

Preparations Before Class

- **Print**
 - Vocab: “City, State, Country” “Parts of the Face”
 - 2-sided, black and white, 1 per **student**
 - Pronunciation: “OU Says What Other Letters Say”
 - 2-sided, preferably color because uses “yellow” as an example, 1 set per **student**
 - Activity: “Face” 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. Replaying earlier games helps with retention and confidence.
- **Props**
 - A way to randomly get numbers from one to six, such as a six-sided die, spinner, or paper slips to draw from a container
 - Pencils and blank paper for drawing on
 - Simple map of the USA showing the states
 - Optional: A map of your state or country, maps of the students’ countries

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

- **City, State, Country** both pages
 - This lesson starts with “strawberry” and “strawberries” to remind students about the “ies” plural form that we are about to see in “country” and “countries.” If students need more review of this form, review the words “butterfly” and “library” that we practiced in earlier lessons.
 - As you cover each question/dialog, stop frequently to help students practice asking each other and answering that kind of question.
 - To practice the word “part” look for things in your environment that have parts, e.g.

- “This part of my shirt is blue, and this part of my shirt is white” or “What color is this part of the paper?”
 - At the end of the page, help the students to ask each other and answer questions like “What city are you from?” “Do your parents live in that city?” “Do your brothers and sisters live in that city?”
- **Parts of the Face** both pages
 - Help students practice the “Where are your eyes/is your nose” etc. and “What color?” questions by asking each other and answering. Touching the parts of one’s own face helps with remembering.
 - The students should write (label) the parts of the face for each of the three faces at the end of the first page.
 - After students draw the three pictures on the top of page 2, ask questions like “What parts does the face here have?” “Does the bird have eyes?” Include many silly questions like “Does the tree have a nose?” “Does the bike have ears?” and help the students answer “No, it doesn’t./No, it doesn’t have ears.” to practice the “to have” verb. Then help the students to ask each other similar silly questions (*preguntas tontas*).
 - We don’t expect students to remember the much/many rule after this point, but this practice helps reinforce the idea that these two words have similar meanings and helps them understand those words when others say them.
- **OU Says What Other Letters Say** all pages.
 - At the end, emphasize to students that they do not need to remember all these sounds, just know that OU can say many different sounds.
 - Point out to students that they already know many of the OU words: you, four, house, mouth, south, now, flower, yellow, know.
- Play **Draw a Monster** game.
- 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!

“Draw a Monster” Game

Use the Face cards.

- Each face parts appears on two cards, except “tongue” which is only on one card.
- 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: ARE YOU READY TO DRAW? etc. and practice asking and replying to that question.

- Give each student a piece of paper (can be as small as a quarter-page) and tell the students “In this game, we draw monsters (*monstruos*).

Play

- Keep the ARE YOU READY TO DRAW cards face-up near the center of the table where everyone can see them.
- Shuffle the picture cards and keep them in a stack near the center of the table.
- For each turn, one player
 - Rolls the die (or uses other random number method) to get a number between 1 and 6.
 - Draws one card from the stack
 - Asks the table “Are you ready to draw?” and waits for every person to reply “Yes, I’m ready.”
 - Says “Your monsters have <number on the die> more <part on the card>” e.g. “Your monsters have 3 more noses.”
 - All the other players (but not the player who drew the card) draw on their papers three more noses (or whatever quantity and face part was drawn from the stack).
 - The player puts the card in a discard pile and the next person going around the table takes a turn.
- After each person at the table has had two turns (or three turns for groups 4 or smaller), gameplay stops.
- The instructor
 - Tells the table “Draw the head of your monster!”
 - Draws one more card (make sure it is for a part that came up in the course of gameplay, otherwise discard and draw another card)
 - Asks the table “How many <part on the card> do your monsters have?” e.g. “How many eyes do your monsters have?”
 - The players with the largest number of that face part are the winners.
- You can then start a new game, drawing monsters on the backs of the original papers or on new papers.

This game gives the students lots of practice using the face part vocabulary, numbers 1 - 12, and practicing forms of “to have.”