

Preparations Before Class

- **Print**
 - Vocab: "To Have – Present Tense 2"
 - 2-sided, black and white, 1 set per **student**
 - Activity: "Where's My" 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**
 - "Do You Have" game cards
 - Cards with pictures of Sam, Jill, and Tom
- **Props**
 - Physical items that we can say that people have. If possible, include
 - a toy car or truck with wheels that can be spun
 - a plastic container with a blue or yellow lid

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 2** pages
 - Pause often to have the students discuss, repeat, practice, ask questions and give answers, etc. The students can use the props to demonstrate sentences, e.g. "It has a blue lid." or "It doesn't have a red lid." Students can touch the small toy truck or car and spin the wheels as they say "It has four wheels."
 - Take time to encourage discussion of the sentences. Ask the students questions like "Do you know a person who has a truck?" "Does your sister have a good job?" "Does your brother have a cat?" "Does your daughter have a bicycle?" Listen to see if the students use HAVE and HAS correctly during the discussion.
- Play the **Where Is My game**.
- Play the **Do You Have game** to review.

- 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 the **To Have – Present Tense 2** pages.

If students get confused, you may want to jump ahead to the table on the last page showing that we only use “has” for positive statements. For everything else (questions, negative statements) we use “have.”

Before covering the Obligation section, you may want switch to playing the Where Is My game. This gives the students a chance to build comfort with the new phrases before adding a new use for them.

Where Is My Game (Similar to Guess Who)

Use the Where Is My cards (mother, father, brother, sister) and full pages (unlabeled photos of people)

- Each word appears on four cards, each with a different picture.
- Put face-up on the table
 - the two full pages of photos
 - the card with words: *Where is my _____ ? etc.*
- Practice the conversation on the card with the students to show them how to play the game.

Play

- Keep the full pages and “*Where is my _____ ? etc.*” card face-up near the center of the table where everyone can see them.
- Shuffle the picture cards and put the stack face-down near the center of the table.

- For each turn
 - One student draws a card from the stack and does not show it to anyone. The student says “Where is my mother/father/brother/sister?” (whatever word is on the card)
 - The other students look at the full photo page and ask “Does she/he have a blue shirt/a hat/glasses etc.?” to narrow down the possible matches.
 - When the students think they know which person on the full page matches the card, one can ask “Is this your mother/father/brother/sister?”
 - If the guess is correct, the student with the card answers “Yes, she/he is my mother/father/brother/sister” and shows the card. Going in a circle around the table, the next student then draws a card and the game starts over.
 - If the guess is wrong, the student with the card says “No, she/he is not my mother/father/sister/brother.” The other students continue asking questions to identify the right photo.

Tips

- This works well as a two-person game, so once the students become comfortable with the game process as a group, you may want to split the students into groups of two people each. Then each pair can play the game together at the same time. This way all students are spending more time directly engaged in the game.

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

Use the Do You Have cards (mother, car, 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.