

INTRODUCTION

FEELINGS THEMATIC UNIT

The focus of this thematic unit is on feelings. It is done in four age-related stages:

Elementary School: 3rd grade beginning level students (ES)

Middle school: low intermediate ELL class (MS)

High School: intermediate ELL class (HS)

Adult: beginning intermediate ELL class (A)

For each age level, 3 lesson plans are presented that are centered on the theme “Feelings”.

While the topic and the class (ELL) are the same, the lessons are uniquely suited to the age group of the students and their developmental needs. This is acknowledged by the different goals and achieved with different methodologies.

The goals for the elementary students include learning simple vocabulary and sentence structures. At the elementary level there is an emphasis on modeling and repetition. Middle school students, while solidifying known feeling vocabulary, focus on using the vocabulary to develop the concepts of emotions. Their lessons center on a biography of Helen Keller. At the high school level, the unit on feelings is part of a larger unit on relationships. At this level, the students develop a more sophisticated vocabulary and use it to explore their own feelings and content-based literature. Adult classes focus on basic, not simple, vocabulary and simple sentence structure. They do not need to learn about feelings; they need to learn how to appropriately express complex feelings in complicated contexts.

The elementary school children meet in 50 minute class sessions several times a week. The middle school students meet every day for 50 minutes and the high school students meet either every day for 50 minutes. The high school lessons can be modified for block scheduling. The adults, however, meet only once a week for 2 hours. Also, unlike the school classes, the adult classes are voluntary.

A final difference in the groups is the standards used. The ESL Goals and Standards apply to school age children K-12. They are not completely compatible with adult education needs. While there are no national standards for adult ELL classes, there are many lists of goals and concerns pertaining to adult language education. Guidelines for the state of Massachusetts Adult ESOL curriculum are referenced for this unit.

Introduction to Elementary School Lessons 10-week Overview

Week	Theme
1	Greetings and introduction
2	Personal information
3	Daily Routines
4	Telling the time
5	Describing people
6	Shopping
7	Leisure activities
8	Feelings
9	Colors
10	Shapes

Goals: The purpose of this term is to introduce the students to functional activities in the areas of things that might happen in their daily life,

Level of Proficiency: Beginning

Age of students: 3rd grade

Class size: 20 students

Cultural background: Students are from different countries

Time: 50 minutes, five days a week.

Week #8 Feelings

General Information

Overall Objectives: Students will be able to:

- ✧ Knowing feeling vocabulary words, and understand their meanings.
- ✧ Using the vocabulary to make personal exchanges.

Learning Outcome:

- ✧ Students will learn to use feeling vocabulary through a variety of activities.

Grammar Objectives: Students will be able to: Understand and use new descriptive vocabulary---Feeling adjectives.

ES-1: How do you feel? --- Part 1.

Objectives: Introduce the theme “feeling” to them, and simple vocabulary words and sentences for them to practice.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning Strategies:

- ✧ T.P.R.
- ✧ Practicing, repeating, using deductive reasoning
- ✧ Social interaction
- ✧ Music
- ✧ Peer work

Multiple Intelligences:

- ✧ Linguistic
- ✧ Kinesthetic
- ✧ Intrapersonal
- ✧ Interpersonal
- ✧ Musical

Material: CD player, journals and a soft ball.

Procedures:

Preset: 10 minutes

Play the song---If your happy and you know it !

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it and you really want to show it

If you're happy and you know it, clap your hands.

If you're happy and you know it, stomp your feet.

If you're happy and you know it, stomp your feet.

If you're happy and you know it and you really want to show it

If you're happy and you know it, stomp your feet.

If you're happy and you know it, nod your head.

If you're happy and you know it, nod your head.

If you're happy and you know it and you really want to show it

If you're happy and you know it, nod your head.

Ask students to stand up to sing and do the actions. They will review the vocabulary words they have learned before. And tell students they are going to learn feeling words in this unit.

Activity 1 Sentence introduce: (10 minutes)

Introduce the basic vocabulary, happy and sad.

Speech Model: write the sentence on the board

- 1. A: How do you feel?
B: I feel happy.
A: I am glad to hear that.
- 2. A: How do you feel?
B: I feel sad.
A: I am sorry to hear that.

Activity 2 Sentence practice: (25 minutes)

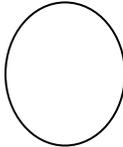
Procedure:

- 1. Teacher, "Everybody stand up, and get into three circles. We are going to practice the sentences that we just learned".
- 2. Teacher gets out a ball, and passes it to one of her students, and asks him, "Tom, how do you feel today? Tom, " I feel happy". Teacher will answer, "I am happy to hear that".
- 3. Teacher asks Tom to pass the ball to the next student, and do the same practice until all the students have the chance to practice the sentences.
- 4. The other circles also do the same activity.

Activity 3 What did we learn today? (5 minutes)

- 1. Pass out the journals.
- 2. Ask them to write down one thing they learned today.
- 3. Ask them to write down how they feel about the lesson today.
- 4. Draw a face to show me how you are feeling now.

Journal model

What I learned today	How do I feel about the lesson?	Draw how I feel now
Happy and sad.	I like the class.	

Wrap-up:

Ask and answer questions:

- 1. Provide students time to ask questions about the vocabulary.
- 2. Assign homework: Review all of the new vocabulary, and practice the dialogue:
A: How do you feel?
B: I feel _____.
A: I am glad to hear that/ I am sorry to hear that.

Focus:

How do you feel?

I feel _____

I am happy/sorry to hear that.

Rationale: Introducing the sentence model first for students to follow provides students opportunities to practice the sentences. The ball game is to let students have fun while learning. For ELL beginning learners, it would be very hard for them to remember the sentence. Therefore, it would be very important to provide them time to practice. Learning from games can help them be more involved in the learning process.

ES 2 How do you feel? ---Part two

Objectives:

Students will develop more vocabulary words and do drill practice.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning Strategies:

- ◇ T.P.R.
- ◇ Learning from modeling
- ◇ Practicing, repeating, using deductive reasoning
- ◇ Social interaction

Multiple Intelligences:

- ◇ Linguistic
- ◇ Kinesthetic
- ◇ Intrapersonal
- ◇ Interpersonal

Material: Puppets (any kind), vocabulary list

Procedures:

Preset: 10 minutes

1. Review the sentences that we're introduced in the last lesson.
A: How do you feel?
B: I feel _____
A: I am happy to hear that/ I am sorry to hear that.
2. Students practice in pairs.
3. After students practice, teacher asks students to pay attention.
“ We talked about happy and sad, two feeling vocabulary words yesterday. Can anybody tell me about other feeling words that you know?”
Students will raise their hands, “ bored, nervous, and etc”. They will say them and the teacher will say will say, “ Ok, so, now, I am going to introduce some more feeling vocabulary words.”

Activity 1: Introduce feeling vocabulary (15 minutes)

Teacher will introduce the vocabulary by using the puppets with intonation to show the emotions:

1. Angry: Feeling or showing irritation
A: How do you feel?
B: I was so **angry** with my friends for being late.
A: I am sorry to hear that.
2. Shy: Feeling nervous in the company of others; lacking self-confidence
A: How do you feel?
B: I felt so **shy** when I had to give a speech in front of 200 people today.

- A: I am sorry to hear that.
3. Bored: uninterested
A: How do you feel?
B: I feel so **bored** when I am with my parents' friends.
A: I am sorry to hear that.
4. Tired: Feeling weak and lacking power in the body or mind
A: How do you feel?
B: I feel **tired** after working all day.
A: I am sorry to hear that.
5. Excited: Full of strong feelings of expectation and happiness
A: How do you feel?
B: I feel **excited** to win the first prize.
A: I am glad to hear that.

Activity 2: Sentence practice (5 minutes)

After introducing the new feeling vocabulary words, students will practice. They will go around the classroom and find three partners. They will ask each partner one question, write down their partners' feelings and ask them to sign their names. They have to use the new words to do sentence practice:

A: How do you feel?

B: I feel tired.

A: I am sorry to hear that.

Activity 3: Individual sentence practice: (20 minutes)

After students practice with their partners, the teacher asks students to stand up, When they are ready, they raise their hands, and the teacher practices with them:

1. Tim raises his hand
2. The teacher walks to him
3. "How do you feel, Tim?"
"I feel excited"
"I am glad to hear that."
4. Then it will be Tim's turn to ask the teacher.
"How do you feel?"
"I feel tired"
"I am sorry to hear that."

Wrap up:

Do individual sentence practice with all of the students.

Focus:

How do you feel?

I feel _____

I am glad/sorry to hear that.

Vocabulary for feelings:

Angry	Shy	Happy
Sad		Excited
Lonely		
Bored		
Nervous		

Rationale: After students are familiar with sentence structure, the teacher introduces more vocabulary words in order to provide more examples for them to practice.

The teacher asks them to work with partners and write down their feelings in order to provide students with more interaction with their classmates, and from different answers, they can also practice. Individual dialogues will show what they have learned.

ES 3: What makes you feel happy?

Objectives:

Students will do more sentence practice and have opportunities to review previous lessons.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning Strategies:

- ✧ T.P.R.
- ✧ Practicing, repeating, using deductive reasoning
- ✧ Social interaction
- ✧ Learning from modeling

Multiple Intelligences:

- ✧ Linguistic
- ✧ Kinesthetic
- ✧ Intrapersonal
- ✧ Interpersonal

Material: handout

Procedures:

Preset: 10 minutes

1. Review: review feeling vocabulary words.

Activity 1: Role play (10 minutes)

1. Students work in pairs and practice the activity that they did yesterday.

A: How do you feel?

B: I feel _____.

A: I am glad to hear that/ I am sorry to hear that.

2. Randomly choose three pairs to come up and do the role-play.

Activity 2 Sentence practice: (20 minutes)

Writing Model: Giving handout or write sentences on the board.

a. Write three sentences about different situations that make you feel happy:

1. I feel happy to play with my best friends.

2. I feel happy _____.

3. I feel happy_____.

b. Write three sentences about different situations that make you feel sad.

1. I feel sad when I lose my teddy bear.

2. _____

3. _____

c. Write three sentences about different situations that make you feel bored.

1. I feel bored when I watch TV.

2. _____

3. _____

After finishing the sentences, students get into pairs to share their answers:

Model: A: What makes you feel happy?

B: I feel happy when I visit my grandparents.

Activity 3 What did we learn today? (10 minutes)

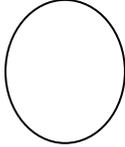
1. Pass out the journals.

2. Ask the students to write down one thing they learned today

3. Ask them to write down how they feel about the lesson today

4. Draw a face to show how you are feeling now.

Journal model

What I learned today	How do I feel about the lesson?	Draw how I feel
What makes me happy/sad	I feel happy to learn the sentences.	

Wrap-up:

1. Review the sentences: What makes you feel ____?
2. Every student should know how to answer the questions before leaving the classroom.
 A: What makes you feel bored?
 B: My homework makes me feel bored.

Focus:

Question	What makes you feel _____?			
Answer	I feel	happy sad bored tired	when I can to when I do after	eat ice cream hear that bad news. my homework class.

Rationale: The first and second day, the focus was on teaching vocabulary and sentence practice (especially sentence practice) so that the students can ask and answer basic questions. Through the activities, students can practice and know how to use the sentences.

The journal is that I want to see how much the students have learned and to know how they feel about the lesson. The students are encouraged to write both positive and negative feelings.

ES 4: Role-Play

Objectives:

Students will be able to apply what they have learned and do a short impromptu role play.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction. **Standard 2:** Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning Strategies:

- ◇ T.P.R.
- ◇ Social interaction
- ◇ Learning from modeling

Multiple Intelligences:

- ◇ Linguistic
- ◇ Kinesthetic
- ◇ Interpersonal

Procedures:

Preset: 5 minutes

1. Review: Briefly review all of the dialogues, vocabulary words, and activities.
Vocabulary words: happy, sad, excited, nervous, etc.
Sentences: How do you feel? I feel happy. I am glad to hear that.
What makes you feel happy?
2. Announcement: Teacher announces they will have an impromptu role-play.
3. Students will be divided into groups. (4 people in a group)
4. Focus: Feeling vocabulary—clarity, fluency, pronunciation, creativity---use students' own language to expand the story.
5. Time control: Each group will have 20 minutes to prepare their presentation, and every presentation will not be longer than 5 minutes.

Model:

Students can use their daily life to do role play:

A: Hi, how do you feel today?

B: I feel sad.

C: What makes you feel sad?

B: My toy is gone.

D: Oh! I am sorry to hear that.

B: How do you feel, A?

A: I feel happy.

B: What makes you feel happy?

A: Ms. Chen just said I did a good job.

C: What did you do?

A: I cleaned my table.

D: That is good.

Wrap-up:

Finish the role play, and tell the students”

“This is our last lesson about feelings. Everyone did a good job. Give yourselves a big applause! ”

Rationale: In the activity, students will do the role-play impromptu, in other words, they will not know in advance. Therefore, they will not have any extra time to prepare their role-play. From the impromptu presentation, teacher can easily know how well his/her students learned.

Introduction to Middle School Lesson Plans

The following three lessons are designed for a middle school ELL class of low-intermediate level. The lessons are part of a thematic unit on relationships and focus on feelings using a low-reading-level book about Helen Keller, entitled Helen Keller: Meet a Woman of Courage as a basis to explore those feelings. The lessons are designed for 55-minute class meetings.

In addition to providing instruction on using English to express feelings, the lessons are designed to encourage students to explore their own feelings and the feelings of the characters in the book. The book also contributes a socio-cultural element to the unit.

Definitions:

MS-1: Middle School Lesson #1

MS-2: Middle School Lesson #2

MS-3: Middle School Lesson #3

MS-1 Lesson

Objectives

The students will:

1. Learn feeling words and increase their vocabulary.
2. Listen to Chapters 1 and 2 of “Helen Keller: Meet a Woman of Courage.”
3. Explore the feelings of the book’s characters.

Standards

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through and with spoken and written

English for personal expression and enjoyment.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and

provide subject matter information in spoken and written forms.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 3: Students will use appropriate learning strategies to extend their

sociolinguistic and sociocultural competence.

Learning strategies

This lesson includes the following strategies:

- Review
- Accessing prior knowledge
- Categorizing
- Communicative interaction

Multiple Intelligences

- Linguistic
- Interpersonal
- Intrapersonal
- Kinesthetic

Materials

1. Enough copies of the following book for each student: Ford, Carin T. Helen Keller:

Meet a Woman of Courage. Berkeley Heights, N.J.: Enslow Publishers, Inc., 2002.

2. Video of a movie about Helen Keller, such as The Miracle Worker (optional).

Procedure

1. *The teacher asks students what words they already know about feelings and lists them on the board, then adds other feeling words and explains their meanings. The teacher lists three categories on the board: Good, Bad, and Indifferent. Students decide which words belong to each category and the teacher writes them under the corresponding heading.*
2. *The teacher gives some background information about Helen Keller. This could include a video excerpt from one of the movies made about her.*
3. *Students follow along while the teacher reads chapters 1 and 2. The teacher stops at each key vocabulary word, writes it on the board, has students pronounce it, and discusses its meaning, then re-reads the passage for fluency.*
4. *Students answer knowledge questions about chapters 1 and 2 of the book.*
5. *Students participate in a circle dialogue. The teacher asks student number 1, "Are you happy today?" The student answers either "Yes, I am happy today," or "No, I'm not. I'm _____." The student then asks the next person in the circle, "Are you _____ today?" and the process is repeated until everyone in the circle has had a chance to speak.*
6. *Remaining in the circle, students play "Feelings Circle Upset." Each student chooses a different feeling word. Students sit in a circle with one student in the center. The student in the center calls out two feeling words, and the students with those words try to switch places by hopping across the circle, while the student in the center tries to hop to one of the seats first. The student who is left standing then stands in the middle and call out two feeling words, and the process is repeated.*

Assessment

The teacher will assess students by observation and student participation.

MS-2 Lesson

Objectives

The students will:

1. Review vocabulary words from the MS-1 lesson.
2. Be introduced to vocabulary words from the reading material.
3. Listen to chapters 3 and 4 of Helen Keller: Meet a Woman of Courage.
4. Explore how the feelings of the characters in the book have changed.

Standards

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through and with spoken and written

English for personal expression and enjoyment.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and

provide subject matter information in spoken and written forms.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 2: Students will use non-verbal communication appropriate to

audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their

sociolinguistic and sociocultural competence.

Learning strategies

This lesson includes the following strategies:

- Review
- Communicative interaction
- Non-verbal communication
- Repetition
- Technology (Internet)
- Graphic organizer

Multiple intelligences

- Linguistic
- Musical
- Interpersonal
- Intrapersonal
- Kinesthetic

Materials

1. Enough copies of the following book for each student: Ford, Carin T. Helen Keller:
Meet a Woman of Courage. Berkeley Heights, N.J.: Enslow Publishers, Inc., 2002.
2. Words to song "Where is <student>" on overhead transparency. (MS-2, Appendix A)
3. Internet address: www.iteslj.org/quizzes/vm/sw-feelings.html-6k

Procedure

1. The teacher asks students to recall the vocabulary words in the MS-1 lesson and writes them on the board.
2. The teacher presents each student with a card containing a feelings vocabulary word. Students take turns acting out that feeling while the other students try to guess what the word is.
3. Students follow along while the teacher reads chapters 3 and 4 of Helen Keller: Meet a Woman of Courage. The teacher stops at each key vocabulary word, writes it on the board, has students pronounce it, and discusses its meaning, then re-reads the passage for fluency.
4. Working with partners, students make a column on a sheet of paper listing the names of the main characters in the book. Next to the names, students make a second column listing the words that describe how the characters felt in chapters 1 and 2. In a third column they write the words describing how the characters felt in chapters 3 and 4. Students then place a plus beside the names of the characters who feel more positive and a minus beside the names of the characters who feel less positive.
5. The teacher introduces students to the tune for "Are You Sleeping" and places a transparency for "Where is <student>" on the overhead, explaining how the song works. Then the teacher sings, "Where is <name of a student>, Where is <name of student>?" The student responds: "Here I am, Here I am!" The class sings "How are you today <sir/ma'am>?" The student sings, "I am <fine, happy, sad, tired, hot, cold, etc., > thank you." The class sings, "<student's name> is <feeling word>, > <student's name> is <feeling word>."
6. Students work on computers, solving an Internet-based word-scramble puzzle (see Materials for address).

Assessment

The teacher will assess students by observation and student participation.

Feelings Song

Teacher: *Where is (student)? Where is (student)?*

Student: *Here I am. Here I am.*

Class: *How are you today sir (ma'am)?*

Student: *I am (feeling word), thank you.*

Class: *(Student) is (feeling word), (Student) is
(feeling word).*

MS-3 Lesson

Objectives

The students will:

- 1. Review vocabulary words.*
- 2. Be introduced to words from the reading material.*
- 3. Listen to chapter 5 of Helen Keller: Meet a Woman of Courage.*
- 4. Make collages and share them with the class.*

Standards

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through and with spoken and written

English for personal expression and enjoyment.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and

provide subject matter information in spoken and written forms.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 3: Students will use appropriate learning strategies to extend their

sociolinguistic and sociocultural competence.

Learning strategies

This lesson includes the following strategies:

- Review*
- Communicative interaction*
- Cooperative learning*
- Drawing*

Multiple intelligences

- Linguistic*
- Spatial*
- Kinesthetic*
- Interpersonal*
- Intrapersonal*

Materials

1. *Sponge: taken from page 121, New Routes to English: Beginning Skills Student Book One. New York: Collier Macmillan International, Inc., 1980. (MS-3, Appendix A)*
2. *Enough copies of the following book for each student: Ford, Carin T. Helen Keller: Meet a Woman of Courage. Berkeley Heights, N.J.: Enslow Publishers, Inc., 2002*
3. *Copies of rubric for evaluation of collages. (MS-3, Appendix B).*
4. *Magazines, scissors, paper, glue.*

Procedure

1. *Students are given “How do they look” worksheets and, working in groups, discuss how the people in the pictures are feeling and label each box with a feeling word. Then each group shares one of their responses.*
2. *Students follow along while the teacher reads chapter 5 of Helen Keller: Meet a Woman of Courage. The teacher stops at each key vocabulary word, writes it on the board, has students pronounce it, and discusses its meaning, then re-reads the passage for fluency.*
3. *Students work in pairs to create Venn diagrams showing what they have in common with Helen Keller and how they differ from her.*
4. *Students divide into groups to make collages about things related to the book. Students are given a rubric listing good, better and best qualifications for visual appearance, content and presentation.*
5. *Students present their collages to the rest of the class and tell why they designed them the way they did.*

Assessment

The teacher will assess students by observation and student participation.

How do they look?



MS-3, Appendix B

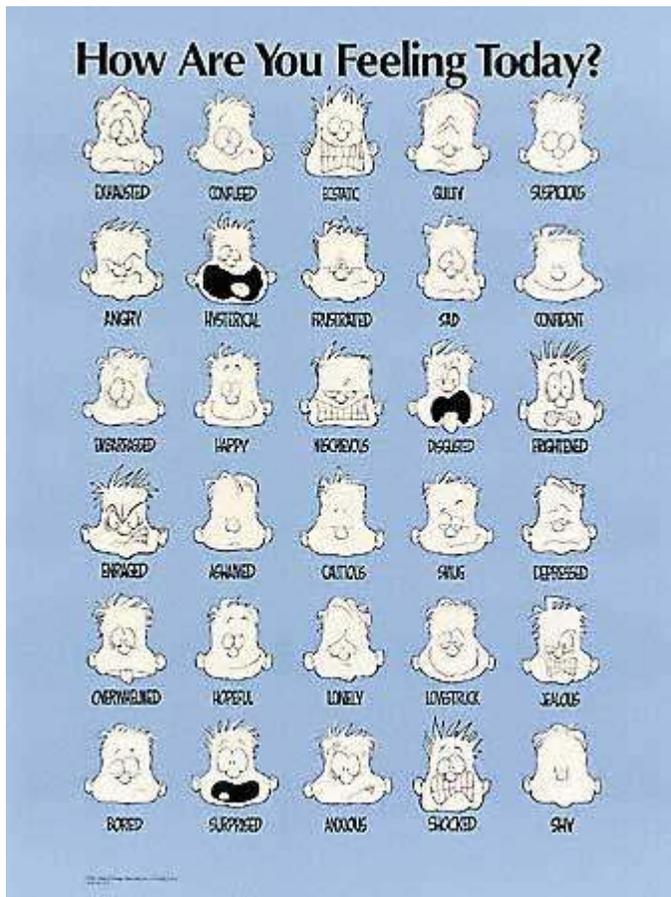
	Good	Better	Best
Visual Appearance	Large areas of blank spaces	Small areas of blank spaces	Covers entire page
Content	Includes at least four items about books' characters and feelings	Includes at least six items about book's characters and feelings	Includes at least eight items about book's characters and feelings
Presentation	Tell how the pictures reveal the feelings of at least three characters	Tell how the pictures reveal the feelings of at least four characters	Tell how the pictures reveal the feelings of at least five characters

Introduction to High School Lessons

The following lessons are part of a 9-week unit designed for intermediate ELL high school students. The unit is called *Exploring Relationships*, and is followed by three other units, *Exploring our World*, *Exploring Issues and Ideas* and *Exploring Hopes and Dreams*. In addition to these lessons, which will focus on feelings, students will begin the unit by doing a variety of getting-acquainted activities and converse with peers about topics including health and sports.

Each lesson is designed for a 55-minute class period but could be expanded to a block schedule as there are a variety of activities in each of the lessons.

Lesson 1 *How are you feeling today?*



Poster available from: <http://just-posters.vendimus.com>

Objectives:

Language- Students learn how to use adjectives in sentences to express how they feel in different situations.
Content- Students will develop vocabulary expressing feelings.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning Strategies:

T.P.R.

Practicing, repeating, using deductive reasoning

Social interaction

Materials:

Poster by Bergman “*How are you feeling today?*” and handouts of same (with words, without words) (Appendix A).

Blank bingo square paper (Appendix B) and cards made from adjectives-just pictures no words.

Word completion activity (Appendix C).

Multiple Intelligences:

- Linguistic
- Kinesthetic
- Intrapersonal

Procedure:

Warm-up: Begin by asking students to work with a partner and write down all the different words they know that describe how someone might be feeling. Have each pair read their list of words aloud and if someone else has that word they must cross it off their list. The team with the most words (that no one else had) wins!

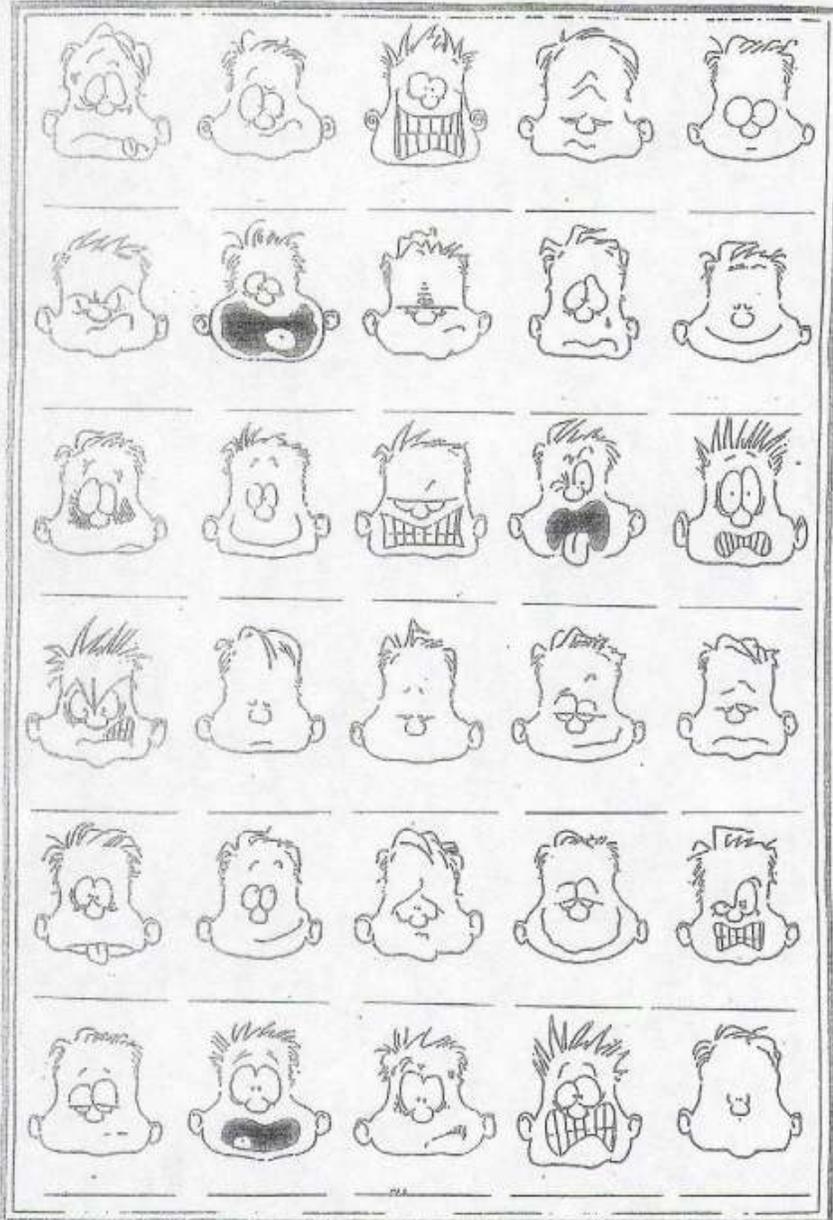
Content: Next introduce the poster (or overhead transparency) and ask a student to act out one of the feelings shown on the poster. For example, a student may choose to appear ‘frightened’! The other students in the class try to guess which feeling is being acted out. The student who guesses correctly acts out the next feeling. You may want to insist that once a student has guessed correctly they must call on someone who has not had a turn. After most of the words have been acted out, act out the ones that have not been done and allow the students to call out the answer.

Next, the students will again work with a partner and ask them a question with one of the adjectives in the poster. For example, a student might ask his partner, “When do you feel smug?” After a few minutes the students will be asked to report to the entire class about what they learned. A student might report, “Juanita feels smug when she beats her older sister in a running race.”

The next activity is a bingo game that students will play in groups of four to six. Each student is given a blank bingo board and writes down one of the adjectives in each square. After they have written down an adjective in each square, the students take turns picking a card. They say the adjective that corresponds with the picture on their card. You may have the poster to refer to, or if the student is not sure of the adjective, they can ask the group. The first student to get four in a row wins the game.

Assessment: Depending on the level of students, you can see how well they have mastered these new adjectives in a variety of ways. You can begin by hiding the adjectives and acting them out to see if they have learned the new words. You can give them a sheet of sentences that describe a situation and see if they understand which adjective to use. You can ask them to write original sentences that show they understand the meaning of the word.

How Are You Feeling Today?



Bingo Board

HS-1

Appendix C: Sentence completion activity.

Directions- *Complete each sentence with an appropriate adjective.*

1. My school soccer team knew they would win the championship game. They are _____.
2. The little boy put glue on his teacher's chair. He was _____.
3. My grandmother died last night. I'm _____.
4. I worked all day raking leaves in the yard. Tonight I feel _____.
5. I was so excited that we were going on a vacation to my country. I was _____.
6. I don't understand how to do my science homework. I am _____.
7. My brother thinks all girls like him because he is so cute. He is _____.
8. If you think you are better than everyone else, you are _____.
9. I failed my math test and my parents are angry. My friends think I'm stupid and I hate myself. I feel _____.
10. When my Dad found that I had an accident with his new car, he was _____.
11. I have so much homework to do. I also have a project to finish tonight and will never get it all done.
I'm _____.
12. The movie was not interesting. I almost fell asleep. I felt _____.

HS-2 Lesson

Lesson 2 *Songs about American Culture*

Objectives:

Language-Students will develop vocabulary through song lyrics.

Content- Students will learn American customs on dating and compare and contrast two songs dealing with similar themes.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning Strategies:

Imaging

Using music

Graphic organizer

Partner work

Culture studies

Materials:

Tape recorder/cd and copies of the songs "Tell Laura I Love Her" and "Teen Angel"

Lyrics to both songs (attached)

Venn diagram (attached)

Writing rubric (attached)

Multiple Intelligences:

- Linguistic
- Musical
- Interpersonal

Procedure

Warm-up: Begin by showing some pictures of students going to prom and give them a chance to discuss dating in their country. Talk about similarities and differences with respect to using cars, where they go and what they do.

Content: Listen to the two songs and allow the students to read the lyrics. Make sure they understand the expressions 'teen angel', 'stock car race' and the various expressions associated with death. Using the Venn diagram, have the students work in pairs to write down what things are the same and different about the two songs. Then, individually, ask the students to write a paragraph which summarizes the similarities and differences. Using peer editing, give them an opportunity to read each other's papers and make suggestions for error correction and content.

Assessment: The students will hand in their final drafts which you will assess for content and language using a rubric with which the students are familiar (attached).

Writing rubric

Grade

Evaluation criteria

CONTENT:

- A** -complete summary of the two songs; thorough; relevant; specific examples from the songs that support the key events
- B** -partially developed main idea of the songs; one or two key elements are missing or the examples given do not support the key ideas
- C** -some comparisons of the songs are given but they are less significant to the overall development of the songs
- D** - the paragraph provides little evidence for an understanding of the main ideas of the songs
- F** -the paragraph is inappropriate, irrelevant or there is not enough information to evaluate

ORGANIZATION:

- A** -logically and effectively ordered; main idea and key points are connected; consistent use of transitions
- B** - logically and effectively ordered for the most part; main idea stands out and key points are connected; inconsistent use of transitions, choppy on occasion
- C** -although the main idea is evident the summary is loosely organized, limited use of transitions, somewhat choppy
- D** - it is difficult to differentiate between the main idea of the chapter and the key points; choppy; disjointed
- F** -the summary is sentences or phrases that are not logically connected or not enough to evaluate

VOCABULARY

- A** -at least 5 new vocabulary words or expressions from the songs are used in the summary
- B** - at least 4 new vocabulary words or expressions from the songs are used in the summary
- C** - at least 4 new vocabulary words or expressions from the songs are used in the summary
- D** - at least 2 new vocabulary words or expressions from the songs are used in the summary
- F** -little evidence for new vocabulary words or not enough to evaluate

STRUCTURE AND GRAMMAR

- A** -although there may be a few grammatical errors they do not impede understanding;
- B** - few grammatical errors that may impede understanding;
- C** - more than 5 grammatical errors that impede understanding
- D** - more than 10 grammatical errors that impede understanding
- F** -too many errors in grammar to make the paragraph understandable or not enough to evaluate



“Tell Laura I Love Her”

Sung by Ray Peterson

Laura and Tommy were lovers
He wanted to give her everything
Flowers, presents and
most of all-a wedding ring!

He saw a sign for a stock car race
A thousand dollar prize it read
He couldn't get Laura on the phone
So to her mother Tommy said

*Tell Laura I love her
Tell Laura I need her
Tell Laura I may be late
I've something to do that cannot wait!*

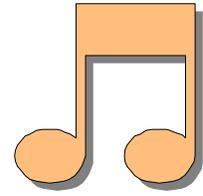
He drove his car to the racing grounds
He was the youngest driver there
And the crowd roared as they started the race
Around the track they drove at a deadly pace

No one knows what happened that day
How his car overturned in flames
But as they pulled him from the twisted wreck
With his dying breath they heard him say

*Tell Laura I love her
Tell Laura I need her
Tell Laura I may be late
My love for her will never die!*

And in the chapel where Laura prayed
for Tommy who passed away
It was for Laura he lived and died
Alone in the chapel, she could hear him cry

*Tell Laura I love her
Tell Laura I need her
Tell Laura I may be late
My love for her will never die!
Tell Laura I love her, Tell Laura I love her, Tell Laura I love her...*





“Teen Angel”

by Mark Dinning



Teen angel, teen angel, teen angel...ooooo
That fateful night, the car was stalled
Upon the railroad track.
I pulled you out, and we were safe,
But you went running back

*Teen angel, can you hear me?
Teen angel can you see me?
Are you somewhere up above,
And am I still your own true love?*

What was it you were looking for
That took your life that night?
They said they found my high school ring
Clutched in your fingers tight.

*Teen angel, can you hear me?
Teen angel can you see me?
Are you somewhere up above,
And am I still your own true love?*

Just sweet sixteen, and now you're gone.
They've taken you away.
I'll never kiss your lips again.
They buried you today.

*Teen angel, can you hear me?
Teen angel can you see me?
Are you somewhere up above,
And am I still your own true love?*

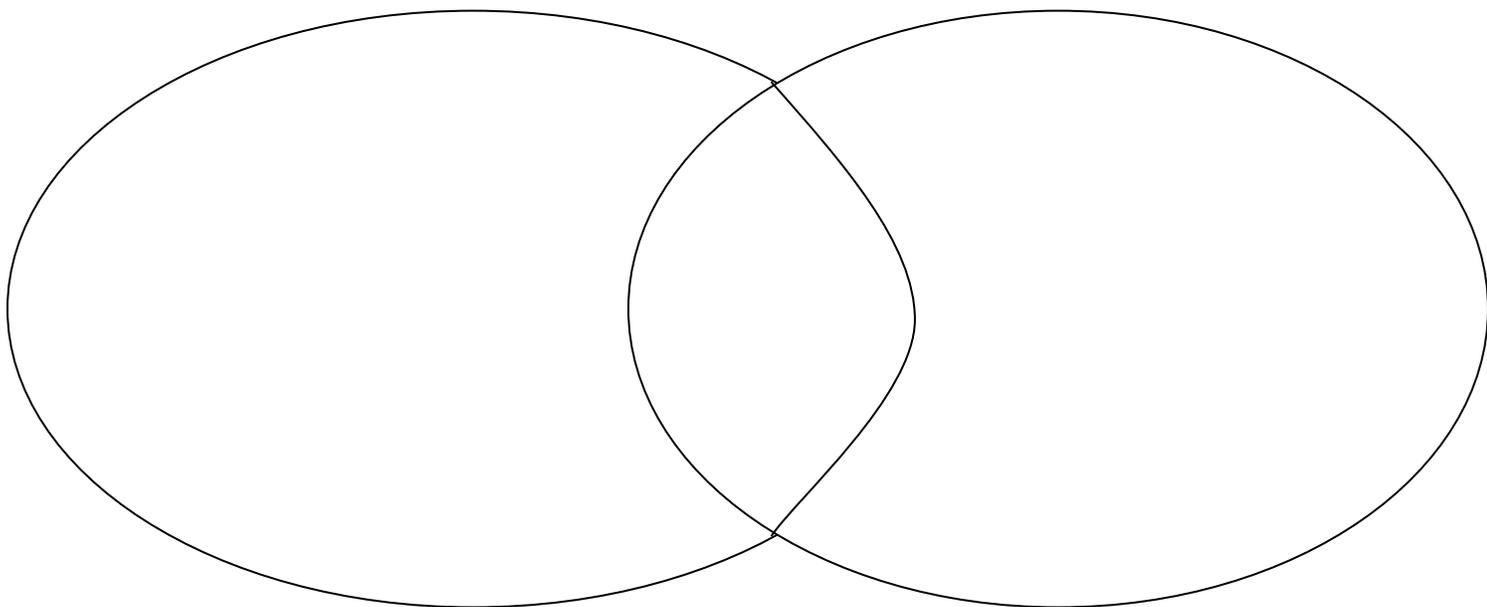
Teen angel, teen angel, teen angel
Answer me please.

Venn Diagram

Compare and contrast the two songs *Teen Angel* and *Tell Laura I Love Her*

Teen Angel

Tell Laura I Love Her



Write a paragraph below, summarizing the similarities and differences in the two songs.

Objectives:

Language-Students will practice speaking and writing skills and use new vocabulary from the short story.

Content- Students will retell, synthesize and analyze literary aspects of the short story.

Standards:**Goal 1: To use English to communicate in social settings.**

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Learning Strategies:

Retelling

Graphic organizers

Predicting

Guessing

Gesturing

Inferencing

Elaboration

Materials:

Short story Charles by Shirley Jackson (available in numerous anthologies)

Tic-Tac-Toe menu (attached)

Multiple Intelligences:

- Linguistic
- Artistic
- Interpersonal
- Intrapersonal

Procedure

Introductory note: In this story, the narrator's son, Laurie, comes home from kindergarten telling stories about a very naughty and mischievous boy named Charles. It seems Charles gets into trouble every day at school, and the narrator worries that he might be a bad influence on her son. At the end of the tale, she is surprised to learn that "Charles" is actually her son! This lesson is intended to be done after the students have read and discussed the story during previous class periods. New vocabulary was introduced before the reading and the students have had ample opportunity to read aloud, ask questions and discuss the concept of irony which makes the story so intriguing. This culminating exercise will most likely take more than one class period.

Warm-up: Begin by having students role play characters from the story while the others in the class try to guess who it might be.

Content: Present students with the Tic-Tac-Toe menu and ask them to plan which activities they will do. They need to plan their time and decide when they will work with a partner or group. The variety of activities allows students to be in control of their learning and to expand their thinking beyond simple knowledge tasks.

Assessment: The students will color the box of the activity they finish. If some students finish early, those who have completed three activities can do an extra.

Internet resources:

This website has several extension activities to do in conjunction with the story.

<http://studentweb.fontbonne.edu/~bzipo565/webbit/>

This site has an interactive comprehension quiz about Charles and gives immediate feedback.

http://www.homercentral.org/jh/Grade_8/LA/Team17Cc.htm

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row -- horizontally, vertically, or diagonally, you may decide to be finished. You may decide to keep going and complete more activities. Draw a star in the boxes of the activities you plan to complete. Color in the box when you finish the activity.

<p>Make a four-corner book of the story <u>Charles</u>. Illustrate the characters, setting, conflict and conclusion. (knowledge)</p>	<p>Write a dialogue between Laurie and his mother after she finds out the truth. (synthesis)</p>	<p>The author uses irony to increase the mystery. Give an example of a movie or book where irony increased the mystery and explain. (analysis)</p>
<p>Draw a picture of your favorite character from the story and list 10 adjectives from the story that describe him or her. (application)</p>	<p>Use the Internet to find out more about the author, Shirley Jackson, and write a paragraph about her. Include graphics. (extension)</p>	<p>Compare Charles with what you were like in Kindergarten. You may use a Venn diagram and then write a paragraph. (evaluation)</p>
<p>Design costumes for the characters if you were making this story into a play. Draw and describe what they would wear. (synthesis)</p>	<p>List 10 things that made you suspect that Charles was really Laurie. (analysis)</p>	<p>Write a paragraph explaining why you think Laurie invented this character. What were some of the causes and effects of his actions? (analysis)</p>



Introduction to Adult Second Language Lessons

The class:

This unit is prepared for a beginning intermediate continuing education ELL adult class. The class meets once a week in the evening at a community college for 2 hours. All of the participants work full time (in the community or as homemakers). For some in the class this is their third 'semester' together studying English while the others have tested at the intermediate level. They are motivated to learn but other responsibilities leave little time for homework. The class is a mix of diverse economic, cultural and educational backgrounds and ages. An entrance survey indicated that the main goal of the students is to increase English competence.

These three lessons are a part of a larger thematic unit entitled, *My World*, which includes lessons on community, family and work/school. The focus of the unit is to increase the linguistic competence of the students. Familiarity with the vocabulary, and the grammar structures necessary to express themselves and to understand others will enhance confidence and their ability to communicate. A portion of each class is used to teach grammar structures and continuing vocabulary and language journaling. Repetition of these are embedded in the thematic lessons. These three lessons include the irregular verb 'to be'; tense formation; and the grammatical forms used to ask questions and make statements. Since the focus of this paper is on the thematic unit 'feelings' specific lessons on the grammar structures will not be emphasized here. I note this because the adult classes differ in form from regular school classes in that they meet only once a week. With such a short amount of time, embedding repetition of important underlying grammar forms and functions is essential. These lessons are designed for 90 minutes of their class time.

Adult standards:

The adult language classroom is not focused on teaching academic content in areas other than English. Because of this, the Standards and Goals for ESL Students are not completely appropriate. The second goal, using English to achieve academically in content areas, has no relevance so it will not be included in these lessons. In addition, adult learners have some specific needs not reflected in the student's Standards and Goals. With adult learners, the classroom is not the important social setting that it is for K-12 students. Adults are not required to be in school. For many, the classes are for improving quality of life-either to get better skills for work or to be able to communicate with their children who are acquiring English at a much faster rate, or to be able to socialize more comfortably. -----I will add the following additions to the Standards and Goals:----- (please note that these are not officially recognized, but rather, they are often recommended by teachers of adult second language classes.---note source-----

A-1 Lesson

Objectives:

The purpose of this lesson is to familiarize the students with the vocabulary and sentence structures that allow the learner to express and understand emotions and to use this new vocabulary to increase their listening skills.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning Strategies:

Scaffolding

Accessing prior knowledge

Practicing, repeating

Partner work

*Skills grouping

*Learning centers

Materials:

- CD or tape of music selections
- wall list of the 30 words on the Bergman poster
- wall poster by Bergman "How are you feeling today?" and handouts of the poster without the words [* a limited handout with only 10 faces]
- word completion worksheets [*worksheet to match the 10 faces handout]
- tape of the song "You Are My Sunshine" with handouts of lyrics
- blank bingo sheets for each student and list of 'emotion scenarios' for words
- *learning center worksheets for embedded grammar review (verb 'to be', tense)
- assessment index cards

Multiple Intelligences:

Linguistic

Musical

Interpersonal

Intrapersonal

Procedure:

Lesson A-1
Appendix A

Warm up: Classical music selections include: Bethoven's 5th and 9th symphonies

Chopin

Enya

Wagner

“How are you feeling today?” poster is available at <http://just-posters.vendimus.com>

A-1
Appendix A



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS

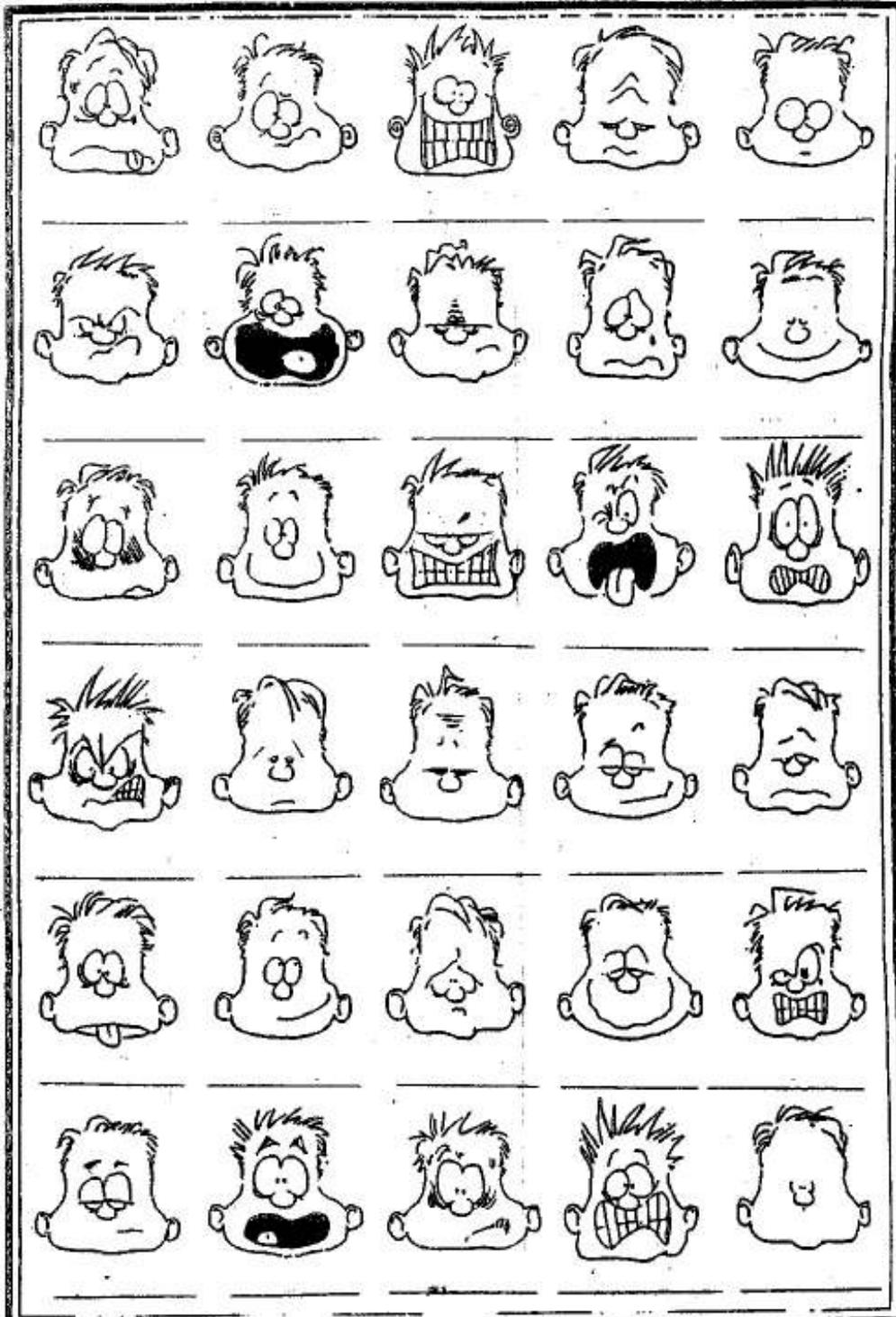


SHOCKED



SHY

How Are You Feeling Today?



Appendix B

Word completion worksheet

Read each scenario then complete the appropriate adjective.

1. The visit seemed so short as Anna tearfully waved goodbye as her sister boarded the bus back to Ohio. Anna was s_____.
2. Today Vincent was driving very slowly because the roads were icy. Vincent is being c_____.
3. Mike didn't believe that Al was being totally truthful about where he got the money. Mike was s_____.
4. I know I'm going to get the job. I'm c_____.
5. If a car leaves NYC at 4PM and drives south at 60 mph, and a train leaves Baltimore going north at 90 mph where will they....I'm c_____.
6. Tom knew why the policeman had stopped him. He knew he was driving too fast. Tom felt g_____.
7. Suddenly the thunder cracked, BOOM! then the lightning strike was so bright. The little puppy ran under the bed. The puppy was f_____.
8. Tina's little brother just made a peanut butter and jelly sandwich with mayo and pickles on it. Tina thought it was d_____.
9. Jill studied very hard for the driver's test but her hands still shook when she went in to take the test. Jill was a_____.
10. Today the sun is shining; I found a good parking space and the boss complimented my work. I am h_____.
11. It rained every day of your vacation so you had to stay in the hotel room and watch TV. You were b_____.

Appendix C

BINGO

A-2 lesson

Objectives:

The purpose of this lesson is to use the study of emotions to further develop the students speaking and reading skills. The students will also expand the relevant vocabulary and study the usage and pragmatics of this vocabulary.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning strategies:

Scaffolding

Accessing prior knowledge

Practicing, repeating

Partner work

Shared reading

Cooperative learning

*Skills grouping

*Learning centers

Multiple Intelligences:

Linguistic

Interpersonal

Intrapersonal

Materials:

- continuum handouts and overhead (or poster)
- multiple copies of each short essay for rereading
- classroom clock with a second hand
- word forms handout and dictionaries
- index cards for assessment

Procedures:

Warm up: Play “How are you today?” until all the words are used. Go over the vocabulary list 3 or four times so the students can hear the words and repeat them.

1. Hand out continuum worksheets and have students work in small groups to place each of the words in one of the 5 columns. Come together as a group and put all the words in order from most negative to most positive. Discuss the implications these words have in their native cultures. For example, being confident in the US is often seen as a good trait while in some cultures it is a more negative trait akin to bragging and self importance.
2. Break the class into groups of 4. If the class is small, use groups of 2. Have each pair choose one of the short (50 – 75 word) essays to read (each student gets their own copy). Explain what re-reading is (taking a short passage of 50 – 200 words and re-reading until a criterion speed is reached). Have each student read the passage to her/his partner while being timed. Skipped words, mispronunciations, and repeats are to be counted. This gives the student a score of minutes and misses. Repeat for the partner. Each student is then responsible to clarify mistakes and re-read the passage until the target speed and correctness are reached (or a predetermined number of repetitions are done). Ability groupings here are useful, giving the more fluent students more difficult or longer passages. The aim is to help students verbalize at a more native speed and see the progress they have made. The students can then come together and read the passages to the class.
3. Pass out the word forms handout. At the board or overhead, explain that these vocabulary words have more than one form. Do an example (mischievous, mischievously, mischievousness). Have the students write forms for all the words then break into groups and check the dictionary for more forms. Assign 3 or 4 words to each group to write sentences for each form. Come back together and share the forms on the board or overhead.

Assessment:

Assess throughout the class by teacher observation and student participation. At the end of class, pass out index cards to each student and ask them to write 2 negative emotion words, 2 positive and 2 neutral and hand them back before they leave.

Lesson A-2

Appendix A: Continuum handout

Place each of the words on the 'How are you feeling' chart in one of the columns. The left column being the most negative words and the right column being the most positive words.

Lesson 2:Appendix B Word forms Write as many different forms you can think of for each word. Check the dictionary to see if there are any you

exhausted	confused confusing confuse	ecstatic	guilty	suspicious
angry	hysterical	frustrated	sad	confident
embarrassed	happy	mischievous	disgusted	frightened
enraged	ashamed	cautious	smug	depressed
overwhelmed	hopeful	lonely	lovestruck	jealous
bored	surprised	anxious	shocked	shy

A-3 lesson

Objectives:

The purpose of this lesson is to continue to expand the emotion vocabulary and to become more proficient in writing.

Standards:

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interaction.

Standard 2: Students will interact in, through and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will choose a language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use non-verbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Learning strategies:

Scaffolding

Accessing prior knowledge

Practicing, repeating

Partner work

Shared reading

Cooperative learning

Vocabulary processing

*Skills grouping

*Learning centers

Multiple Intelligences:

Linguistic
Interpersonal
Intrapersonal
Existential

Materials:

- synonym worksheet
- individual words chart worksheet
- Haiku book, haiku/short poem handout (for the teacher only)
- newspaper comics

Procedure:

Warm up: Play “How were you feeling yesterday?” and “How will you feel tomorrow?”

1. Break into small groups and come up with synonyms for the emotion words. Come together as a class and put them all up on the chart. Hand out the individual words chart and let students fill it in.. Then have students write sentences using the original word list or the synonyms.
2. Read Haikus and explain how they are written.
3. Have students their own Haiku or short poem. If they are hesitant about what to write, let them refer to the word chart they have just filed out. Share the poems with the class.

Assessment:

Assess throughout the class by teacher observation and student participation. At the end of class collect the poems.

	TIMES	PLACES	PEOPLE
POSITIVE WORDS			
NEUTRAL WORDS			
NEGATIVE WORDS			

