

Preparations Before Class

- **Print**
 - Vocab: "Possessive Adjectives"
 - 2-sided, black and white, 1 per **student**
 - Pronunciation: "Sometimes S says ZZZ"
 - 2-sides, color or black and white, 1 set per **student**
 - Activity: "Parent Faces." Cut all blue dashed lines to separate playing boards from small pieces
 - 1-sided, color or black and white, 1 set per **table**
 - Activity: "Our/Their Team" Cut out cards. Do not cut the page with team pictures.
 - 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**
 - Any items you want to review. We'll use them in phrases like "*This is my/your/his/her/its/our/their__.*" and "*Is this my/your/his/her/its/our/their ____?*"
 - If your class is in a location where there will **not** be people at another table that you can look at to discuss *they & their*, bring a few pictures of people at tables. If your class does **not** include both men and women, bring a few pictures of people whom the students can pretend to interview to practice *his & her*.

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

- **Possessive Adjectives**, all four sides.
 - For the interviews on side 1, you can have all the students interview one designated person per section, or have the students interview each other and then report their findings to the class.

- If your class does not have any men or women, as the instructor you can provide a voice for the picture you brought and answer the student interview questions as though you are the person in the picture.
 - For side 2, students can look at people at another nearby table (if that is not too disruptive or impolite) or look at people in a picture that you brought.
 - On side 3, help the students to ask and answer questions about the props you brought (e.g. “Is this your cup?”) and the things they happen to have brought with them (e.g. “Are these blue shoes his shoes?”)
 - On side 4,
 - “Girl” is usually a difficult word for students to pronounce. If they have trouble, help them say “tiger” then “tigerrrr” then “girrrrr” then “girrrrl.”
 - Help the students to ask and answer questions about each other, e.g. “Who is he?” “He is Luis.”
- Do the **Sometimes S says ZZZ** at any time. If students need a break during the Vocab pages you can switch to the pronunciation pages at any point and afterward return to the rest of the Vocab pages.
- Play the **Parent Faces** game after completing all four sides of the Vocab pages.
- Play the **Our/Their Team** game after completing all four sides of the Vocab pages.
- 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!

“Parent Faces” Game

Use the Chapter 19 Parent Faces pieces.

- On the center of the table. put one playing board showing two faces with an oval between.
- For the two parents on the paper, put the small pieces that match each of parent on the table off the paper, near that parent. Each parent should have 7 pieces: eyebrows, eyes, nose, mouth, chin, left ear, right ear.
- Put the paper with the phrases (“This is their son.” etc.) Near the center of the table.
- Have the students look at the small pieces for each parent and practice the face word names to refresh everyone’s memory.

Play

- The instructor takes the first turn. The instructor points to the oval at the center and says “This is their **son**.” The instructor places the mother’s chin small piece on the oval (at the bottom of the oval where a chin belongs) and says “**He** has **his** mother’s **chin**.” Emphasize **son, he, his** as you say these sentences.
- To further demonstrate, the instructor can pick up another piece (e.g. the father’s nose) and say “This is their **son**. **He** has **his** father’s nose.” and place the nose piece on the oval.
- Once the students understand the idea, each student can take a turn putting a face piece from either parent onto the oval while saying “**He** has **his** mother’s/father’s ____.”
- Once the oval baby has a full set of face pieces, have students take turns removing the pieces and putting them back on the side of the corresponding parent while saying the same phrase, e.g. “This is their **son**. **He** has **his** father’s nose.”
- Play another round, switching to “This is their **daughter**. **She** has **her** mother’s/father’s ____.”
- For variety, you can switch to the board and pieces for the other set of parents.
- Optional: If students are comfortable with the face words, you can have one student put 7 pieces onto the oval baby and then challenge a different student to remove each piece while saying the phrases above.
- After playing, encourage discussion. Help students ask each other questions like “Do you have your father’s eyes or your mother’s eyes?”

“Our/Their Team” Game

Use the Chapter 19 Our/Their Team pieces.

- On the center of the table. put the one playing board showing the four teams.
- Help the students notice that there are four teams (*equipos*). Two are soccer teams and two are baseball teams. Two teams have the red color and two teams have the blue color.
- Put all the cards in a single pile face-down near the playing board.

Play

- Ask one of the students “What team do you want?” and let that student choose a team from the four on the playing board.

- Point to the team that student chose and announce: “This is **OUR** team.”
- Point to each of the other three teams on the playing board, saying for each team: “That is not our team. That is **THEIR** team.”
- The chosen team will remain “our team” for the whole game.
- The instructor takes the first turn. Draw a card (e.g. “soccer ball”) and show it to everyone. Ask, “Is this soccer ball our team’s or their team’s?” Use the plural form of that question if needed (e.g. “Are these shoes our team’s or their team’s?”).
- The students can discuss and come to a decision. If they say “That soccer ball is our team’s” then put the card on the playing board in the spot for our team. If they say “That soccer ball is their team’s” then put the card on the playing board on the space for that other team.
 - Once students become comfortable with this sentence, players can ask a specific person instead of the whole table.
- Now a student draws a card and asks the same question for the object(s) on the new card.
- Continue playing, giving each student a turn to draw a card and ask the question, until each student has had at least three turns.
- When you stop, take a moment to announce the objects (cards) that our team has, e.g. “Our team has a soccer ball, a shirt,…” and let students announce the objects for the other teams, e.g. “Their team has …”
- Play again as needed to help students remember the words “our” vs. “their.”