

Lesson 24

Feelings and emotions 2



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Talking about how you are feeling and what makes you feel that way.
Structures:	"How do you feel?", "I'm (happy)", "How do you feel when (it's sunny)?", "Do you feel (happy) when it's sunny?".
New vocab:	hungry, scared, lunchtime, stormy.
Review vocab:	happy, sad, angry, sleepy, sunny, rainy, noisy, bedtime.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Feelings flashcards
Printables:	<ul style="list-style-type: none"> How do you feel when ...? reader worksheet How do you feel when ...? worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song The weather song The feelings song
Readers:	<ul style="list-style-type: none"> How do you feel when ...?

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

You will also need:

- name tags and name cards for each student
- a glove puppet
- a large cloth bag
- weather board
- cushions (1 per student)
- CD / Tape player or something to play the song on

Notes:

In this lesson students continue to learn the vocabulary for basic emotions and the situations associated with them. They do some fun activities, sing a feelings song and read a fun story about how people feel in different situations.

Lesson overview:

Warm up and maintenance:

1. Greetings
2. Name tags
3. Glove puppet greetings
4. Sing "The Hello Song"
5. Homework check
6. Do "Exercise routine" activity
7. Do the "What's in the bag?" activity
8. Sing "The weather song"
9. Talk about the weather outside
10. Use the "Weather board"

New learning and practice:

1. Play "Guess the feeling" and teach new vocab: hungry, scared
2. Do "Draw the faces on the board"
3. Teach the rest of the song vocab
4. Match feelings to the situations
5. Practice actions of the song
6. Sing "The feelings song"
7. Read and write time
8. Read classroom reader "How do you feel when ...?"

Wrap up:

1. Assign homework: "How do you feel when ...?"
2. Say goodbye to glove puppet
3. Sing "The Goodbye Song"
4. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

1. Greetings

Greet the students by name as they enter the classroom and gesture for them to sit down (on cushions if you have them) in a fan-shape around you.



2. Name tags

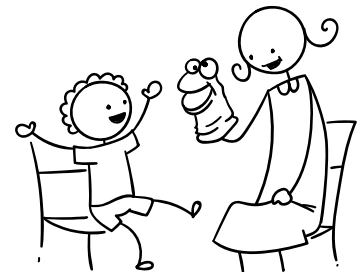
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage the student to recognize his/her name. Do this for everyone.



Finally, have everyone take out a crayon or pencil and copy their name on their tags and stick them on.

3. Glove puppet greetings

Bring out your glove puppet bag and have everyone shout "Hello!" into the bag until he wakes up and jumps out of the bag. Then model chatting with the glove puppet ...



Puppet: "Hello", What's your name?"

Teacher: "My name is..."

Puppet: "How are you?"

Teacher: "I'm fine, thank you".

Puppet: "How old are you?"

Teacher: "I'm ...".

... and then have the puppet say hello to each student and ask them the same questions, including their age.

Finally, go around saying "Goodbye" and "See you" before going back into the bag and back to sleep.

4. Sing "The Hello Song"

Sit in a circle and sing the song (clap along or pat knees).

Lyrics for "The Hello Song"

Hello, hello,
How are you today?
Hello, hello,
How are you today?

I'm fine, thank you,
I'm fine, thank you,
I'm fine, thank you,
And how about you?

Hello, hello,
How are you today?
I'm fine, thank you,
And how about you?

Gestures for "The Hello Song"

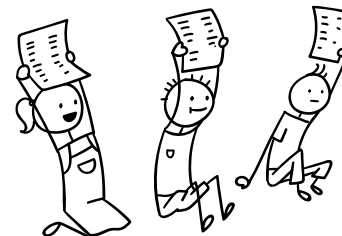
Sit in a circle and listen to the song (clap along or pat knees).

- Wave as you sing the "Hello, hello" parts.
- Gesture to others as you sing "How are you today?"
- Point to yourself as you sing "I'm fine, thank you"
- Hand gesture towards another student as you sing "And how about you?".



5. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about the emotions on their homework worksheet (e.g. "How do you feel when it's sunny?" while pointing at the happy face). Give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).

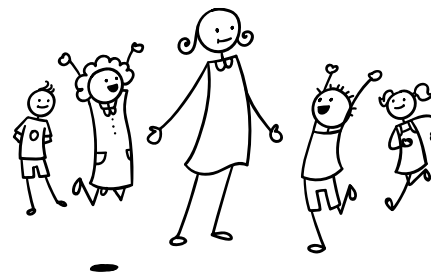


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

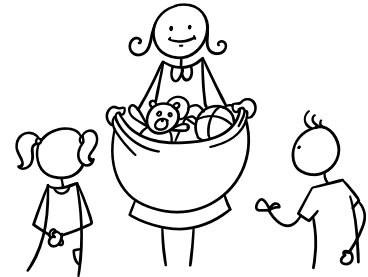
"Stand up (T stands and so does everyone else)
"Hands up / hands down" (up to 10 times)
"Jump" (up to 10 times)
"Kick (up to 10 times)
"Run! / Stop!" (up to 10 times)
"Turn around! / Stop!" (up to 10 times)
"Wiggle!" (a few seconds)
finally "Sit down".



7. Do the "What's in the bag?" activity

Before class, put a couple of new objects (e.g. a crayon, a plastic bottle, a sock, a paper cup, a leaf, a ball, a teddy, etc. - anything lying around (and safe!)) into the bag.

Show the bag to your students, shake it to rattle the objects inside, and ask, "What's in the bag?"




Randomly pull out different objects and teach/ elicit the words – in each case, have students hold and pass the objects around. You can even have students pull the objects out of the bag instead of you taking them out – with eyes closed to make it fun!

Finally, place/throw the objects around the classroom and have each student retrieve an object as you call out its name and put it back in the bag.

8. Sing "The weather song"

Time for the weather section of the lesson! Put the weather flashcards on the board in the order of the song (or use our Weather song poster). Have all the students stand up and watch you as you sing along and use the gestures. Encourage them to join in and sing along.

Lyrics for "The Weather Song"	Gestures for "The Weather Song"
<p>Verse 1: How's the weather? How's the weather? Look outside. How's the weather? How's the weather? Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy. It's snowy, it's foggy, it's hot, it's cold.</p> <p>Verse 2: How's the weather? How's the weather? Look outside. How's the weather? How's the weather? Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy. It's snowy, it's foggy, it's hot, it's cold.</p>	<p>There are some easy gestures you can do as you sing along to the song:</p> <ol style="list-style-type: none"> For the question part "How's the weather?", sing along and do the 'palms of the hands up' question gesture. For the "Look outside" part, face the window and put your hand over your eyes (like a salute), as if you were looking into the distance. Use hand gestures for the weather words: <ul style="list-style-type: none"> sunny: slowly spread your arms out rainy: wiggle your fingers downwards like rain windy: gesture wind blowing out of your mouth cloudy: make cloudy shapes with your hands snowy: wiggle your fingers downwards like snow and shiver foggy: close your eyes and put your hand



"It's sunny"

out in front like you are trying to feel for something you can't see

- hot: fan your face
- cold: shiver and wrap your arms around your body

9. Talk about the weather outside

Motion for your students to come over to the window (or even outside). Say, "How's the weather? Look outside". Elicit the weather from the words they learned in the last lessons (It's sunny / cloudy / windy / rainy / snowy / foggy / hot / cold).



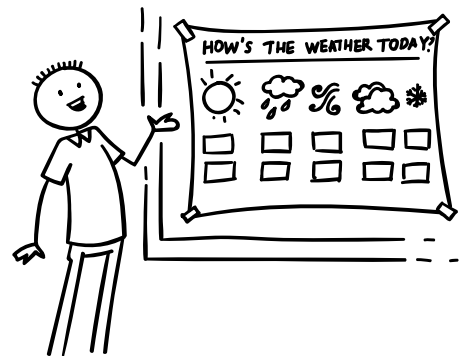
Depending on weather conditions, you can introduce more weather words, such as:

- | | | | |
|-----------|------------|----------|-----------|
| • stormy | • warm | • humid | • drizzly |
| • misty | • cool | • frosty | |
| • showery | • freezing | • icy | |

10. Use the "Weather board"

Use the weather board that you created in the previous class. Invite some students to come up and put weather pictures for today's weather on the board. Make sure they say the word as they put the card on the board.

If you introduced any new weather words as you were talking about the weather just now, add these pictures to your board – you can either draw them there and then or prepare the pictures before class.



New learning and practice:

1. Play "Guess the feeling" and teach new vocab: hungry, scared

Let's play a fun game - the teacher acts out the feelings and the students shout out the feeling words. Start with the review vocabulary – do a happy face and any action you like to elicit "happy". Then do the same for the words sad, angry and sleepy.

Next, do a scared face and gesture, like you have just seen a ghost. Teach / Elicit "scared" and chorus x3. Then, rub your tummy and look hungry – teach / elicit that word and chorus x3.

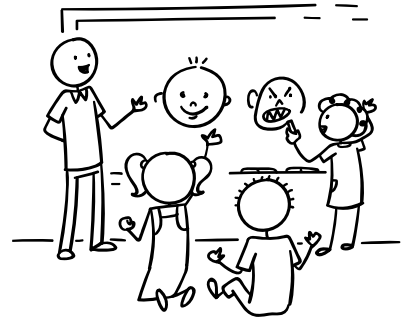
For the next round we'll involve your students. Have a volunteer come to the front of the class and show him/her an emotion flashcard. The student does the action and the first to shout out the answer can come to the front of the class to do the next one.



2. Do "Draw the faces on the board"

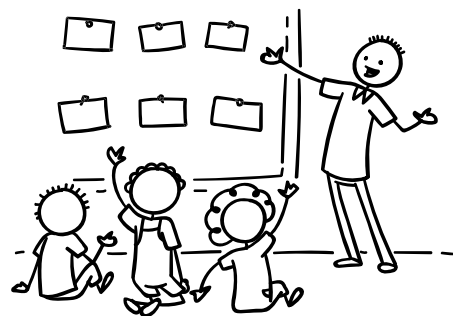
Invite a student up to the front of the class and give him/her the chalk/marker. Whisper a feelings word (e.g. "angry") and get him/her to draw the face in the circle. If he/she is having difficulty, show a picture or flashcard.

Invite the class to shout out the answers – the first student with the correct answer can draw the next picture.



3. Teach the rest of the song vocab

In this lesson we are going to sing a song about feelings. Last class we introduced some of the key words from the song - let's review these with flashcards. Hold up the first card (e.g. sunny), say the word and do the action (see gestures on the next panel) and have everyone shout out the word and copy your gesture. Then stick the flashcard on the board. Do for the other 3 review words.



Then introduce the two new words in the same manner: lunchtime (hungry) and stormy (scared).

With 6 cards are on the board, point to any card and say, "What's this?". Elicit the word. Keep pointing to flashcards randomly as the class shouts out the words, getting faster and faster.

Gestures for vocab:

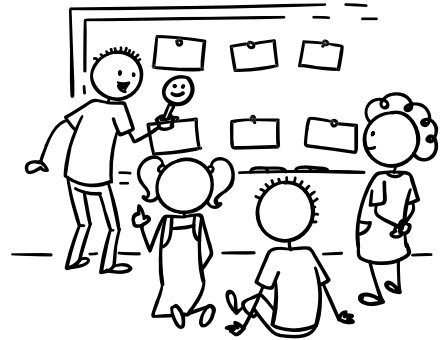
- **sunny** - do round circle shape with your arms
- **rainy** - wriggle your fingers like rain
- **noisy** - cover your ears (look angry)
- **bedtime** - gesture sleeping – head sideways on pillow hands
- **lunchtime** - rub your tummy (look hungry)
- **stormy** - gesture under an umbrella (look scared)

After this, play “Missing flashcard guess” - with the flashcards still on the board, tell everyone to close and cover their eyes. Remove a card and hold it behind your back. Tell everyone to open their eyes and shout out the missing flashcard.

4. Match feelings to the situations

With the flashcards still on the board, ask the class how you feel when it's sunny (ask, "Do you feel angry when it's sunny?" and do an angry face – hopefully everyone will respond "No! Happy").

Draw a happy face under the sunny flashcard. For each card elicit the feeling (from the song) and draw the face under each card.



5. Practice actions of the song

Now that we have all the vocab on the board, teach the actions for each word (see Gestures below).

Next, point to each picture on the board and get everyone to do the action.

Gestures

- **sunny** - do round circle shape with your arms
- **rainy** - wriggle your fingers like rain
- **lunchtime** - rub your tummy (look hungry)
- **noisy** - cover your ears (look angry)
- **stormy** - gesture under an umbrella (look scared)
- **bedtime** - gesture sleeping – head sideways on pillow hands



6. Sing "The feelings song"

Play the song through once and have everyone look at the pictures on the board (point as the song plays) and do the actions. Next, play the song again and sing along, encouraging everyone to sing as they do the actions.

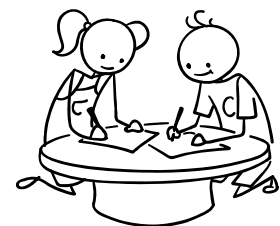
Lyrics for "The Feelings Song"	Gestures for "The Feelings Song"
<p>Verse 1: When it's sunny, I am happy, When it's rainy, I am sad, When it's lunchtime, I am hungry, Time to eat, yummy!</p> <p>Verse 2: When it's noisy, I am angry, When it's stormy, I am scared, When it's bedtime, I am sleepy, Time to sleep, good night!</p> <p>Verse 3: When it's sunny, I am _____, When it's rainy, I am _____, When it's lunchtime, I am _____, Time to eat, yummy!</p> <p>Verse 4: When it's noisy, I am _____, When it's stormy, I am _____, When it's bedtime, I am _____, Time to sleep, good night!</p>	<p>The actions for this reflect the situations and their associated feelings.</p> <ol style="list-style-type: none"> "When it's sunny" (do round circle shape with your arms), "I am happy" (smile). "When it's rainy" (wiggle your fingers like rain), "I am sad" (look sad). "When it's lunchtime" (rub your tummy), "I am hungry" (look hungry). "Time to eat", (gesture eating), "yummy!" (look happy). "When it's noisy" (cover your ears), "I am angry" (look angry). "When it's stormy" (gesture under an umbrella), "I am scared" (look scared). "When it's bedtime" (gesture sleeping – head sideways on pillow hands), "I am sleepy" (yawn with hand over mouth). "Time to sleep, good night!" (yawn and wave goodnight).

Note that the second time the verses are played, the underlined words are removed – students need to remember them.



7. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



1. Beginners: students cannot read or write the alphabet.

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

2. Early starters: students have experience with the alphabet but need phonics practice.

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

3. Early readers.

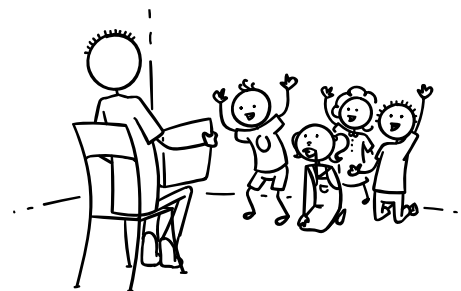
Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

4. Elementary readers: students can read and write simple sentences well.

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

8. Read classroom reader "How do you feel when ...?"

Let's follow the song with a reader which uses the structures from the song. Before class, download and print off the reader "How do you feel when ...?" from our website. As you go through each page, point to the pictures and ask your students how they feel in each situation, for example:



Teacher: (reading from page 1) What's this?

Students: Sun!

Teacher: Yes, that's right! It's a sun so it's sunny. How do you feel when it's sunny?

Students: Happy!

Teacher: Let's check (turning to page 2) ... "I am happy", yes, that's right!

Get the students really involved in the story by asking lots of questions and asking them if they feel differently in each situation.

After reading the story, give out a reader worksheet to each student and have everyone match pictures. Then read through the story one more time (without stopping for questions, etc.) to check the answers as a class.

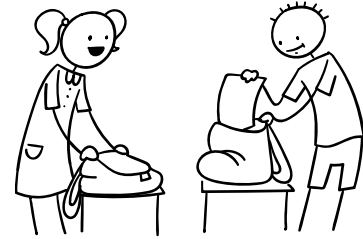
Alternatively, watch our video version of the reader on our website.

Wrap up:

1. Assign homework: "How do you feel when ...?"

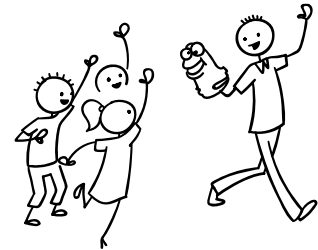
Hold up the homework worksheet – this is a fun matching activity. Model by matching a few situations to faces.

Give out the worksheets and say, "Put your homework in your bags" and help them to do so - this is important as they will probably want to start working on them right away.



2. Say goodbye to glove puppet

Take out the bag again and get everyone to wake up the glove puppet by shouting its name into the bag (e.g. "Cookie Monster!"). Bring out the puppet and go through the same routine - go to each student and say hello, ask their name and the say goodbye / see you. Then put the puppet back in the bag (back to sleep).



3. Sing "The Goodbye Song"

Sit together in a circle and sing and clap along.

Lyrics for "The Goodbye Song"

Goodbye, goodbye,
See you again.
Goodbye, goodbye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time.



Gestures for "The Goodbye Song"

Have everyone do the gestures with you.

- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing "It's time to go".
- Point towards another student as you sing "See you next time".

4. Do "Quick check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students.

For each student hold up a situation flashcard and ask,



"How do you feel when (it's sunny)?" . When they respond correctly say goodbye and let them leave. If they make a mistake, have them go back to the end of the line - they will have to try again once they reach the front!

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](https://www.eslkidstuff.com/esl-kids-lesson-plans.html)
 - More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](https://www.eslkidstuff.com/esl-kids-lesson-plans.html)

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

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