

Preparations Before Class

- **Print**
 - Vocab: “Numbers 13 – 20, Size”
 - 2-sided, black and white, 1 per **student**
 - Pronunciation: “U Gives the Long U Sound”
 - one side, color or black and white, 1 per **student**
 - Activity: “Teen Numbers” 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**
 - Previous games in case you have extra time.
- **Props**
 - Items you can ask “How big?” and “How many?” questions about, e.g 20 pennies, stickers, pen caps, etc.

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

- **Numbers 13 – 20, Size:** Throughout the Vocab pages help the students ask each other questions and answer them.
 - Take time to help students pronounce each number. If students ask about 13 vs. 30, 14 vs. 40, etc. help them to contrast the pronunciation, but if they don't ask then wait to bring this up until we introduce larger numbers in a later lesson.
 - Anytime after you finish the first side, you can pause the Vocab pages and switch to the Teen Number cards, then after playing return to the Vocab pages. To keep student interest, it's better not to do all 4 Vocab page sides straight through.
 - In the “**How big?**” section, help students ask each other and answer questions about nearby objects, e.g. “How big is the table? How big is your shoe?”
 - In the “**Small, Medium, Large**” section, help students act out placing and confirming an order in a restaurant, e.g. “Three large coffees, please.” “OK, three large coffees.”

- Anytime after you finish the “**Turn Around**” section you can switch to playing Simon Says (or simply giving instructions without the complication of Simon) to practice the new and old vocabulary: *turn left, stop, turn around, etc.*
- For the “**More, Less, Fewer**” section, we do not expect students to master the difference between *less* and *fewer* today. Many native English speakers do not understand the difference! If students recognize that both *less* and *fewer* mean something is smaller, the opposite of *more*, that is enough.
- Play the **Teen Number** cards
 - Have the students look at all the cards and discuss the concepts. Answer any questions.
 - Put face-up on the table the card with words: WHO HAS ____? etc. and practice saying the sentences.
 - Deal all number cards except the 13 card to the students. It is ok if some students have more cards than others.
 - The teacher lays the 13 card face-up on the table, saying “I have 13 teens in green. Who has 14?”
 - The student who has the 14 card places it face-up on the 13 card and says “I do! I have 14 pinto beans. Who has 15?”
 - Continue until all the cards through 20 have been placed on the table.
 - Played in the above way, this is really just a chance to practice saying the numbers. If students want a more competitive game mechanic, you can try the variations below:
 - Variation 1:
 - After dealing all the cards, have all the students show their cards to everyone for 10-20 seconds.
 - After those seconds the students hide their cards again.
 - The player with the 13 card plays it, but then must remember who has the 14 card and asks that person “Do you have 14?”
 - If the right person was asked, that person says “Yes, I have 14 pinto beans” and places the card on the table. Now the player who had 14 must remember who has card 15 and ask the right person for it.
 - If the wrong person was asked, the guesser can ask another person
 - Variation 2:
 - After dealing all the cards have all the students show their cards to everyone for 10-20 seconds.
 - After those seconds, one student tries to identify from memory, in order, the person with 14, 15, 16, etc.
- **U Gives the Long U Sound** all pages
 - Point out to students that they already know some of these words, like new and shoe. They do not need to remember all these sounds, just know that it is possible for many vowel combinations to make the Long U sound.

- Play **Simon Says** (or simply giving instructions without the complication of Simon) to practice the new and old vocabulary: *turn left, stop, turn around*, etc.
- 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!