

## Preparations Before Class

- **Print**
  - Vocab: “Colors” and “Puedo”
    - 2-sided, black and white, 1 set per student
  - Color sheet
    - 1 sided, color, 1 copy per 2 students (cut pages in half after printing)
  - “R is the Boss” pages
    - 2-sided, color or black and white, 1 set per student
  - “At the Store with the Letter R” pages
    - 2-sided, color or black and white, 1 set per student
- **Earlier Materials:** None
- **Props**
  - Many colorful items, especially a red thing, a green thing, a purple thing, and two or more blue things.

## 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.
- Talk through **Colors** half-page.
- Pointing toward objects you have brought or things in the room, make sentences about colors, e.g. “This shirt is blue.” “That shirt is green.”
- Do **Colors** pages.
- Do **R is the Boss** pages.
- Do **At the Store with the Letter R** pages.
- Do **Puedo** page.
- 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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- Talk through **Colors** half-page.

Help students read the words on the page aloud.

- Pointing toward objects you have brought or things in the room, make sentences about colors, e.g. “This shirt is blue.” “That shirt is green.”

Props can be colorful things from around the house such as pens or markers, cloth, colorful papers, etc. Include a few unexpected items – e.g. a basketball, a trowel, a ketchup packet, a doll shoe – whatever has one or more colors and might surprise people.

- Do **Colors** pages.

React immediately whenever a student reads a sentence that calls for a reaction. For example, if the student reads “Please give me a red thing” immediately put a red object in front of the student. This helps the student feel confident about being able to express requests in English, and keeps the class lively. Pause often during these pages to help the students practice the new words with your props.

- Do **R is the Boss** pages.

As you progress through these pages with the students, stop often to practice pronunciation. The first part helps the students to review the words with the short vowel sounds and then review the alphabet names of the vowels. The second part shows three vowel sounds that can happen when a vowel is followed by the letter R:

- A followed by R just says the alphabet name of the letter R in English.
- O followed by R makes the sound of the word OR.
- The other vowels (E, I, U) when followed by R all make the same sound, like the word HER. These words may be difficult for the students to pronounce. The use of the rhyming words nurse and purse, girl and curl may be helpful for pronunciation. Don't expect the students to be able to pronounce these words correctly today.

- Do **At the Store with the Letter R** pages.

Stop at each OR sentence and let the students choose which one of the two things

they would like to put in their imaginary cart.

- Do **Puedo** page.

The Puedo page is like a certificate congratulating the students for what they have learned so far.

Go over the checklist with the students and practice each item in the list together. Have students put a check mark in the boxes by the things they now can say in English. Congratulate the students on all they have learned in these first five chapters!

- 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.