



Lesson 10

Lesson Objective

Students will:

learn about and identify feelings.

Key Vocabulary

feelings	sad	mad	scared
sleepy	smile	frown	

Key Phrases

How does he/she feel?

He/she feels ____.

Homework

Blackline master for Lesson 10

Photocopy the page before class, and give one to each student at the end of Day 1.

SOLO

Administer the SOLO to one or two students on Days 3 and 4.

Homework

Dear Parents: Please make sure your child cuts out the picture cards and reviews the vocabulary words every night.

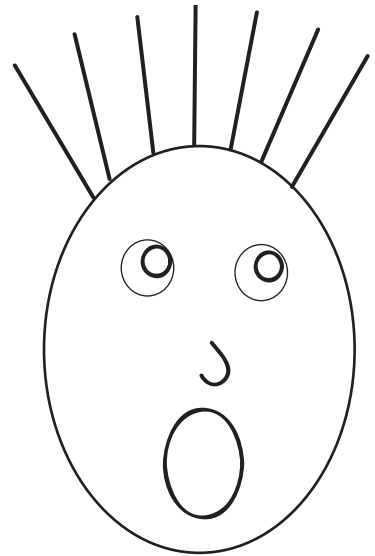
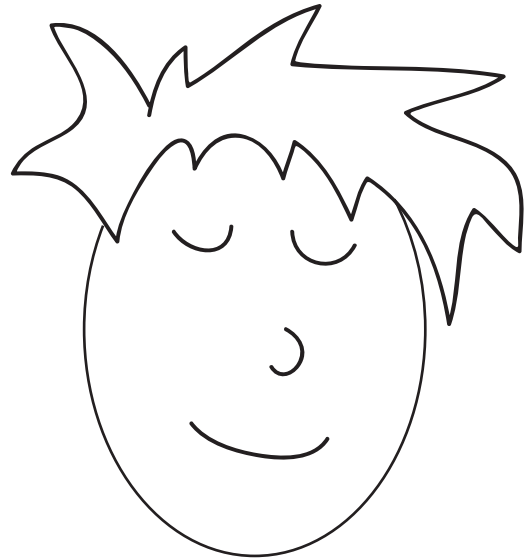
Estimados Padres: Por favor, asegúrense de que cada noche, su niño o niña recorta las tarjetas de dibujo y repasa el nuevo vocabulario aprendido.

Sign, cut out, and return to school.

I used my picture cards to practice new words at home.
Usé mis tarjetas de dibujo para practicar las palabras nuevas, en casa.

Firme, recorte y devuélvalo a la escuela.

Student/Alumno _____ Parent/Padre _____



Materials

Chart paper and marker*
 Assorted picture cards from previous lesson
 Talking Sticks sets
 Volume 1, Lessons 10–16 CD
 Student Workbooks

* teacher acquired

Picture Card Review

Choose five to ten picture cards from previous lessons. Have the students name each card.

Interactive Warm-Up

Today we are going to learn about feelings. Feelings. Pat your chest. **We have lots of different feelings. Sometimes we feel happy.** Smile, and then point to your smile. **This is what we look like when we are happy. Let's make a happy face and say the word. Happy!** (TPR)

Teach the students the names for different feelings as described above.

- Sad: Frown, snuffle, and cry.
- Mad: Make an angry face, and cross arms over chest.
- Scared: Open mouth as if gasping, pull up arms close to your chest as if you are shivering.
- Sleepy: Close your eyes, yawn, and stretch.

Draw the following icons on the chart paper. Tell the students they are going to see some different faces. Remind the students of the vocabulary word *face* by drawing an imaginary circle around your face with your finger.



Happy Sad Mad Scared Sleepy

After you have drawn the icons, point to each one, name the feeling that goes with it, and have the students repeat after you.

Point to each face in order, and have the students name the feeling. After the whole class has named the feeling, the students can turn to a partner, repeat the word, and demonstrate the feeling with facial expressions.

Tell the students that sometimes there is more than one word for a feeling. Repeat the previous activity and teach the following alternative vocabulary:

scared = afraid mad = angry sleepy = tired

Extension

Challenge the students to name other feelings. Or, discuss the following additional feelings, and have the students act them out: nervous, silly, embarrassed, shy, proud.

Chant



Teach the students the following chant for Lesson 10. Play track 1 of the CD, and quietly say the words along with the voice as you pantomime the actions. Do this one or two times.

Stop the CD and review each stanza with the hand motions. Stress the underlined words.

Audio Track 1

Lesson 10 Chant

This is how I feel today. (Pat your chest as you say "feel.")

This is how I feel. (Pat your chest as you say "feel.")

Look at my face. (Point to your face.)

And you'll see how I feel. (Pat your chest as you say "feel.")

I smile (point to your smile) **when I'm happy.**

I frown (point to your frown) **when I'm mad.** (Cross arms over your chest.)

I go boo-hoo (Pretend to wipe away tears.)

When I feel sad!

Say Boo! (Shout the word boo.) **and I get scared.** (Make a scared face.)

I'm sleepy at night. (Lean head on folded hands to show sleeping.)

Now say it with me. (Wave hand as if you are inviting the students to come with you.)

Let's get it right. (Wag finger as you say each word.)

This is how I feel today. (Pat your chest as you say "feel.")

This is how I feel. (Pat your chest as you say "feel.")

Look at my face. (Point to your face.)

And you'll see how I feel! (Pat your chest as you say "feel.")

Partner Review



Have the students sit with their teams. Distribute a set of Talking Sticks to each team. Have each team member pick a Talking Stick. Have the students who have “A” Talking Sticks form partnerships with the students who have “B” Talking Sticks.

Have the students turn to page 22 of their Student Workbooks. Partners will take turns quizzing each other on the new vocabulary words.

When Partner A has finished quizzing Partner B, he or she can put a check in Partner B's book. Then partners can switch roles.

Encourage partners to ask for and provide help to each other as needed.

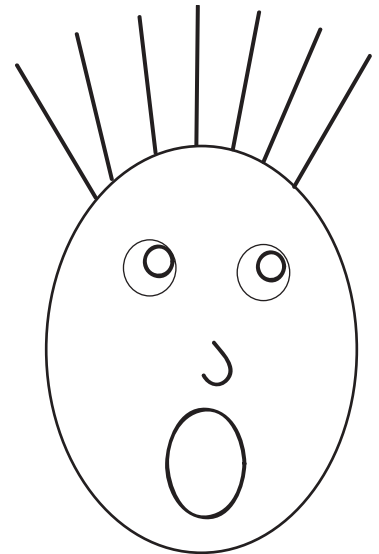
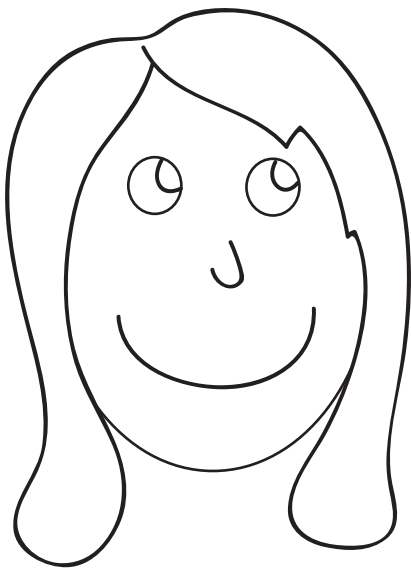
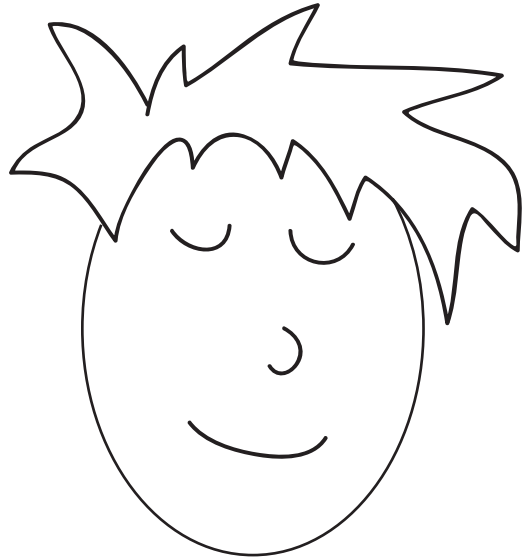
Cloze Chant

Say the chant with the students again. This time, do not say the underlined words. Let the students supply these key vocabulary words themselves.

If the students learn the chant quickly, gradually reduce your support until the students are saying most of it on their own.

Homework

Distribute a Student Homework sheet to each student. The students will take the sheet home, cut out the picture cards, and practice the words with family members.



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Lesson 10

Let's Listen & Say

Materials

Student Workbooks
CD
Talking Sticks sets

Picture Card Review

Show the students five to ten picture cards from previous lessons. Have the students name each card.

Cloze Chant

Say the chant with the students. Do not say the underlined words. Let the students supply these key vocabulary words themselves.

Gradually reduce your support until the students are saying most of the chant on their own.

Partner Review

Have the students sit with their teams. Distribute a set of Talking Sticks to each team. Have each team member pick a Talking Stick. Have the students who have “A” Talking Sticks form partnerships with the students who have “B” Talking Sticks.

Have the students turn to page 22 of their Student Workbooks. Partners will take turns quizzing each other on the new vocabulary words.

When Partner A has finished quizzing Partner B, he or she can put a check in Partner B's book. Then partners can switch roles.

Challenge the students to remember the alternative vocabulary for some words.

Encourage partners to ask for and provide help to each other as needed.

Comprehension Check

Note: Use tracks 2–6 of the CD for this lesson.



Have the students turn to page 23 in their workbooks. Play tracks 2–6 of the CD. Make sure the students look in their workbooks and follow the directions.

Audio Tracks 2–6

Track 2

Hello, class. I'm going to tell you some little stories. You'll listen to the stories and tell me how you think the people feel.

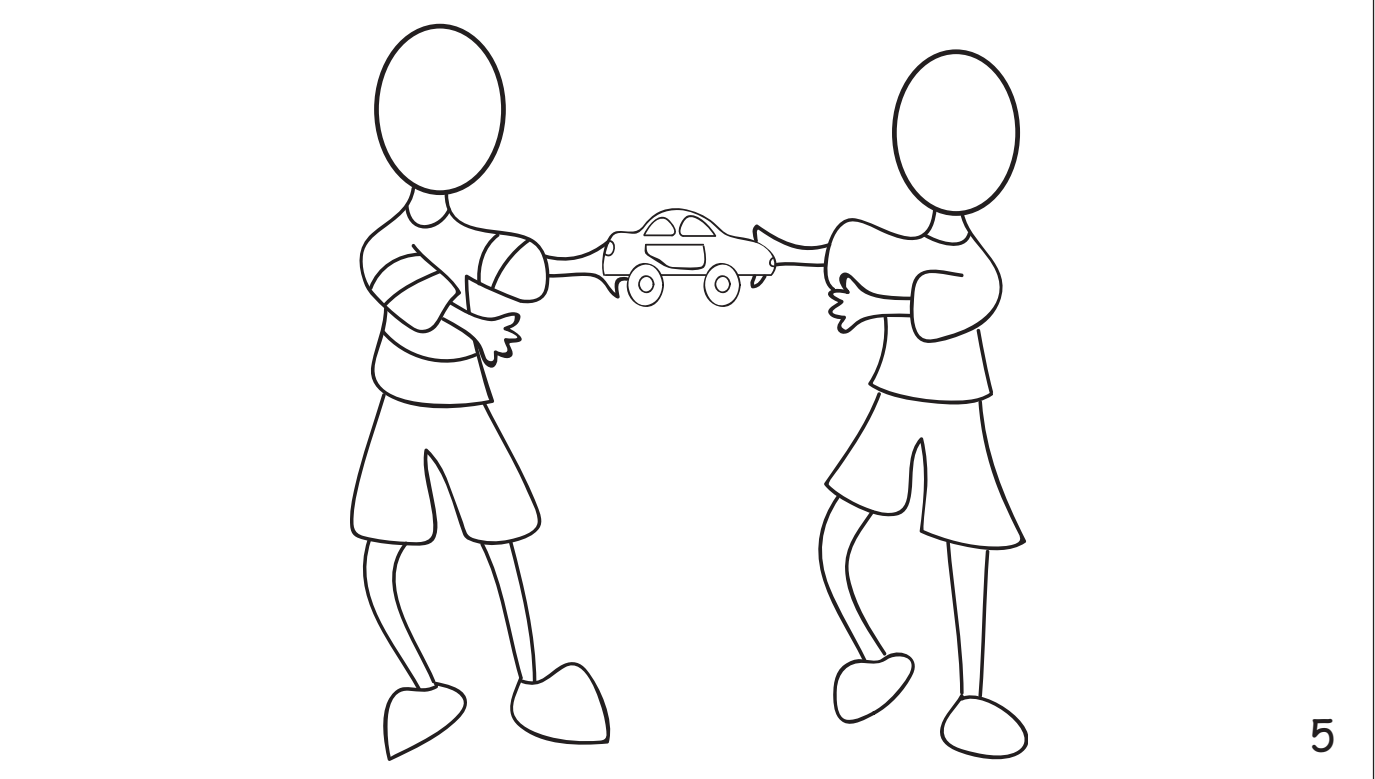
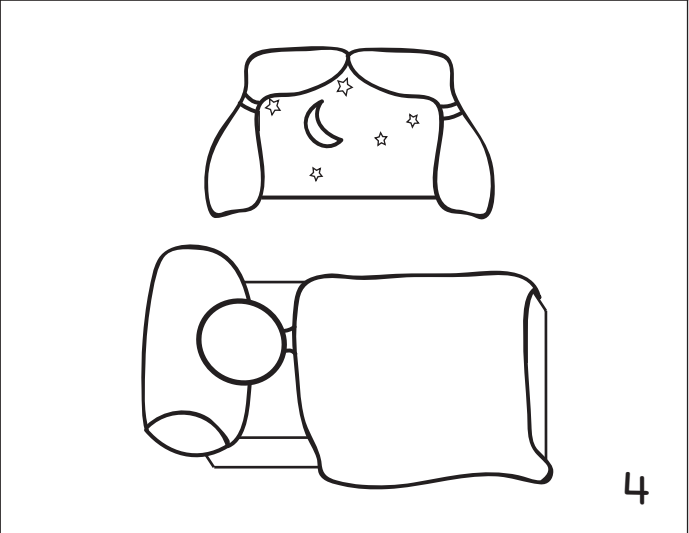
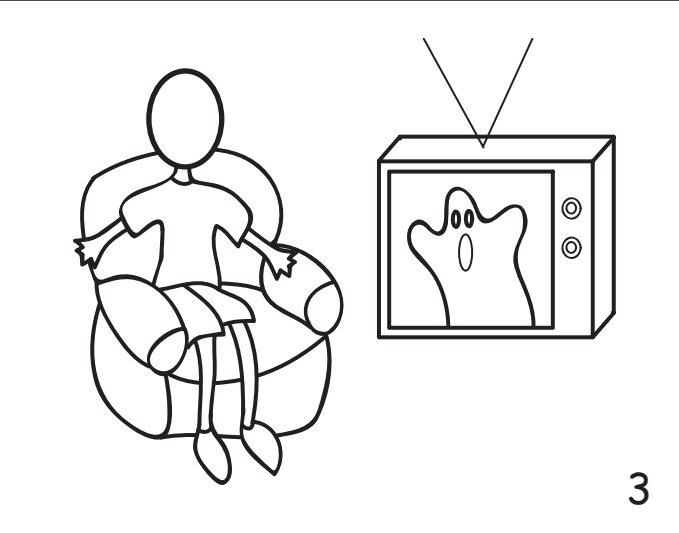
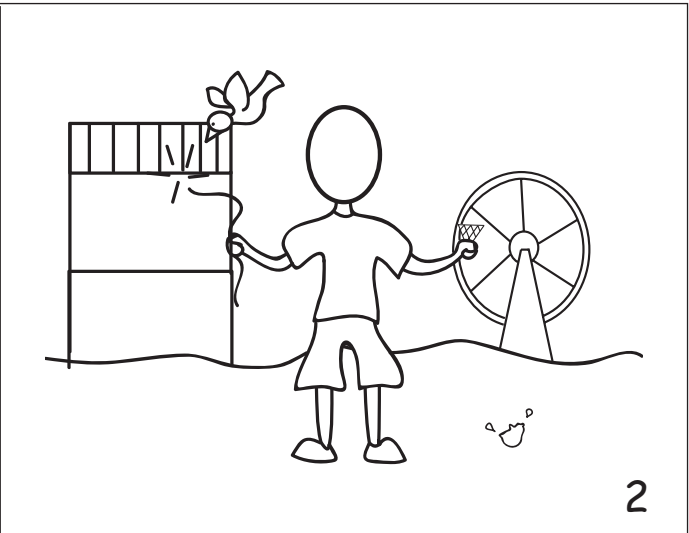
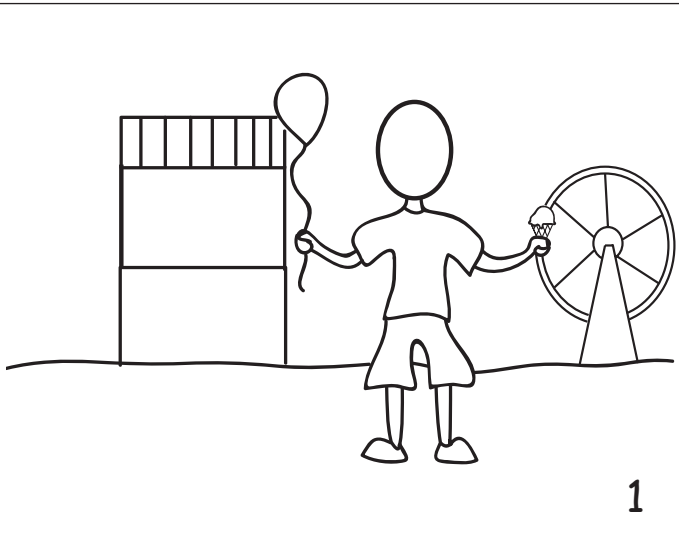
Look at box number 1. This is a boy. He's at the circus! He has a balloon and an ice cream cone. How does he feel? (pause) Yes! He feels happy! Can you finish drawing his face so he looks happy?

Audio Tracks 2–6 continued

Track 3	Look at box number 2. Here is the boy again. Oh, no! A bird has popped his balloon! He dropped his ice cream cone. How does he feel? (pause) Yes, he feels sad. Draw his face so he looks sad.
Track 4	Let's go to box number 3. This boy is watching a scary movie. It has ghosts in it! How does he feel? (pause) Yes, he feels scared. Finish drawing his face so he looks scared.
Track 5	Go to box number 4. Here is a girl. It has been a long day, and she just went to bed. How does she feel? (pause) Yes, she feels sleepy. Finish drawing her face so she looks sleepy.
Track 6	Now go to box number 5. Look at the boy and girl. They are fighting over a toy car. How do you think they feel? (pause) Yes, they feel mad. Finish drawing their faces so they look mad.

Partner Recap

Have the students sit with a partner to review the workbook page together. One student can point to the pictures and describe them while the other listens. Then the students can switch roles.



Lesson 10

Let's Practice

Materials

Lesson 10 SOLO
and scratch paper
Talking Sticks sets
Student Workbooks
Stickers*
Team Score Sheet
Teamwork certificates
Feelings Cards

* teacher acquired

The Feelings Cards can be found in the appendix on page 293. Each row of pictures represents one set of Feelings Cards that a team will share. Make a copy of page 293 and cut out the Feelings Cards. Keep them in four sets to distribute to four teams. Make an extra copy if you have more than four teams in your class.

Picture Card Review

Show the students five to ten picture cards from previous lessons. Have the students name each card.

Cloze Chant

Say the chant with the students. Do not say the underlined words. Let the students supply these key vocabulary words themselves.

Gradually reduce your support until the students are saying most of the chant on their own.

Partner Review

Have the students sit with their teams. Distribute a set of Talking Sticks to each team. Have each team member pick a Talking Stick. Have the students who have “A” Talking Sticks form partnerships with the students who have “B” Talking Sticks.

Have the students turn to page 22 of their Student Workbooks. Partners will take turns quizzing each other on the new vocabulary words.

When Partner A has finished quizzing Partner B, he or she can put a check in Partner B's book. Then partners can switch roles.

Challenge the students to use more than one word for some feelings.

Encourage partners to ask for and provide help to each other as needed.

Class Practice

Take a stack of Feelings Cards and show them to the class. **Today we're going to talk more about feelings. Each of these cards has a picture of a feeling on it.** Hold up each card and ask: **How does this person feel?** Have the class respond: **He/She feels ____.** Then, have the students pantomime an action for the feeling. For example, if the feeling is mad, have the students make an angry face and say “**grrrr.**” Repeat for each of the remaining cards.

Now we're going to play a little game using the cards. I'll mix up the cards. Shuffle the cards, and place them face down in a pile in front of you.

I'm going to pick up a card and put it right here. Hold the card up to your forehead so the students can see the picture but you cannot. **I'm going to try to guess which picture card this is, but I need you to help me. Can you show me what this feeling looks like?** Have the whole class pantomime the action.

Guess what feeling is on the card by saying: **Oh! You all look mad. This must be the card for mad. Is that correct?** (WGR)

Repeat the activity above for each of the cards in the set.

Team Practice

Now it's your turn to play this game with your team. Have the students sit with their team members. Give a set of Feelings Cards to one member of each team. **If you are holding the Feelings Cards, you will go first. Choose a card from the stack and hold it over your head. Ask your teammates: What does this feeling look like? Your teammates will make a face to help you guess. When you've guessed correctly, you can go on to the next card. When you have used all the cards, you can give them to another person on your team with the Talking Stick.**

Make sure the students continue to pass the Feelings Cards until they have described every picture on the page.



Check

While the students practice with their teams, open your manual to the SOLO for Lesson 10. Take a piece of scratch paper with you to record the students' responses.

Refer to your Team Score Sheet to decide which student from each team will be assessed. Be sure to choose students who were not assessed in the previous lesson.

Assess one student from each team. Keep track of the scores on the scratch paper, and then transfer the scores to the Team Score Sheet.



Team Celebration

Now it's time to recognize teams who earned a sticker today. Name each team, and place a sticker on their chart. (If the team has earned three stickers, circle the stickers, and give each student on the team a certificate.)

Allow a special celebration for teams who earned a sticker. Have each team stand in front of the class. Have them show what they have learned by asking them the following questions:

Teacher's Questions

Show me what (mad, sad, sleepy, happy, scared) looks like.

Team Response

TPR

Lesson 10

Let's Practice

Materials

Talking Sticks sets
 Student Workbooks
 Stickers*
 Team Score Sheet
 Teamwork certificates
 Feelings Cards
 Drawing paper
 and crayons*
 Chart paper and marker*

* teacher acquired



Picture Card Review

Show the students five to ten picture cards from previous lessons. Have the students name each card.

Cloze Chant

Say the chant with the students. Do not say the underlined words. Let the students supply these key vocabulary words themselves.

Gradually reduce your support until the students are saying most of the chant on their own.

Partner Review

Have the students sit with their teams. Distribute a set of Talking Sticks to each team. Have each team member pick a Talking Stick. Have the students who have “A” Talking Sticks form partnerships with the students who have “B” Talking Sticks.

Have the students turn to page 22 of their Student Workbooks. Partners will take turns quizzing each other on the new vocabulary words.

When Partner A has finished quizzing Partner B, he or she can put a check in Partner B's book. Then partners can switch roles.

Challenge the students to use more than one word for some feelings.

Encourage partners to ask for and provide help for each other as needed.

Team Practice

Have the students sit with their team members. Repeat the Team Practice from yesterday's lesson. Remind the students that this will be their last chance to practice before you test someone from their team. Encourage them to work together to make sure all team members are learning.



Check

While the students practice with their teams, open your manual to the SOLO for Lesson 10. Take a piece of scratch paper with you to record the students' responses.

Refer to your Team Score Sheet to decide which student from each team will be assessed. Be sure to choose students who were not assessed in the previous lesson.

Assess one student from each team. Keep track of the scores on the scratch paper, and then transfer the scores to the Team Score Sheet.



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Teacher's Questions

Show me what (mad, sad, sleepy, happy, scared) looks like.

Team Response

TPR



Cultural Connection

Tell the students that in English, you can use colors to tell how you feel.

Give each student a piece of drawing paper and some crayons. Draw three big circles on your chart paper. Have the students do the same thing on their own papers. Draw eyes and a nose on each circle.

These are faces. We're going to color each face to show how these people feel.

Color the first face on your chart paper blue. Have the students do the same thing on their papers.

We can say, "I feel blue." That means "I feel sad." This person is blue. He feels sad. Have the class repeat. ***What kind of mouth should we draw so the face looks sad?*** Have the class draw a mouth so that the face looks sad.

Repeat the activity for the remaining two faces. Face number 2 will be red. ("He is red in the face" means "He is angry.") Face number 3 will be yellow. ("He is yellow" means "He is afraid.")

Receptive Vocabulary (Use page 22 of the workbook.)

Tell the student to point to the person that is...				
mad/angry	sad	scared/afraid	sleepy/tired	happy
1 pt.	1 pt.	1 pt.	1 pt.	1 pt.

Expressive Vocabulary (Use page 23 of the workbook.)

Point to each character(s) in boxes 1–5. Ask: How does (do) he/she/they feel?				
(box 1) happy	(box 2) sad	(box 3) scared/ afraid	(box 4) sleepy/tired	(box 5) mad/angry
1 pt.	1 pt.	1 pt.	1 pt.	1 pt.

Oral Language Production (Use the Feelings Cards.)

Modeling: I'm going to hold up a card. You can tell me how the person feels. Hold up the card for mad: He feels mad.	
1. Hold up a card. Ask: How does he/she feel?	
1 point:	any attempted response
2 points:	one-word correct response [<i>mad</i>]
3 points:	correct response with attempt at sentence [<i>he mad</i>]
4 points:	correct response in a complete sentence [<i>He feels mad.</i>]
5 points:	correct response with elaboration [<i>That is a boy. He feels mad.</i>]
2. Hold up a card. Ask: How does he/she feel?	
1 point:	any attempted response
2 points:	one-word correct response
3 points:	correct response with attempt at sentence
4 points:	correct response in a complete sentence
5 points:	correct response with elaboration
3. Hold up a card. Ask: How does he/she feel?	
1 point:	any attempted response
2 points:	one-word correct response
3 points:	correct response with attempt at sentence
4 points:	correct response in a complete sentence
5 points:	correct response with elaboration