Class:\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_Feeling and Emotions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_10/3/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Use different verbs to express emotions (feel, be) |
| Frameworks:  S1.2b Participate in short social conversations on familiar topics with support |
| Content Objective #1 (Students will know that…)  One teacher feels, but two teachers feel and one student is tired, but two students are tired. |
| Frameworks:  W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural nouns; common adjectives) |
| Activities  1a. Students will watch the YouTube video that displays common emotions, and chorus each emotion. When finished, they will watch, then sing the “emotions song” on YouTube. During the video presentation I will clarify all vocabulary and expressions.  b. Partners match pictures of people demonstrating different emotion with the written word. When advanced students are finished, they will practice spelling each word by asking their partner questions such as “how do you spell frustrated?”  c. Review and clarify simple present tense as it relates to “feel” and “be”. Introduce “because” as a conjunction  d. In groups, students will create sentences that match the expressions of several people photographed. A beginning level group will make (speak) simple sentences such as “she is tired” or “they are happy”. A more advanced group will additionally add the conjunction “because”. Each group has a copy of the same pictures |
| Materials  Computer projector, cards with pictures and emotions, photographs of people expressing different emotions, picture that shows different people with different expressions . |
| Assessment #1  Students will write sentences for each person shown on the worksheet. Answers should look like “Sandra is tired”, or “Pedro and Juan feel excited”. |
| Wrap Up Reflection  Ask students, “Who is nervous?” Follow up with advanced students with “Why is Pierre nervous”. |
| Skill Objective #2 (Students will be able to…)  Express feelings in terms of health |
| Frameworks:  S1.2c Ask and respond to simple questions related to basic needs with support |
| Content Objective #2 (Students will know that…)  Body parts can ache or hurt. A person can be or feel sick. |
| Frameworks:  W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities |
| Activities  1a. On overhead projector, show students a YouTube video that goes through the parts of the body, pronouncing each word. After the first video, show the YouTube video “I feel sick” song.  b. In pairs, students play a memory game with body parts. Beginning students have images that include the name of the body part. Advanced students are asked to look up any unknown words in the picture dictionary when necessary. After every match, students repeat the word out loud and point to the actual body part, then say, “here are/is my \_\_\_\_\_”  c. Review phrases from the “sick” song, and demonstrate aches and hurts using I have a \_\_\_\_ or My \_\_\_\_ hurts, She has a \_\_\_\_\_, Her \_\_\_\_ hurts.  d. In pairs, students are given a worksheet that shows several people with various ailments. Worksheets for beginning students have the words associated with each person’s illness written beside each image, but advanced students must remember or look up the different parts of the body for the same exercise. Students take turns speaking, explaining what is wrong with each person in the picture. |
| Materials  Overhead projector, memory game, image of illnesses. |
| Assessment #2  Individually, students write a paragraph (or list of sentences) about a picture that shows people with various ailments. |
| Wrap Up Reflection  Survey students at the end of class, give them options of aches or hurts and ask them to call out the correct sentence. |