

TITLE: Exercise at a Park

Estimated Time: 2.75 hours

LESSON OBJECTIVES:

- Communicate basic information with others to complete a task.
- Find specific information in a text to answer a series of questions.
- Use ‘can’ and ‘can’t’ to answer yes/no questions about an informational brochure.

<p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• exercise</li> <li>• park</li> <li>• swim</li> <li>• hike</li> <li>• run</li> <li>• play soccer</li> <li>• play volleyball</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Exercise at a Park - Slideshow</li> <li>• Mile Square Regional Park PDF</li> <li>• Mile Square Park - Finding Information Worksheet</li> <li>• Can and Can’t posters</li> <li>• Mason Regional Park PDF</li> <li>• Irvine Regional Park PDF</li> <li>• Santiago Oaks Regional Park PDF</li> <li>• Caspers Regional Park PDF</li> <li>• Upper Newport Bay Regional Preserve</li> <li>• Access to all <a href="http://www.ocparks.com/parks">Regional Park</a> information: (<a href="http://www.ocparks.com/parks">http://www.ocparks.com/parks</a>)</li> </ul>
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**WARM UP (15 Minutes):**

- Welcome students to class.
- Open the ‘Exercise at a Park’ slideshow and go to Slide 2. Explain to students that they are about to see a video. On the whiteboard, next to the projection screen write, “What do you see?” Read the sentence aloud for students.
- Play the video. When finished, ask the students what they saw. Watch the video again and stop at various points to talk about what specifically students see. Some words that can be highlighted include:
  - Park/playground, swing, girl, jump, & fall.
- Go to Slide 3 of the slideshow. Read the question, “What do people do in the video?”
- Students will see the word ‘exercise’ scrambled up. Have students work in small groups to unscramble the letters. After a few minutes, the word ‘exercise’ will appear on the slide. Say the word and have students repeat. For a little fun, repeat the word once, then twice, then three times, etc. Having students repeat after you. You can say the words fast, slow, or using a funny voice. For example:
  - Exercise
  - Exercise, Exercise.
  - Exercise, exercise, exercise. Etc.



### INTRODUCTION (15 Minutes):

- Go to Slide 4 of the slideshow. Call on a student to read the question (How can you exercise at the park?) and then read it again to the class. Have students answer the question. Write responses on the white board. If students are struggling, give students clues such as:
  - r \_\_\_\_ \_\_\_\_ (run)
  - b \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ (bike)
  - w \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ (walk)
  - etc.
  - (It may take a while for students to start talking. Be patient and don't provide answers right away. You may be surprised at what your students can come up with! If you need to, act out activities for students to guess.)
- Introduce/confirm activities that can be done at the park by clicking on the slide. Various images will appear along with the associated sentence. As each sentence appears, read it to the students and have students repeat.
- To get students comfortable saying the sentences, play 'Soap Opera Repetition'. Here are the directions:
  - Students will be repeating the sentences to each other as if they are acting in a Soap Opera. Each time they talk, they add a sentence.
  - Do demonstrate, have one of your more outgoing students role play the activity with you.  
(Each sentence below will be said in a 'shocked' voice.)
    - You: "You can run".
    - Partner: "You can run".
    - You: "You can run. You can swim."
    - Partner: "You can run. You can swim."
    - You: "You can run. You can swim. You can ride a bike."
  - Each round, students can choose a different feeling to act out (worried, angry, telling a secret, gossipy, etc.)



### PRESENTATION (30 Minutes):

- It is time to look for specific information. For this activity, you are going to demonstrate to students how even with limited English ability, it is possible find useful information on documents, websites and other written materials.
- Distribute the Mile Square Regional Park Brochure to each student and go to Slide 6 of the slideshow. (You can also access the brochure PDF by clicking the link displayed).
- Ask students if they have ever been to Miles Square Park? If so, ask them what kind of exercise you can do at this park. Discuss.
- Using simple English, explain that the brochure is difficult, there are still components that they can understand. Tell students that you are going to ask them questions, and they must point to the answer on the brochure. Ask the following question to students and then demonstrate 'pointing to the answer on the brochure' for all to see.
  - What is the name of the park? (Point to the name of the park on the brochure.)
- Write the following on the whiteboard:
  - Mile Square Park Hours
  - Mile Square Park address



### PRESENTATION (30 Minutes):

- The word, 'ball'
- The words, 'Dogs Welcome'
- The word, 'pool'.
- The word 'run'
- Read the first statement and have students point to it on their brochures. Once they have, confirm the answer by pointing to it using the brochure projected on the projection screen. Continue this process for all six of the above statements. (Depending on the class dynamic, you could turn the activity into a mini competition for fun.)
- Once the students have pointed to each item, go to Slide 7 of the slideshow. Click through the 3 images, to reinforce the specific vocabulary students looked for on the brochure. Move on to Slides 8 and 9 continuing the same process. (Students will be using this vocabulary later in the lesson.)
- Go to Slide 10. There will be an image that shows all of the activities available at the park. Have students find the same image on their brochure. Together discuss what they see. *Don't expect students to learn all of these words.* The purpose of the activity is to show students that even though they can't read most of the brochure, they can still gather a lot of information. Simply expose them to the images and depending on the class level, pick and choose the images and associated vocabulary students can handle.
- Go to Slide 11 and ask students the question displayed:
  - How can you exercise at Mile Square Park?
- Discuss responses and write them on the board to further reinforce the new language.

*\*Teacher Tip: If students mispronounce a word during discussion time, it is important to correct the pronunciation, but handle it delicately. When a student mispronounces a word, provide a positive comment to his response and then say the correct pronunciation when writing the word on the board. It is better to be corrected in a safe learning environment than not to be misunderstood in the real world.*



### GUIDED PRACTICE (30 Minutes):

- Distribute the 'Mile Square Park - Finding Information' worksheet to students. For this activity, students can work in small groups of mixed ability.
- Have students look at Section A which introduces vocabulary. Pronounce each vocabulary word and have students repeat. Explain that students need to write the correct word under each picture. Tell students that they have 5 minutes to complete the activity.
- As students are working, visit each group to check their pronunciation of each new word. Also make note of student handwriting. (At this level, there may be some students that still have issues with letter formation. For these students, model how to write the letters that show them difficulty. Additional writing support can also be provided via apps and worksheets. See Online resources for more information.)
- When the 5 minutes are up, review the answers with students.
- Have students look at Section B of the worksheet. In this section, students read statements and circle 'Yes' if the statement is true and 'No' if the statement is false. Read each statement and have the students repeat. Explain that students will look at the Mile Square



### GUIDED PRACTICE (30 Minutes):

Brochure to answer the questions. Point out that some words are highlighted. Explain that finding these words will help them find the correct answer.

- Depending on the class level and dynamic, you may want to do the first statement together as a class and model how to find the information on the brochure. Encourage students to work together to support each other and let them know that they have 10 minutes to complete the activity.
- As students are working, visit each group and have members show you where they found the answers in the brochure.
- When the ten minutes are up, check answers together.
- Direct students' attention to Section C. Read the questions with students. To add a little excitement, tell students they have exactly 7 minutes to complete the activity. Set a timer on the interactive board. (Simply search 'Google timer' in your search engine and a very user-friendly timer will appear.) You could give the winning group something funny like a fake 100-dollar bill, a flash card with a vocabulary word from today's lesson, or even text them a funny meme. 😊
- Take a few minutes to review the answers.



### COMMUNICATIVE PRACTICE (30 Minutes):

- For the following activity, students will use 'can' and 'can't' to communicate. Open Slide 11 and spend a little time teaching/reviewing how to use 'can' and 'can't' in sentences. Here is an overview for your reference.

#### Grammar Mini lesson - Can and Can't

- We use 'can' to show we are able to do something. For example:
  - I can swim.
  - You can swim.
  - Berta can swim.
- The sentence form is:
  - Subject + can + base verb.
- We use 'can't' when we are not able to do something. 'Can't' is the contraction of 'can' 'not'.
  - I can't swim.
  - You can't swim.
  - Berta can't swim.
- The sentence form is:
  - Subject + can't + base verb.

#### TPR Time! (TPR = Total Physical Response)

\* Dedicate time to the practice of the pronunciation of 'can' and 'can't'. It can be very difficult for students to hear the difference between the two words. A fun and easy way to do this is to play the following game (you will need the two can/can't posters mentioned in the materials needed for this activity):

- Have all of your students stand up. At one side of the class place the poster, 'can'. At the other side of the classroom, place the poster, 'can't'.



### COMMUNICATIVE PRACTICE (30 Minutes):

- Tell/demonstrate to students that if they hear ‘can’, they will go to one side of the classroom. If they hear ‘can’t’, they will go to the other side of the classroom.
  - Start off by simply saying ‘can’ or ‘can’t’ and have students move accordingly. Then start saying simple sentences using can and can’t. You can use the vocabulary from this lesson and also incorporate previously learned vocabulary for review.
  - Next, ask for a student volunteer to come to the front of the class to replace you. 😊
- \*For students with a disability that could prevent them from taking part in the activity, there are other ways they can participate. For example, those students could be given copies of the ‘can’ and ‘can’t’ posters. They can hold up the word they hear rather than moving around the classroom.*
- Have students work with partners and reference Section D of the worksheet. Open the slideshow to Slide 12 and review instructions displayed with students:
    - Think of a park you like.
    - Write down 3 exercises you ‘can’ do there.
    - Say your sentences to your partner.
    - Listen to your partner read his 3 sentences to you.
  - To help students understand, provide an example using Mile Square Park.
    - You can camp at Mile Square Park.
  - Tell students they have 15 minutes for the activity. Facilitate with each group to practice pronunciation and review sentence structure.
  - When the fifteen minutes are up, call on several students to read their statements to the class. To add a little fun, call on students using a method such as having students choose cards from a deck. The students with ‘hearts’ have to answer the questions. (For more ideas on fun ways to encourage equitable classroom participation, reference page...)
  - When students are finished, take a few minutes to review any major pronunciation issues with the class.



### APPLICATION (30 Minutes):

- Time to put students’ new skills to work! For the following activity, you will need multiple copies of various Orange County Park Brochures (included with this lesson) to distribute to students.
- Have students continue to work in small groups of mixed-ability and explain that they are now going to find information about another park in Orange County.
- Introduce the parks by referencing the following link:
  - [Regional Parks](http://www.ocparks.com/parks) (http://www.ocparks.com/parks)
- Click on Mason Regional Park and spend a few minutes showing students all the information provided on the site. When doing this activity, walk students through the process of searching for information online. For example:
  - First, open the internet.
  - Then, type the name of the park ‘here’ (Type the name of the park in the address bar.)
  - After that, click on the link.
- (Alternatively, if you don’t have internet access, you can refer to Slide 13.)



## APPLICATION (30 Minutes):

- When finished, show students four other regional parks in the area (via website or slideshow). Place the five park brochures at the front of the classroom. Tell/demonstrate to students that their group will choose the park they want to learn more about together. (You can demonstrate this by acting out choosing a brochure with student volunteers.)
- Once students have chosen their park, distribute the 'Park Information Sheet' to each group.
- Project the sheet on the projection screen for students to see. Walk students through each section on the worksheet and model how to do each section.
- Tell students they have 20 minutes to complete the activity and set the timer on the interactive screen.
- As students are working, it is important to facilitate with each group multiple times to ensure understanding. Because you will be interacting with students in a smaller group setting, you will be able to offer guidance specific to each group's needs. This is also a great time to confirm pronunciation of the new vocabulary.
- When the 20 minutes are up, have each group choose one person to come to the front of the class. These students will share 3 fitness activities that can be done at their park to the rest of the class.
- Finish up the activity by discussing the following questions:
  - What parks do you want to visit?
  - What exercises do you want to try?



## EVALUATION:

- Assessment of Park Information Sheet
- Assessment of class participation and group work
- Assessment of 'Mile Square Park - Finding Specific Information'



## EXTENSION (Approximate Time):

- In addition to making statements, teach students how to form questions using can.
- Do a mini-lesson on addresses, emails and phone numbers in which students have to find this information for local parks in Santa Ana.
- Have students use 'Google Maps' on their phones to find the location of each park.
- Have students search the internet for parks in their communities and create a poster to be displayed in class for others to see and take pictures of for future reference. Alternatively, the parks recommended could be shared on your class blog or via Remind or email.
- Have each student brainstorm a list of exercises and then have them use 'can' to ask each other what they can do.
- Create a slideshow with a wide range of activities (mountain-climbing, making sushi, playing piano, baking a cake, doing salsa, etc.). Have students hold up can or can't signs for each activity displayed.
- After class, have students take picture of things they or their family members can do and send them to you. Create a slideshow with these pictures to be shared in class.

<b>CORE LESSON COMPONENTS:</b>
<b>BASIC COMMUNICATION:</b> <ul style="list-style-type: none"> <li>• Communicate basic facts about an authentic document to others.</li> </ul>
<b>COLLEGE/WORKFORCE PREP:</b> <ul style="list-style-type: none"> <li>• Working with others in a group setting; Presenting information to a group.</li> </ul>
<b>DIGITAL PREP:</b> <ul style="list-style-type: none"> <li>• General introduction the searching for information online.</li> </ul>
<b>21<sup>ST</sup> CENTURY SKILLS</b> <ul style="list-style-type: none"> <li>• Critical Thinking Skills</li> <li>• Collaboration &amp; Leadership</li> <li>• Agility &amp; adaptability</li> <li>• Initiative &amp; entrepreneurship</li> <li>• Oral communication</li> <li>• Written Communication</li> <li>• Access &amp; analyze information</li> <li>• Have &amp; use curiosity &amp; imagination</li> <li>• Play, passion &amp; purpose beyond the classroom</li> </ul>
<b>ONLINE RESOURCES:</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.ocparks.com/parks">Regional Parks</a> (http://www.ocparks.com/parks)</li> </ul> <b>For letter formation:</b> <ul style="list-style-type: none"> <li>• Letter School - This app is available for IOS and Google Play users.</li> <li>• I Write Words - This app is also available for IOS and Google Play users.</li> <li>• Letter Formation <a href="https://wes.wcboe.org/UserFiles/Servers/Server_3065072/File/Grade%20Level%20Documents/Kindergarten/Handwriting_Strokes_manuscript_upper_and_lowercase.pdf">Worksheet</a>PDF - (https://wes.wcboe.org/UserFiles/Servers/Server_3065072/File/Grade%20Level%20Documents/Kindergarten/Handwriting_Strokes_manuscript_upper_and_lowercase.pdf)</li> </ul> <b>Can &amp; Can't Practice:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.englisch-hilfen.de/en/exercises/modals/can2.htm">Englisch-Hilfen.de</a> (https://www.englisch-hilfen.de/en/exercises/modals/can2.htm)</li> <li>• <a href="http://www.myenglishpages.com/site_php_files/grammar-exercise-can-can%27t.php">My English Pages</a> (http://www.myenglishpages.com/site_php_files/grammar-exercise-can-can%27t.php)</li> <li>• <a href="https://www.youtube.com/watch?v=57XQRKcgtKY">You Tube Practice</a> (https://www.youtube.com/watch?v=57XQRKcgtKY)</li> </ul>

## ADAPTATIONS:

## Warm Up:

- No Tech: Instead of watching the video, show students pictures of people exercising in parks.
- Multilevel: For higher-level students, focus could be placed on additional vocabulary in the video. Students could also be encouraged to answer in simple sentences. Lower-level students could be given additional scaffolding to contribute to the conversation. Additional practice on the pronunciation of words would be useful.

## Introduction:

- No Tech: The slideshow could be printed out and distributed to students.
- High Tech: Students could use phones to find physical activities that people do in the park.
- Multilevel: Lower-level students could be given picture prompts to help reinforce new vocabulary. Higher-level students could be introduced to expressions to build vocabulary.

## Presentation:

- No Tech: Items can be printed out for students to reference.
- High Tech: Rather than distributing hard copies of the brochure, students could access the brochure using their smart phones. In addition, students could also find information provided in the website in addition to the brochure.
- Multilevel: Additional time could be given to lower-level students to find the specific items. In addition, have the higher-level students support the lower-level students with the activity. Higher-level students could be encouraged to find additional information and even try to read some of the more simple components of the brochure.

## Guided Practice:

- High Tech: The paper could instead be converted into an online form that students could complete. If this is the case, more interactive components of the site could be incorporated such as the interactive map.
- Multilevel: The bulleted words on the worksheet could be removed for higher-level students in the class to make the activity more challenging. In addition, higher-level students could be encouraged to write full sentences for Section B rather than just circling 'Yes' or 'No'. For Section D of the worksheet, lower-level students don't need to be required to write full sentences.

## Communicative Practice:

- High Tech: Student groups could share their responses using an online platform such as Mentimeter or Padlet. As students share responses, others can reply.
- Multilevel: For lower-level students, provide word prompts on the board to aid with conversation.

## Application:

- No Tech: Items featured on the projection screen could be printed out and shared with students.
- High Tech: Students could gather information directly from the website instead of using a paper brochure.
- Multilevel: For higher-level students, instead of using the picture prompts on the worksheet, they could be encouraged to find ideas with no assistance. In addition, they could be encouraged to write simple sentences with vocabulary words found in Section C. Lower-level students could be required to find only 5 words for Section C of the worksheet.