

## Preparations Before Class

- **Print**
  - Vocab: "To Have – Present Tense 1"
    - 2-sided, black and white, 1 set per **student**
  - Activity: "Do You Have" 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**
  - Color reference page (with the pointing person and red car in the top corner)
  - Cards with pictures of Sam, Jill, and Tom
- **Props**
  - Physical items that we can say we have

## 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 the **To Have – Present Tense 1** pages.
- Play the **Do You Have 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

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- Do the **To Have – 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*.

The words *apartment* and *idea*, are similar in English and Spanish.

Pause the worksheet each time new vocabulary is introduced and practice saying it with the students. Practice saying the dialogs to each other. Once students are comfortable saying the words they will find it easier to fill in the blanks on the page, so make sure to get lots of speaking practice with each new set of words or phrases before returning to the pages to fill in the blanks. Use the props you have brought to add silliness. For example, “Do I have the tiger?” (Make a show of obviously hiding the tiger behind your back and say with a fake innocent look.) “Nooooooo, I don’t have the tiger!” (Bring the tiger out where people can see it. “OK, Yes, I have the tiger.”

For questions and negative sentences, show the students that we use the word *do*. Students practiced this in the previous chapter with *Do you speak? Do you understand? Do you know?* Emphasize that *do not* and *don’t* have the same meaning.

**Family Members:** This chapter also introduces several terms for family members. Talking about family members will give the students a way to use what they have just learned about the verb To Have. They can ask each other about having brothers and sisters. You can also use the pictures of Sam and Jill. Students can ask Sam and Jill whether they have children, brothers and sisters.

The final section introduces six verbs that can be used with HAVE.

Let the students take turns reading one verb and its translation, then the English and Spanish sentence using that verb. Answer any questions the students may have about the new verbs.

The last exercise has the student translate sentences from Spanish into English. You can ask questions to encourage the students to discuss the sentences.

- Play the **Do You Have 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.

## Do You Have Game (Similar to Go Fish, Please Give Me)

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Use the Do You Have cards (mother, brother, etc.).

- 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.
- Put face-up on the table the cards with words: *Do you have?*
- Practice the “Do you have?” conversation with the students to refresh their memories on how to use this phrase.

Play

- Keep the “Do you have?” card 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 face-down 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, “Do you have <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, “Yes, I have <word on card>” and gives all matching cards to the asking student.
  - If a student does not have a matching card, the student says, “No, I don’t have <word on card>.”
  - 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 on the table and continues playing until the student is out of cards.
- When all students are out of cards, the student with the most matching cards on the table is the winner.