

Preparations Before Class

- **Print**
 - Vocab: "In, On, At, and Addresses"
 - 2-sided, black and white, 1 per **student**
 - Pronunciation: "Q and PH Want Different Sounds"
 - 1-side, color or black and white, 1 set per **student**
 - Activity: "In On." See Tips section below for details on how to cut.
 - 1-sided, color or black and white, 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 for review.
- **Props**
 - Map of your city or region showing nearby highways and interstates.

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

- **In, On, At, and Addresses** first two page sides, stopping after the on the river/on the store pictures.
 - As you have the students practice asking each other and answering questions like "Where are you?" "Where is he?" etc., you can add variations like "What city is he in?" "What state are you in?"
 - Talk about the major interstates and highways near you using the map you brought. At this point students only know numbers 0-12, so you will need to explain any larger numbers in the interstate/highway names.
- Play the **In On** game.
- **Q and PH Want Different Sounds** (one page).

- **In, On, At, and Addresses** last two page sides, to the end
 - If you want to practice asking “What is your address?” first tell students they can talk about an imaginary address (*Puede dar una dirección imaginaria*) so they do not feel pressured to give their actual address in class.
 - Have students practice asking and answering “Where do you want to go?”
- 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!

Tips

- For the In On Activity pages, cut all dashed lines. For the 14 playing pieces, fold on the thin solid blue lines so that the pieces slightly stand up. For the buildings, fold on the solid thin blue lines except where you cut out parts of the roof, so that the fronts of the buildings are standing up (see side view below).



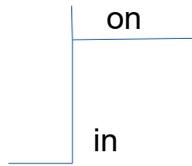
“In On” Game

Use the Chapter 18 In On cards.

- Have the students look at the buildings and say their names.
- Some of the 14 playing pieces are plural (slacks, glasses, cups of tea, shoes, bags). You may want to play initially with just the singular pieces (truck, wheel, bird, flower, car, bike, shirt, purse, bus) so that students can become comfortable with the **is** forms of the questions and answers. Later you can practice the **are** forms of the questions and answers and add the plural pieces.
- Have the students look at the playing pieces and say their names
- Give each student a playing piece, or let each student choose a piece.
- Tell the students “Put your piece where you want. On the hospital, in the bank, on the restaurant, in the school, where you want.” As you say this, demonstrate by placing a

playing piece

- on a building (on the flat paper behind the building front)
- in the building (in the tunnel made by the folded paper)



- For the first round, the teacher is the guesser. Going around the table, have each student ask you about the location of his/her piece, e.g. the student who had the truck asks you “Where is the truck?”
 - For the first few questions, reply correctly, (e.g. “Is the truck in the bank?”)
 - When that student says “Yes,” take that piece (e.g. the truck) for yourself.
 - Once students understand the game pattern, reply incorrectly (e.g. “Is the car on the bank?” when the car is actually on the hospital.)
 - When that student says “No,” make a big show of thinking hard and then guess again correctly, so that students see they have to ask about the correct location in order to get the piece.
- After you have gone around the table once, so that everyone’s piece is removed from the buildings and now is with the teacher, play a new round but this time have a student take the guessing role. The guesser does not receive a piece to place in the buildings.
 - Continue playing until everyone has had a chance to be the guesser.
- Optional: Once students are comfortable with the game, you can make it more challenging by letting the guesser see where the pieces are placed, but then have the guesser turn around so that he/she cannot see the buildings. As each of the other students asks, e.g. “Where is the truck?” the guesser tries to answer correctly from memory.