

Preparations Before Class

- **Print**
 - Pronunciation: "G+H is Silent"
 - 1-sided, color or black and white, 1 per **student**
 - Vocab: "Regular Verbs – Present Tense 1" and "Numbers 1 to 12"
 - 2-sided, black and white, 1 set per **student**
 - Activity: "Color Number" cards. Cut out the cards.
 - 1-sided, color, 1 set per **table**
 - Activity: "Color Number Reference" cards. Cut the page to make four cards.
 - 1-sided, color, **1/4th page per 2 students**
 - Optional: Song Descriptions, 2 sided, black and white, 1 set per **table**
- **Earlier Materials**
 - Color reference page (with the pointing person and red car in the top corner)
 - Cards with pictures of Sam, Jill, and Tom
- **Props**
 - Multiple pens, papers, and pencils that we can count and discuss the color of
 - Other physical items that we can count and discuss the color of

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

- Do **G+H is Silent** page.
- Do the **Regular Verbs – Present Tense 1** pages.
- Do the **Numbers 1 to 12** pages.
- Look at the pictures on the **Color Number Reference** cards and practice saying the words.
- Play the **Color Number game**.

- On CantoCapto.com website, show the students 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

- Do **G+H is Silent** page.

Students may be surprised by these silent letters and in later weeks may forget and try to make a sound for the GH in words like *eight* and *straight*. To help make silent GH memorable:

- Make exaggerated “Shhhhh” gestures and whisper every time you say “GH.”
- When talking about the number eight on this page, hold up eight fingers and wiggle them while saying “eight” slowly several times, then very quickly, Have students say “eighteighteighteighteight” quickly while making the same eight wiggling fingers action. When speaking quickly there is no time to insert an extra sound for GH. You could even make this a rhythmic chant, like a sports cheer “Eight...eight...eight...eight...eigheighteighteighteighteight!”

- Do the **Regular Verbs – Present Tense 1** pages.

Help students with pronunciation as they read aloud. Repeat the phrases together, pointing to yourself (I), another person (you), everyone at the table (we), people elsewhere (they). If there are no actual people elsewhere, you can show the cards of Jill, Sam, and Tom to the students and set them down at a distance, then come back to the table and point at the Jill, Sam, and Tom cards when talking about *they*.

Once you reach the question section, spend plenty of time practicing asking each other questions “Do you speak Spanish?” “Do you understand?” etc. and answering each other. Once students are comfortable asking and answering these questions, go on to the fill-in-the blank section.

- Do the **Numbers 1 to 12** pages.

Help students with pronunciation as they read aloud. After reading the numbers through *twelve* and *zero*, take some time for students to practice saying them aloud until students are fairly comfortable with the pronunciations.

As a student reads the *pencil* through *There are...* section, point to, tap on, or hold up the object(s) being named. Afterward help students practice the pronunciation of these words and have the students practice pointing to or picking up these objects while saying the count, e.g. “There are three pencils.”

Once students start to become comfortable with these sentences, review the colors and practice the sentences again including colors now, e.g. “There are two black pens and one blue pen.”

For the rest of the Numbers 1-2 pages, have students do the fill-in-the-blanks and discuss them. When new vocabulary appears, take time to practice pronunciation and saying the dialogs to each other before going to the next part of the page.

It will take several weeks before students master the child–children pair, so expect to keep practicing this for several classes.

- Look at the pictures on the **Color Number Reference** cards and practice saying the words.

There are a few new words here, so you may need to explain *ring* (*anillo*) and *pumpkin* (*calabaza*).

- Play the **Color Number game** (see rules at end of this guide).
- 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.

Color Number Game (Similar to Crazy 8s or Uno)

Use the Color Number cards.

- Have the students look at the cards. Answer any questions.
- Place a color number reference card (quarter-sized paper) between each pair of 2 students, so they can use it if they forget a word.
- During the game, you can listen to the pronunciation of the numbers, colors and items to see if any student is struggling with one of the short vowel sounds, the R influenced vowels or the pronunciation when two vowels are together. Repeat the phrases the students are saying as needed so that they can hear the intended pronunciation.

- This game also shows the order of adjectives in English. The number of items comes first, then other descriptors. By repeating number, color and item, the students will become comfortable with the adjective-noun word order in English.
- If the students are having fun with this game, they can play it again and again.

Play

- Shuffle the cards and deal out five cards to each student.
- Put the remaining cards face-down in a stack in the middle where the students playing can easily reach them.
- To start the game, draw a card at random from your hand and place it face up on the table. Say the number, color, and item, e.g. "Three grey cats."
- Go around the table giving each student a turn. On a student's turn, the student takes a card from his/her hand that matches the number or item on the previously-placed card (e.g. three of anything, or any number of cats.) The student says what is on the card, e.g. "Five gray cats."
- If a student has no cards that match the number or the color, that student draws a card from the stack of face-down cards until he/she finds a card that does match. The student plays that matching card and says the number, color, and item. The student puts all the drawn cards that did not match into his/her hand.
- The first student to play all the cards in his/her hand wins that round.