

## Preparations Before Class

- **Print**
  - Vocab: “Seasons of the Year, Future”
    - 2-sided, black and white, 1 per **student**
  - Pronunciation: “OI and OY Have So Much Joy!”
    - 1 side, preferably color, 1 set per **student**
  - Activity: “Seasons Verbs” 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**
  - Nothing particular for this week, but feel free to bring your own props especially if related to the seasons!

## 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

- **Seasons of the Year, Future** all pages
  - As you cover each question/dialog, stop frequently to help students practice asking each other and answering that kind of question.
  - Help the students to ask and answer questions using always, never, sometimes with words they learned earlier, e.g. Do you drive in the winter? Do you practice English on Fridays?
- **OI and OY Have So Much Joy** all pages.
- Play the **Seasons Verbs** 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!

## “Seasons Verbs” Game (Similar to Apples to Apples)

---

Use the Seasons Verbs 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: WHAT WILL I NEED etc. and practice together the questions and answers on this card.
- Set the four big season cards face-down in one pile.
- Deal the small, non-season cards to all players so that all players have an even number of cards (you may have a few cards left over that you don't deal out). Players should not show their cards to each other yet.

Play

- The first player
  - Takes the top big season card from the pile and sets it face-up in the middle of the table. For this example, we'll assume the player drew “Summer.”
  - Asks “What will I need to do in summer?”
- Each of the other players chooses a small card from his/her hand and places it face-down in the middle of the table. Players might put logical cards in or silly cards in. No one will know who contributed which card.
- Once all other players have put a small card in the middle of the table, the first player
  - Mixes the pile of contributed cards while keeping them face down.
  - Turns one of the cards over (e.g. “to swim”) and asks himself/herself “Will I need to swim in summer?”
  - Answers one of the three responses, e.g. “I won't need to swim, but I'll want to swim.”
  - Turns over and verbally categorizes (yes / want but not need / no) each of the remaining cards.
    - Other students may have opinions on what is a need vs. a want. This is a good way to start some conversations.
  - Adds the cards from the need and want categories to his/her own hand.
  - Sets the unwanted cards into a discard pile.

- It is now the turn of the next player to draw a big season card and ask “What will I need to do in ...?”
- After all four season cards have been drawn (so four people have had a turn), you can shuffle the season cards and continue playing. Make sure every player gets a turn.
- After each person at the table has had one turns gameplay stops.
- You can then start a new game, shuffling the discarded small cards back in with the others.
- You can also add small cards from earlier chapters to give students more practice with those words. This can result in some humorous gameplay (“Will I need a nose in spring?”)