

## Preparations Before Class

- **Print**
  - Vocab: “To Be – Present Tense 2”
    - 2-sided, black and white, 1 per **student**
  - Pronunciation: “Two Vowels Together”
    - 2-sided, color or black and white, 1 set per **student**
  - Activity: “Adjective” 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 – 4 only)
- **Props**
  - Anything (tiger, elephant, etc.) that we can point to and say “It’s hungry” “It’s tired”

## 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

- Practice “**How are you?**” conversations as needed.
- Do **To Be – Present Tense 2** both sides, pausing to practice sentences together.
- Use Chapter 2 PronounPlus **he, she, it, is, he’s, she’s it’s, not** cards plus Chapter 4 **Adjective cards** to build and answer **questions**, e.g. “Is she hungry” “She is not hungry.”
- Do **Two Vowels Together** pages.
- Add Chapter 4 **Adjective cards** to Chapter 2 **Adjective cards** and play 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

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- **Do To Be – Present Tense 2** both sides, pausing to practice sentences together.

Help students with pronunciation as they read the pronouns and “to be” part of the page (before the fill-in-the-blank portion). Repeat the pronouns together, pointing to people and animals or objects to show he, she, it. Repeat pointing actions with *he is* etc., then with contracted forms *he’s* etc.

Making sentences with cards may be easier at first for students than writing whole sentences, so switch back and forth between the cards and the Vocab pages as needed to keep this comfortable for students. You can pause as often as needed at any point in the Vocab paper to make card sentences with the students and then go back to the Vocab paper.

Students may need several weeks before they consistently get “hungry” vs. “angry” correct.

- Use Chapter 2 PronounPlus **he, she, it, is, he’s, she’s it’s, not** cards plus Chapter 4 **Adjective cards** to build and answer questions, e.g. “Is she hungry” “She is not hungry.”

Show making a three-word sentence (e.g. “It is hungry”) by arranging the cards at the center of the table, then have each student make a sentence and read the sentence aloud. Help students with pronunciation as needed.

Show making a question (e.g. “Is he tired?”) by arranging the cards at the center of the table. Emphasize changing the word order to make a question. “Is he tired” vs. “He is tired.”

Have each student build a question and ask it aloud to another student. The second student then builds the answer and reads it aloud. Help students with pronunciation as needed.

Repeat this until students are confident building and answering card questions.

- **Do Two Vowels Together** pages

Take these pages slowly, spending lots of time practicing and repeating the vowel pronunciations. Students may not pronounce things perfectly this time, but in the coming months their pronunciation will gradually improve.

We've found that the analogy of each pronunciation possibility as a "key" and giving students the idea that they will collect many keys (additional potential pronunciations for the same vowels) in the coming weeks helps in multiple ways. First, students have an easier time understanding that no one pronunciation or rule will always apply. Second, students are more likely to see each additional pronunciation as a useful tool to collect instead of as a hardship. Third, students encountering a new word are more likely to try each of the pronunciations they know about until they find one that is understood by English speakers.

In English, in many words that have two vowels together the first vowel is pronounced with its alphabet name and the second vowel is silent. This key does not apply to every case of two vowels together. This is the first of multiple keys for two vowels.

- Add **Chapter 4 Adjective cards** to the **Chapter 2 Adjective cards** and play 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.

## Adjective Game ("Old Maid Wins")

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Use the Chapter 2 Adjective cards plus Chapter 4 Adjective cards:

- READY, HAPPY, FINISHED, BUSY, COLD, HOT, SICK, SAD, BAD, OPEN, CLOSED, plus AFRAID, ANGRY, HUNGRY, HURT, THIRSTY, TIRED. Each word appears on four cards, each with a different picture.
- Have the students look at all the cards and discuss the concepts. Answer any

questions.

- Explain that there is only one HAPPY card. The student who ends the game with the HAPPY card is the winner.

### Play

- Shuffle the cards and deal all the cards to the students.
- Students take turns putting face up on the table any pairs of matching words they have in their hands and saying aloud the name of the matching cards.
- Any student that has pairs for all cards is out of this round of the game.
- The remaining students have at least some unmatched cards. Go around the table giving each student who is still in the game a turn. On each turn:
  - The student whose turn it is draws an unmatched card from the hand of any one other person. The cards are held so that the student drawing a card cannot see what the cards say.
  - If the drawn card matches another card that the drawing student has, then the student puts the matching pair of cards on the table face up and says the word on the cards.
  - If the drawn card does not match another card that the drawing student has, then the student adds that card to his/her hand.
  - It is now the next person's turn.
- When all the cards are matched, one student should be left with the HAPPY card and wins that round. If the students are having fun, play again and again.