



Conversation Curriculum

Let's Play (Children's Games)

Learning Objective: Students will learn about young children's games as well as describe games from their home countries. Students will get practice with past tense, describing games they played as children. Students will also use the imperative in explaining rules and actions in their traditional games.

Before Class: Review the lesson plan and make sure all materials outlined are present in the packet. Make copies as needed.

- Take materials out of packet and hand out Longman Photo Dictionary of American English
- Write the following questions of board for Warm-up: Where are these children playing? What are they playing with? Which of these things did you do as a child? Which of these things do your children do? What was your favorite game or toy when you were a child?

Warm-up Activity (15 minutes):

- In small groups, have students turn to page 57 of Longman Dictionary. Students will look at "Playground and Pre-school" pictures. Students will describe what they see and practice vocabulary listed on page 57. Have students ask each other the questions written on the board.

I do/ We do Activity (10 minutes):

- Hand out copies of "At the playground"
- Point out hide-and-seek and tag. Inquire if those are familiar and have a student explain, if so. If not, describe the process of counting in hide-and-seek and "Ready or not, here I come!" as well as the concept of "being it" in tag and hide-and-seek. If possible, demonstrate "Rock, Paper, Scissors" and a "Pat-a-cake" with a volunteer. Explain that these are simple, traditional games that American children play. Ask students if any other games in the illustration are familiar to them.

They do Activity (20 minutes):

- Students will pair up with a partner from another culture. Students will think of a traditional game they played in their home country.
- Write the following questions on the board: What is the game called? How do you play the game? Are there many rules? Where can you play the game? Are there any special movements, words or songs when you play? What makes a good player? What happens to the winner? The loser? Can you demonstrate how to play? Can they teach their partner how to play?
- Students will describe the game to their partner and answer the questions. Students will write down their partner's responses.
- If time, have students of a common culture share a game from their childhoods, answering the questions written on the board and, ideally, demonstrating.

Journal Writing (10-15 minutes): Students will write in their dialog journals about one of the four following topics:

- Respond to the last entry (i.e. continue the dialog)
- Introduce yourself to the teacher (for new students)
- How did you like to play as a child? What were your favorite games? Did you have a lot of toys? Who did you play with?
- Free write about the topic of the student's choice