collaborative Writing

Name: _____

Date: _____

Group Members: _____

You and your group members are to use the Internet to explore Web sites that feature American paintings. Select one to focus on, and take notes on the painting you have selected. After your analysis, the group will compose a poem inspired by the painting.

The following Web sites are recommended for your search, but the teacher may provide additional recommendations.

National Gallery of Art, American Painting Collection:

www.nga.gov/collection/gallery/amer.htm

Smithsonian American Art Museum: americanart.si.edu/

Chrysler Museum of Art, American Painting and Sculpture:

www.chrysler.org/american.html

1. Identify the painting that you have selected:

Title:

Artist:

Web Address:

2. What is the setting of the painting? Where does the image depicted take place? When does it take place?

3. Are there people or animals shown in the painting? Describe them – what are they doing? How do they relate to each other? How do they relate to the setting?

4. What is happening in the painting? If the painting were a story, what story would it tell?

Student Work Sheet

Name: _____

Group Prepositional Phrase Poem

Date: _____

A prepositional phrase poem uses a series of prepositional phrases to describe something. Here is a sample, based upon Van Gogh's painting:

Past the towering cedar
Beyond the church
With the spire
Above the violet hills
Beneath the eye of heaven
Toward the bright yellow star
Throughout the ebon sky
Without constraint spiral the stars

Notice that each line in the poem (except half of the last line) is a prepositional phrase, and that the series of phrases describes the scene in the painting.

The poem can simply describe the scene in the painting you have examined. Another option is to use the series of prepositional phrases to describe a journey that someone takes, finishing with the location that person is going to. This poem describes the apparent movement of the stars in Van Gogh's painting.

Group Instructions

Describe the painting you explored on the Internet by composing a prepositional phrase poem. Go through your notes to identify any prepositional phrases you can use. Brainstorm additional details in prepositional phrases, as necessary, to compose the group poem.