



TEACHER'S GUIDE

LESSON 19: WHAT DO YOU DO AT A PLAYGROUND?

Video summary: Anna plays at a playground.

Functional purpose: Talk about physical movements

Grammar: Prepositions; Simple Past Tense

Letters and sounds: Three pronunciations of the simple past tense *-ed*

Questions: What do you do at a playground?

Answers: I slide down the slide. I climb up the tree. I crawl through a log. I swing on the swings.

Key words:

Verbs	Nouns	Adjectives/ Adverb	Prepositions
climb	basketball	<i>Adjectives</i>	around
crawl	games	stuck	down
cross	home	true	over
dance	line		through
forget	log		under
get/got	mark		up
miss	playground		
roll	skateboard		
skateboard	swing		
slide			
swing			
walk			

PREPARE TO WATCH

Get students' attention

- Ask, "Is there a playground near here?" Give students examples in their home language if possible. Show photos of playgrounds.
- Ask, "What do you like to do at the playground?" Take student responses and write the activities they mention.
- Ask, "How do babies move?" Take student responses, then write and teach the word *crawl*. Ask students if they ever crawl for fun, or in what situations they might need to crawl.

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Connect to students' experiences

- Ask, "Who likes to go to a playground?" Answers may include children, parents, teachers, and pets. Write some of the student responses on the board in English.
- If there are no local playgrounds, talk about the places children gather to play together, such as at a market, village square, or community center.

Guess: What will happen?

- Say, "In this lesson, Anna talks about things we can do at a playground. What do you think Anna shows us in this lesson?"
- Take some student suggestions and write them on the board. After watching students can check.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- What does Max tell Anna about playgrounds? (They are for kids.)
- How do we talk about actions we finish? (Add -ed to the verb or action word.)
- Anna is playing a game. How does Felix help her? (He reads the actions.)

Talk more about the video

- Ask students what they liked, what made them laugh, what parts they want to see again.
- Teach one or two new words from the video. Note that some words can be verbs or nouns: *slide*, *swing*, *skateboard*, and *dance*. Help students make sentences with the pairs, such as "I like to swing on the swings."
- Have students turn to their neighbor and ask, "What do you like to do at a playground?"

ACTIVITIES

1. Three Sounds of Past Tense -ed

Set up/materials

- Write the regular verbs from this lesson on the board or on flash cards. They should be in three groups:

/d/: climb, crawl, rolled

/ɪd/: skateboarded

/t/: walk, miss, dance, crossed

- Tell students that in this activity, they will learn about the simple past tense in English. For regular verbs, we can add the letters *ed* to the verb. But we pronounce it in three different ways.

How to

- Say, “Let’s listen to how Anna says these words in our lesson. ‘I walked, rolled, climbed, crawled!’ Does the end of these words sound the same?”
- Write the words on the board, underlining the ending:

walked

rolled

climbed

crawled

- Say the words and ask students how the ending is different between *walked* and *rolled*. The final -ed for *walked* sounds like *t*, while the final sound for the other words sounds like *d*.
- Teach the word *vibrate* and demonstrate by humming. Then have students hum and place fingers gently on their throat to feel the vibration.
- Have students hold a hand to their throat and say the word *walked*. Ask “Do you feel your throat vibrate at the end? If the sound before the -ed does NOT make your throat vibrate, then the -ed ending sounds like /t/. We call that a voiceless sound.”
- Have students hold a hand to their throat again and say the word *rolled*. Say, “How about the end of this word? You should feel your throat vibrate both when you say *roll* and when you say *rolled*. If the sound at the end of the word makes your throat vibrate, the ending sounds like /d/. We call that a voiced sound.
- Add the word *skateboard* to the list on the board and ask students to say its past tense form:

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skateboarded

- This ending sounds is /ɪd/. It adds another syllable, or sound, to the word. This happens when the verb ends in the letter *d* or *t*. For example: *acted*, *landed*, *melted*, *painted*, *planted*.

Variation

- Give students lists of other regular verbs and have them put the verbs into the correct pronunciation categories for -ed. Then students can practice pronouncing them.
- Read longer lists of regular verbs with -ed endings. After each verb, students must tell you which -ed sound they heard.
- Read sentences that have -ed verb endings and have students say the verb and say which of the three pronunciations for -ed was used.
- Vary the speed of speaking so students can practice hearing the pronunciation at different speeds.
- If your students are familiar with the International Phonetic Alphabet (IPA) you can show the phonetic spellings of *walked*, *rolled*, *climbed*, *crawled* and *skateboarded*: /wɔ:kt/ , /rɔʊld/, /klaɪmd/, /krɔld/ and /'skeɪt,bɔrdɪd/

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2. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

How to

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases on their activity sheets. The words are:

danced (They danced at the school party.)
around (Anna walked around the dragonfly.)
fun, playground (She has fun at the playground.)
crawled through (Anna crawled through the log.)

- Remind students to pay attention to their pronunciation of the past tense forms of *danced*, *walked*, and *crawled* when they read the sentences aloud.
- For the final box, students write something they like to do at a playground.
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

Variation

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to modify the sentences to include the names of classmates and use different verbs.



READ AND WRITE

They danced at the school party.



Anna walked around the dragonfly.



She has fun climbing at the playground.



Anna crawled through the log.



What do you do at a playground?

3. Listen and Speak

Set up/materials

- Give students the *Listen and Speak* activity sheet.

How to

- Review the action words introduced in this lesson:

climb
crawl
cross
roll

skateboard
slide
swing
walk

Tell students to look at the images of actions showing what people do at the playground. Ask individual students to name the actions they see in the images, using the action words. These words may be found in the word bank at the bottom of the sheet.

- Teach the simple past form of the irregular verbs *slide*, *swing*, and *hang*.
- Tell students that they will be working with a partner to ask and answer questions about each image. They should try to use *yesterday*, *today*, and *tomorrow*. Read the example on the sheet that shows this (*What did you do yesterday at the playground? . . .*).
- Ask two students to demonstrate the example conversation for the class.
- Have students work in pairs. Then have several students demonstrate their conversation.

Variation

- Have students give names to the people in the pictures. Then, they can practice describing the action in the singular, for one person, or in plural, for two or more. They can ask questions using *he*, *she*, and *they*, such as “What are they doing at the playground?”
- For more advanced students, have students write sentences for five of the action words in the past tense.

● LISTEN AND SPEAK

Talk with a friend. Ask and answer like this:

A: What did you do yesterday at the playground?

B: Yesterday I jumped in the water. What are you doing today?

A: Today I am swinging on the swings. What do you want to do tomorrow?

B: Tomorrow I want to slide down the slide.

Write the action word on the line.



















Words: climb, crawl, cross, hang, jump, kick a ball, play soccer, roll, skateboard, slide, swing, walk

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LEARN MORE

1. Big Blanket Prepositions Game

Set up/materials

- Bring a big tablecloth or other large fabric to class. For large numbers of students, bring enough blankets so groups of 8 – 10 can each have one.
- Choose an open area for the activity that is safe for the students to run around the outside of their group's circle

How to

- Have the students stand in a circle and hold onto the blanket.
- All the students say the following together. Teachers choose one student to go under the fabric.

“The blanket goes up.” (students lift blanket up)

“_(name of student)_ goes under then runs around!”

“One, two, three, four, five!” (Students count while the chosen student runs around under the blanket.)

“The blanket goes down!” (after the student has finished).

- Next, the chosen student picks a classmate to go under. Repeat the activity.

Variations

- Review the prepositions the students have learned and list them on the board.
- Bring an object such as a stuffed or plastic toy into the circle and hold it beside a student, making sentences about it using other prepositions.

“The bear is next to (student name).”

“The bear is behind (student name).”

- Pass the toy to a student and ask them to make similar sentences about the next student.

2. Obstacle course/Giving directions

Set up/materials

- Students can do this activity in the classroom or outdoors in areas with large structures, such as a playground or a park with picnic tables and trees. Use long pieces of string, cord, or sticks for terms such as *under*, *over*, *jump*, *crawl*, or *cross*.
- Small or miniature toys such as stuffed animals, dolls, and toy cars.
- Students can do this in pairs or small groups.

How to

- Have students copy or write a list of prepositions and verbs from the video, such as *through*, *around*, *between* and *roll*, *climb*, *crawl*. For more advanced learners, you can add more verbs to the list.
- To demonstrate, bring one or two students to the front area of the classroom. Bring a chair, desk, or table to the front area as well.
- Tell one of the students, "Please walk around the chair (or desk, or table)." After the student performs the action, ask the other student (or ask the whole class), "What did (student's name) do?" When student(s) answer, write the correct answer on the board and have students say:

"(Student's name) walked around the chair."

- If possible, move classroom desks, chairs, or other objects to create room for students to do this activity in the classroom. Next, explain to students how to do the activity:

First, tell your partner or group member to do an action. Use a verb, like *crawl*, and a preposition, like *under*.

Second, ask your partner "What did you do?" Or, ask your group, "What did (name of student) do?"

Third, your partner or group members must answer, using the verb in the simple past tense. For example, they can say, "(Student's name) crawled under the table."

Take turns giving the commands, doing the actions, and asking and answering the question.

- Students can do this activity at a playground or other outdoor area. Because some students are likely to just play and not practice the English connected to the activity, have the whole class watch only one pair or small group of students do the activity. Make sure those students demonstrating follow the activity instructions and use English. Then, have another pair or group demonstrate. Depending on the ability of students to focus on English, you can then have all pairs or groups do the activity at the same time. Or you can continue to have one group or pair demonstrate for the entire class.

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- Students can also use toys such as stuffed animals, miniature toy animals, baby dolls, miniature (toy) soldiers or action figures, small model cars, and the like. Instead of students performing the actions, students have the toys do the actions. Then students describe what the toys did. You can model the activity in the front of the classroom using toys and stuffed animals.

Variations

- Prepare a large piece of chart paper or a list on the board with several actions that students can perform. For example: *Go to the swings. Walk around the first swing. Then, go to the slide. Climb up the slide. Come down the slide. Run to the trees. Walk between the second and third tree. (If indoors: Walk to the front of the class. Look under the teacher's desk. Walk around the teacher's desk. Pick up the toy on the last desk by the door. Put it on top of the next desk. Walk between that desk and the next desk back to your seat.)*
- Prepare enough writing pads or sheets of paper and writing materials for half of the class.
- Tell students, "Today we are going to play a game. We'll make a list of actions like Anna has in our lesson video. Then we will watch our friends to see how well they do them."
- Show the list you prepared and ask a student to demonstrate. Read the instructions aloud as they move through the actions.
- Have students form pairs and give each pair a pad or sheet of paper. Ask the partners to write a list of actions for the outdoor location or the classroom.
- When everyone has created their list, have each pair join another pair. They should then trade lists and look them over.
- Call on one group to begin. Say, "Choose one pair from your group. They will do the list from the other pair. One person will read the actions and the other person will do them."
- Continue with the other pair and then the other groups. If there is enough space for more than one group to go through the actions have them do the activity at the same time.
- If a list is short, have one student read all of the steps first, then have their partner try to remember them as they go through the actions.

3. Watch and describe an action video

Set up/materials

- A video that shows lots of physical movements such as running and jumping; teachers can show movie clips, sports videos, or children's video games.

How to

- Show short segments of the video. Choose video segments that prepositions can describe (such as, *He's running through the forest*, or *She is rolling down the hill*)
- Show or give students a list of prepositions, including the ones from the video with Anna.
- Teach any new verbs students might need to describe the movements of the people in the video (such as, *throw, squat, leap, grab*).
- For each segment, have students say what is happening in the video.
- Have them count and note how many times a particular preposition is used. Or, they can count and note how many times a certain action takes place.
- Students can also write sentences describing the action.
- Repeat small segments several times, so students can check their observation skills and practice repeating their descriptions.

Variations

- Show video clips of people doing actions in unusual places, such as astronauts in space or scuba divers under water.
- Teach vocabulary for some of the objects or places seen in the video. Then, students can practice forming sentences describing the video while using the new vocabulary terms.
- Have students perform/reenact parts of the video. Make sure the actions are safe to perform and will not likely cause injury.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Everyone can have _____ at a playground.
2. Anna is _____ around the dragonfly.
3. Now she is climbing _____ the tree.
4. Anna is rolling _____ the slide.

Answer key:

1. fun
2. running
3. up
4. under



QUIZ

1. Everyone can have at a playground.



2. Anna is around the dragonfly.



3. Now she is climbing the tree.



4. Anna is rolling the slide.



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