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| **Topic: Feelings** |

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| Instructor:  Lee Hee Jung(Aire) | Level:  **beginner** | Students:  **8** | Length:  **45 minutes** |

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| Target Vocabulary  : happy, sad, angry, surprised, scared. |

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| Target Sentences  I’m happy(sad, angry, surprised, scared) |

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| Materials  : pictures, words, flashcards, glue, papers, sticky tape, sissors, chairs, mirrors, worksheet, white board, board makers, |

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| Aims/Objectives  - Ss can understand different kinds of feelings.  - Ss can speak short words and sentences like “I’m happy”.(They can’t write the sentences correctly but they can speak their feelings like I’m happy, I’m sad) |

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| Assumptions:  - Ss only can understand short words.  - Ss can imagine different feelings.  - SS are able to review last lesson during pre-activity.  - Ss are used to listening “I’m~”,”It’s~” by the teacher’s last lessons.  - If the lesson is too long : teach the song only first verse or skip the worksheet. |

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| Anticipated Errors and Solutions:  - During the review Ss may not memorize complete sentences like “It’s windy”. They could remember the word <windy> : tell them briefly about a correct sentence. But the class is basically focused on understanding.  - If Ss don’t understand words clearly : explain them situations with actions |

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| References  : [www.teacherplus.co.kr](http://www.teacherplus.co.kr), [www.kizclub.com](http://www.kizclub.com) , [www.google.com](http://www.google.com). |

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| **Lead-In** | | | |
| Materials: flashcard | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | 1. Say hello to teacher and friends.  2. Listen to the teacher’s introduction. | <greeting>  T : Hello, everyone! How are you?  Ss : Good. |

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| **Pre-Activity** | | | |
| Materials: pictures, words, flashcards, glue, papers, sticky tape, sissors, chairs, mirrors, white board, board makers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | 2 groups | 1. listen to the teacher’s introduction  2. Categorize pictures.  3. Match pictures with words and then say the word.  4. Glue the picture and word one the paper  (make 3 types of paper – weather, season, feeling) | (make 2 groups and give them pictures and words: It can be divided into three types – feeling, season, weather)  T : You have different types of pictures. Categorize those pictures into 3 types.  I’ll give you 3 minutes.  **<CCQ>**  **How much do we have?**  **How many types do we need to categorize?**  T : Match pictures with words. When you find the correct word, you should say the word use a sentences. For example if you find spring, you have to say “It’s spring.”  And then if you’re correct, glue the picture and word on the paper.  I’ll give you 5 minutes.  (Ss may not know feelings, if they can’t match pictures and correct words. Explain them with flashcards.)  **<CCQ>**  **When you find the correct word, what you have to say ?**  **And then?** |

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| **Main Activity** | | | |
| Materials: pictures, words, sticky tape, chairs, mirrors, a sounder, white board, board makers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | 1.Play a kind of match game.  (use chairs, pictures and words) | **1. Chair game**  (There are four chairs in front of the class)  T : Everybody come up to the front. We’re going to play chair game. You can see, there are different kinds of sentence on the chairs.  Some sentences are about feelings and some words are not about feelings.  When I show you a picture you should seat down the chairs as soon as possible. And then you have to say the sentence. For example I’ll show you this picture(happy), you have to seat down a correct chair and say “I’m happy.”  **<CCQ>**  **Hellen, show SS the rule with me.**  **(demonstration with 1 student)** |
| 7 min | pairs | 1. play a mirror game | **2. mirror game**  (Give words to one team and give mirrors to another team)  T : Team A have a words, and team B have mirrors.  First, team A say the word and then team B express the feeling, using mirror.  Team B should finish in 5 seconds. And then compare with your partner. If your faces are same, show team A your face.  Team A judge team B’s action, It’s is wrong or right.  When team A’s turn is finished, It’s time to team B’s turn. |
| 10  min | Whole class | 1.listen to a song and repeat the song with action. | **<sing a song : If you’re happy and you know it, clap your hands>**  T : First, let’s listen to a song.  T : Everybody, come up to the front.  (explain Ss a song line by line with action)  T : Let’s sing a song together!  (If the lesson time is enough, change the lyrics from happy to sad or angry) |

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| **Post Activity** | | | |
| Materials: pictures, worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | individually | 1.make playthings(It’s for how to express feelings)  2. compare complete pictures with other Ss | T : All students have pictures without eyes and mouth.  Cut the paper and like this and then match those pictures with eyes and mouth.  Use a glue.  7 minutes. Let’s start!  **<CCQ>**  **The pictures need two things. What are they?**  (after 10 minutes)  (call a student randomly) Jamie Show other friends your pictures one by one and say “I’m happy(or sad, surprised, angry, scared)”  (ask other Ss) “is it right?”  Ss judge Jamie’s picture, It is wrong or right. If the picture is wrong correct it.  (continue to one by one) |
| 5 min | individually | 1.do their worksheet(painting) | **\*Extra worksheet may be needed**  T : Express those feelings. Draw your face when you’re happy, sad, angry, scared and surprised. |

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| **Wrap-Up** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole  class | Greeting to friends and teacher | T : Everybody did a good job today. When you are get back home, express your feeling to your mother and father. See you tomorrow! |