

Preparations Before Class

- **Print**
 - Vocab: "Simple Combining Verbs"
 - 2-sided, black and white, 1 per **student**
 - Pronunciation: "OO Sounds"
 - 2-sided, color or black and white, 1 set per **student**
 - Activity: "Like Cards." Cut out the cards.
 - 1-sided, color, 1 set per **table**
 - Activity: "Like Mats" pages. OK to print on two sides of the same paper.
 - 1-sided, color, 1 set per **table**
 - Optional: Song Descriptions, 2 sided, black and white, 1 set per **table**
- **Earlier Materials**
 - Previous games in case you have extra time.
- **Props**
 - Optional: things a person could like, dislike, want, etc.
 - Optional: A small dish of water.
 - Optional a cookbook or other source of many appealing pictures of food

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

- **Simple Combining Verbs:** Throughout the Vocab pages help the students ask each other questions and answer them.
 - This page starts with a list of verbs that students learned in earlier lessons.
 - Enthusiastically praise the students for learning so many verbs so quickly! In just three/four/five/whatever months!
 - It's ok if students are not as familiar with the more recent verbs, e.g. to take, to step, as they are with the verbs they learned earlier in the course and have been practicing longer.
 - Take time to pronounce and discuss these verbs together.

- In the **“more”** section, you can practice giving something you have a lot of (e.g. pens or papers) to a student, asking: “Do you want some pens?” If the student says “Yes” then give two pens, then ask “Do you want some more?” and give more pens. Repeat the “Do you want some more?” question and giving action more to the point of silliness. Have students take on the “Do you want some more?” role and repeat this with each other.
- Optional: When learning the word “water,” if appropriate in your learning environment, let students put their fingers in a small dish of water and even flick water at themselves or each other while saying “water.”
- Optional: When learning the word “food,” let students look at the cookbook or other food pictures you brought and practice sentences like “I like this” or “I don’t like this.” “I want some of this” “I don’t want some of this”
- In the **“What do you like to do?”** section, depending on student comfort you may want to have students do the Activity (using the “Like” cards and mats) before filling in the blanks on this page, or fill in the page before doing the Activity.
- Play the **Like Game**
 - Set the page with Like/Don’t Like visible at the center of the table.
 - The teacher takes the first turn to show the process, but after that have the students take turns.
 - The person whose turn it is draws a card and asks “Do you like <words on card>?” e.g. “Do you like to go to the zoo?”
 - Each person answers “Yes I like <words on card>.” or “No, I don’t like <words on card>.”
 - Talk together to come to a group decision on whether the card should go on the Like half or the Don’t Like half of the paper, and place the card on that part of the paper.
 - Once students are comfortable making sentences with “I like” and “I don’t like” and everyone has had a turn, place the like/need/want/love page at the center of the table. Play in the same way, except this time ask “Do you need to go to the zoo, or want to go to the zoo?” etc.
 - Come to a group decision on whether the card should go in the Like, Need, Want, or Love quadrant of the page.
- **OO Sounds** all pages
 - Point out to students that they already know some of these words, like zoo and good. They do not need to remember all these sounds, just know that it is possible for OO to make different sounds in different words.
- 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 and thank the students for coming and learning today!