

Preparations Before Class

- **Print**
 - Vocab: “Fundamental Phrases 2”
 - 2-sided, black and white, 1 per **student**
 - Pronunciation: “Short Vowels”
 - 2-sided, color or black and white, 1 set per **student**
 - Activity: “Please Give Me” cards. Cut out the cards.
 - 1-sided, color, 1 set per **table**
 - Optional: Song Descriptions, 2 sided, black and white, 1 set per **table**
- **Earlier Materials**
 - “About the Songs” page from Chapter 1
 - Chapter 2 Adjective cards
 - Chapter 2 PronounsPlus cards (cards with corner numbers 2 – 3 only)
- **Props**
 - Pencils, pens, and papers (papers for this class are fine)
 - Other props like plastic elephants or anything easy to say

Gathering

- Have “**How are you?**” conversations with students as they arrive.
- Make sure we have **contact information** for all students and that they have ours.

Class Order

- **Fundamental Phrases 2** both sides.
 - Practice asking for and giving objects using the props.
- Do **Short Vowels** pages.
- Play Chapter 3 **Please Give Me** game.
- On CantoCapto.com **website**, show where to find **Song Descriptions and playlists** for this chapter.
- Remind the students **when and where** our next meeting is.
 - Make sure you have contact information for everyone.

- Thank the students for coming and learning today!
- Say “Goodbye! Bye!” and encourage students to say English farewells back to you.

Tips

- **Fundamental Phrases 2** both sides

Have the students read the content aloud. Help them with pronunciation. Stop after each section to practice that type of conversation (instructor demo, instructor practice with a student, students practice with each other)

- Good morning! etc.
- Please give me... Here you go!, using the props.
- Please don't give me!
- Are you very *<adjective>*? Put the Chapter 2 Adjective cards and Pronouns Plus cards (the ones with numbers 2 or 3 in the corners only) on the table so students can build questions and answers with the cards, e.g. “Are you very cold?” I'm not very cold.”
- Useful phrases (“Help me!” “Yes!” or “Help me!” “No, I'm sorry.”)

- Do **Short Vowels** pages.

Have students read the pages. Help them with pronunciation as needed.

If students are confused by “dig”, tell them the Spanish word is “**cavar**.”

Enthusiastically congratulate the students for successfully reading new, untranslated sentences in English! This can be a big confidence booster. They may not understand what you say, but they will see from your face that you are thrilled by what they just did.

- Play Chapter 3 **Please Give Me** game (see rules at end of this guide)

- On **CantoCapto.com website**, show where to find **Song Descriptions and playlists** for this chapter.

On the Song Descriptions page, point to the Important Words and remind students that it is only important to listen for these words. It is not important to understand the other words in the song. You can point to the explanation of this in Spanish on the website or on the About the Songs page from Chapter 1. Encourage the students to listen to the songs often.

Once students see where the important words are, there's no need to read through the rest of the Song Description information during class. Students can have fun discovering the songs and reading their descriptions during the week

Show the students that each playlist link for this chapter leads to a different set of songs on YouTube. Encourage the students to listen to the songs often. (“¡Oigan frecuentemente esta semana!”)

Make sure each student is able to reach the CantoCapto.com website.

- [Remind the students when and where our next meeting is.](#)

“Please Give Me” Game (Modified “Go Fish”)

Use the Chapter 3 Please Give Me cards (rat, professor, hospital, etc.)

- Each noun appears on four cards, each with a different picture.
- Have the students look at all the cards and discuss the concepts. Answer any questions.
- Put face-up on the table the two cards with words: PLEASE GIVE ME and HERE YOU GO. Practice the “Please give me” conversation with the students to refresh their memories on how to use these phrases.

Play

- Keep the PLEASE GIVE ME and HERE YOU GO cards face-up near the center of the table where everyone can see them.
- Shuffle the picture cards and deal five cards to each student.
- Put the remaining cards in a stack near the center of the table.
- If any student has four matching words, the student can put those cards face-up on the table directly in front of that student.
- For each turn
 - One student shows an unmatched card from that student’s hand and says, “Please give me <word on card>” The student asks this question once, addressed to the whole group. The student does not ask each person individually.
 - Going around the table, if a student has a matching card, that student says, “Here you go” or “Here you are” and gives all matching cards to the asking student.
 - If a student does not have a matching card, the student says, “No, sorry.”
 - If no students have any cards to give, the asking student draws one card from the cards in the center.

- When a student has all four cards with matching words, then the student puts the four cards down and continues playing until the student is out of cards.
- When all students are out of cards, the student with the most matching cards is the winner.

This game gives the students lots of practice using the vocabulary of the chapter and gives you a chance to hear where their pronunciation may need more practice. If the students are having fun, play again and again.