



K-1  
Beginners

# Hands-On ENGLISH™

An English Language Development Program

## Structured Lesson Plan

# Structured Lesson Plan Preview



K–1 Beginners English Language  
Development Program

*Hands-On English* delivers age-appropriate content grounded in state and national English language development and subject matter standards, including English language arts, math, and science. With an emphasis on engagement, the program immerses students from day one in interesting, meaningful tasks that contextualize and promote language learning.

Take a look at this sample structured lesson plan from *Hands-On English* to see how the program builds English learners' skills through a gradual release of responsibility using systematic and explicit instruction within an integrated skills approach. The lesson includes oral language, vocabulary, forms and functions, text work and comprehension, and writing extensions.

Included with the lesson plan are sample picture word cards, activity sheets, printables, assessments, and more so you and your team can experience what a time saver our ready-to-go lessons are.

To preview individual components of *Hands-On English*, visit [www.ballard-tighe.com/ell/pilotseries](http://www.ballard-tighe.com/ell/pilotseries).

Enjoy the preview, and **please reach out** with any questions or if you'd like a closer look at *Hands-On English* or any of our other English language development programs.

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# Hands-On ENGLISH™

K-1  
Beginners

An English Language Development Program

Chapter 3: I Feel Silly!  
Chapter 4: Once Upon a Time

## Teacher's Guide **B**





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# Chapter 3

## Overview

# I Feel Silly!

ESSENTIAL QUESTION How do you feel today?

### LANGUAGE DEVELOPMENT GOALS

- Parts of the body
- Expressing feelings and emotions
- Identifying aches and pain

### TEXTS

- Fiction: *Ouch!*
- Informational: *Everyday People*
- Chants/Poems: *How Do You Feel?*, *My Body*

### CONTENT CONNECTIONS

- Language Arts

### ACADEMIC SKILLS

- Participate in collaborative conversations with partners, peers, and adults about topics and texts
- Ask and answer questions about key details in a text
- Combine drawing, dictating, and writing to compose a simple text
- Identify words in a text that suggest feelings
- Identify a similarity between two people in two texts

### FLEX ACTIVITIES & LESSONS

### OBJECTIVES

#### Building Connections

Students illustrate and then share a personal or made up “ouch” story or “happy” story. Best completed during Lesson 5. (page 17)

#### Capstone Project

Students create and illustrate a mini-book about feelings and then present their book orally to the class.

#### EnglishMat

Themes: Feelings, Family  
Students describe characters orally and/or in writing. They tell who the characters are, what they are doing, and how they feel. Best introduced after Lesson 5.

#### Reflection

Review the Essential Question: How do you feel today?  
Students talk about the words they learned in the chapter to describe feelings and their body. Best completed after Lesson 10 or the Capstone Project.

### ASSESSMENT & EVALUATION

### FOR USE DURING

**Form 1** Adjectives (Feelings)

Lessons 7, 10

**Form 2** Verbs (Feelings) & Grammar

Lessons 7, 8, 10

**Form 3** Nouns (Parts of the Body)

Lessons 6, 8, 10

**Capstone Form**

Capstone Project

**EnglishMat Form**

EnglishMat

Target Vocabulary*	Target Functions	Grammatical Forms	Sentence Frames	Lesson(s)
<b>NOUNS</b> <b>Parts of the Body</b> arm body doctor ear elbow eye face finger foot hair hand head knee leg mouth neck nose nurse stomach toe  <b>VERBS</b> <b>Feelings</b> cry feel frown hurt laugh make scream smile  <b>ADJECTIVES</b> <b>Feelings</b> bored brave happy hungry mad sad scared shy sick silly surprised tired	Ask about feelings Describe feelings	Interrogative ( <i>how</i> ) Adjectives	How do you feel? I feel _____. How does _____ feel? _____ feels _____. How does _____ make you feel? _____ makes me feel _____.	Lessons 1-3, 7, 9, 10
	Ask to identify things (parts of the body) Identify things (parts of the body)	Possessive pronoun ( <i>my</i> ) Articles ( <i>a/an</i> ) Regular plurals Demonstrative pronouns ( <i>this, these</i> ) Subject-verb agreement ( <i>this is, these are</i> )	What is this? This is (my) _____. This is a/an _____. What are these? These are (my) _____.	Lessons 4, 7, 8, 10
	Ask about well-being Describe aches and pains	Interrogative ( <i>what</i> ) Possessive pronoun ( <i>my</i> ) Subject-verb agreement ( <i>hurts/hurt</i> )	What hurts? My _____ hurts. My _____ hurt.	Lesson 6
	<b>Work With Text**</b>			
	Understand comprehension questions Describe details in illustrations Understand vocabulary in context Justify answers with reference to text Identify details about characters and events Identify a similarity between two texts	Interrogatives ( <i>what + want, how + feel, how do you know, what word tells how, which pictures, what happened, who...in this picture</i> ) Simple present Pronoun reference	What does ____ want to do? ____ wants to ____. How does ____ feel _____? (place, time) ____ feels ____. How do you know? What word tells how ____ feels? What happened to ____? Point to the part of this story that is like the ____ story.	Lessons 5, 9

\*Words in green = Vocabulary Cards

\*\*These do not appear as printed frames. The Work With Text frames are shown on the lesson slides.

	Objectives	Materials	Preparation
<b>Lesson 1</b> Explore the Topic	<ul style="list-style-type: none"> <li>Introduce and practice a chant: <i>How Do You Feel?</i></li> <li>Introduce the Essential Question: How do you feel today?</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C3F1-2  <b>ONLINE RESOURCES</b> Slides 1A-B	<b>CREATE</b> <ul style="list-style-type: none"> <li>Anchor Chart</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Small objects to elicit feelings, such as toys, stuffed animals, candy, rubber snake</li> <li>Crayons, markers, and paper</li> </ul>
<b>Lesson 2</b> Work with Words	<ul style="list-style-type: none"> <li>Introduce and practice using adjectives</li> <li>Identify feelings orally</li> <li>Ask and answer questions about feelings</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C3F2-4  <b>ONLINE RESOURCES</b> Slides 1A-B, 2 Printable 1: Our Feelings	<b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 1: One set of pictures per class</li> </ul>
<b>Lesson 3</b> Work with Language	<ul style="list-style-type: none"> <li>Describe feelings</li> <li>Create an illustration and label it with a sentence about feelings</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C3F5-6  <b>ONLINE RESOURCES</b> Slides 2, 3A-L Printable 1: Our Feelings Printable 2: Pictures to Inspire	<b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 1: One picture per student</li> <li>Printable 2: One picture per pair</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Hand puppet or stuffed animal</li> <li>Crayons, markers, and paper</li> <li>Pictures from magazines</li> <li>Talking Box: 8-10 small items to elicit feelings</li> </ul> <b>REUSE</b> <ul style="list-style-type: none"> <li>Anchor Chart</li> </ul>
<b>Lesson 4</b> Work with Words	<ul style="list-style-type: none"> <li>Introduce and practice using vocabulary: parts of the body</li> <li>Introduce and use regular plural forms</li> <li>Introduce and use demonstratives <i>this</i> and <i>these</i></li> </ul>	<b>PROGRAM MATERIALS</b> Frames C1F9-10; C3F7-9 Vocabulary Cards Student Cards  <b>ONLINE RESOURCES</b> Slides 4A-B, 5 Printable 3: Body Diagram	<b>PRINT</b> <ul style="list-style-type: none"> <li>Printable 3: One template per group</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Large chart paper to trace students' body outline: one per group</li> </ul>
<b>Lesson 5</b> Work with Text	<ul style="list-style-type: none"> <li>Listen to and repeat a fictional text: <i>Ouch!</i></li> <li>Ask and answer comprehension questions about a story orally</li> <li>Retell events in a story</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C1F9, 12, 20; C3F3-4 Big Book B  <b>ONLINE RESOURCES</b> Slides 6, 7A-B, 8A-B Printable 4: Story Pictures	<b>PRINT</b> <ul style="list-style-type: none"> <li>Printable 4: One set of pictures per pair</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Hand puppet or stuffed animal</li> <li>Crayons, markers, and paper</li> </ul>

	Objectives	Materials	Preparation
<b>Lesson 6</b> <b>Work with Language</b>	<ul style="list-style-type: none"> <li>Introduce and practice a doctor-patient dialogue</li> <li>Ask and answer questions about physical well-being using possessive pronouns</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C3F10-12 Vocabulary Cards Student Cards  <b>ONLINE RESOURCES</b> Slides 4A-B, 9A-C Form 3	<b>GATHER</b> <ul style="list-style-type: none"> <li>Two hand puppets or stuffed animals</li> </ul>
<b>Lesson 7</b> <b>Develop Academic Skills</b>	<ul style="list-style-type: none"> <li>Identify and describe feelings orally</li> <li>Create an illustration to portray a feeling, part of the body, or verb</li> <li>Describe a drawing orally</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C1F9, 20; C3F3-4, 8-9 Vocabulary Cards  <b>ONLINE RESOURCES</b> Slides 1A-B, 2, 4A-B, 5, 10 Printable 5: Roundtable Forms 1-2	<b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 5: One set of templates per group of four students</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Chart paper for each group</li> <li>Crayons, markers, glue</li> </ul> <b>CREATE</b> <ul style="list-style-type: none"> <li>For Roundtable, divide each group's chart into four numbered quadrants clockwise from one to four</li> </ul>
<b>Lesson 8</b> <b>Work with Language</b>	<ul style="list-style-type: none"> <li>Identify and describe parts of the body orally</li> <li>Introduce and practice using articles <i>a</i> and <i>an</i></li> <li>Identify parts of the body in writing using <i>a</i> and <i>an</i></li> </ul>	<b>PROGRAM MATERIALS</b> Frames C1F9-10; C3F7-9 Vocabulary Cards Student Cards  <b>ONLINE RESOURCES</b> Printable 3: Body Diagram Forms 2-3	<b>PRINT</b> <ul style="list-style-type: none"> <li>Printable 3: One template per pair</li> </ul> <b>CREATE</b> <ul style="list-style-type: none"> <li>T-Chart</li> </ul>
<b>Lesson 9</b> <b>Work with Text</b>	<ul style="list-style-type: none"> <li>Introduce and read an informational text: <i>Everyday People</i></li> <li>Ask and answer comprehension questions about a text orally</li> <li>Identify and describe a favorite person</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C1F12, 20; C3F5-6 Big Book B  <b>ONLINE RESOURCES</b> Slides 11, 12A-B	<b>GATHER</b> <ul style="list-style-type: none"> <li>Crayons, markers, and paper</li> </ul>
<b>Lesson 10</b> <b>Review &amp; Apply</b>	<ul style="list-style-type: none"> <li>Ask and answer questions about the body</li> <li>Ask and answer questions about feelings</li> <li>Use regular plural nouns, articles (<i>a</i>, <i>an</i>), and demonstrative pronouns (<i>this</i>, <i>these</i>) in sentences</li> </ul>	<b>PROGRAM MATERIALS</b> Frames C1F9-10; C3F3-9 Vocabulary Cards Student Cards  <b>ONLINE RESOURCES</b> Slide 2 Printable 2: Pictures to Inspire Printable 6: Thank You Forms 1-3	<b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 2: One picture per student</li> <li>Printable 6: One template per student (for Extend)</li> </ul> <b>REUSE</b> <ul style="list-style-type: none"> <li>Student drawings from Lesson 9 Activity 2</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Crayons and markers</li> </ul>



# Lesson 1

ESSENTIAL QUESTION  
How do you feel today?

## Explore the Topic

OBJECTIVES

- Introduce and practice a chant: *How Do You Feel?*
- Introduce the Essential Question: How do you feel today?

SENTENCE FRAMES  
C3F1-2

Activity 1 **Let's Move: How Do You Feel?**  
Introduce and practice a chant



**MODEL SLIDES 1A-B** Ask students questions about the illustrations on the slides: **What do you see? What is he/she doing?**

**TOTAL PHYSICAL RESPONSE** Then, ask students to look at and listen to you carefully. Model the chant for the class, acting out the movements using exaggerated facial expressions, movement, and tone, such as a really big smile for *happy*, stomping both feet for *mad*, and so forth. Model it a second time, having the class imitate the actions. For the third time, have students imitate the actions while saying the chant.

SLIDE 1A

How Do You Feel?

Happy, mad, silly, and sad!


What do you do when you feel glad?

I smile when I'm happy!

Smile, smile, smile!

I laugh when I'm silly!

Ha, ha, ha!



Chapter 3

SLIDE 1B

Happy, mad, silly, and sad!

What do you do when you feel bad?

I frown when I'm mad!

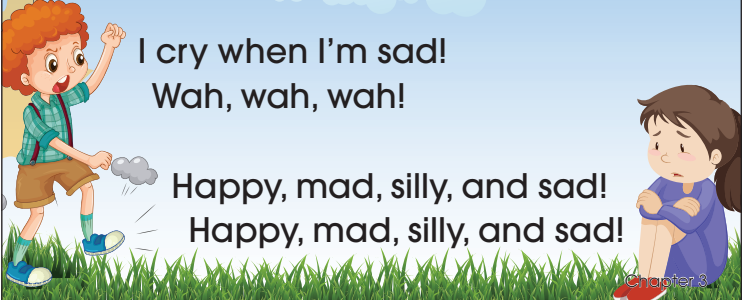
Stomp, stomp, stomp!

I cry when I'm sad!

Wah, wah, wah!

Happy, mad, silly, and sad!

Happy, mad, silly, and sad!



Chapter 3

**TEACHING TIP**  
Create a daily feelings chart for the class. When students enter each day, they can put their names or images under the feeling that matches how they feel. If possible, take pictures of your students, and affix their pictures to magnets or Velcro to use for the chart and other activities in the chapter.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Verb:</b> feel <b>Adjectives:</b> happy, mad, sad, silly	Understand questions about feelings Describe feelings	Interrogative ( <i>how</i> ) Adjectives

Activity 2

Essential Question: How Do You Feel?


Introduce the essential question and brainstorm about feelings



Anchor Chart

Tell students: **Think about the chant that we just did. We used the words *happy, mad, silly, and sad*. Those words describe our feelings. How do you feel today?**


**MODEL** Start a “Feelings” anchor chart with the four feelings words from the chant, leaving room to add others. Review the words, and act them out as you did in the chant. Ask students to raise their hands if they feel happy, mad, silly, or sad as you model the words. Follow up with questions about why students feel a particular way. For example: **Why do you feel happy today? Why do you feel silly?** If students have trouble responding, show them objects, such as a ball or a small stuffed animal, and ask: **Does this make you feel happy?** Write or draw their responses on the anchor chart next to the corresponding feeling words.

 Ask students if they know any other words in English to describe feelings and record them on the anchor chart.

**PRACTICE** With a student volunteer, practice the following:

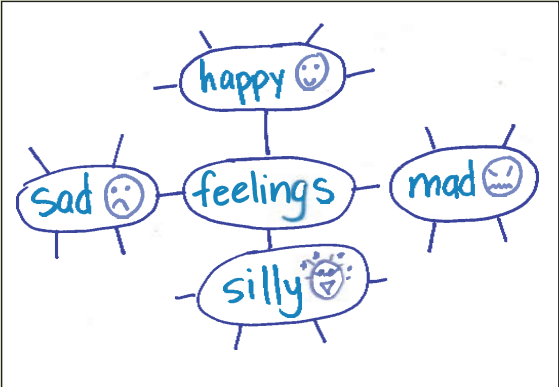
- C3F1 Teacher: How do you feel?
- C3F2 Student: I feel \_\_\_\_.
- Class: (*echoes and acts out feeling in an exaggerated way*)  
I feel \_\_\_\_.

Repeat the dialogue but with a student asking you the question this time. Do this with a few volunteers until the words from the chant have been reviewed and practiced.

 **MAGIC MIRROR** Have students stand in a circle facing each other. Say “Magic Mirror” while outlining the frame of a mirror in front of you with your hands. Then, act out an emotion and say: **Magic mirror, I feel \_\_\_\_.** Have students act out the word you use and repeat the sentence frame: I feel \_\_\_\_.

EXTEND: WRITING PRACTICE

**WRITE** Have students draw a face showing an emotion they feel and then write a sentence describing that emotion underneath it using the frame. For example: *I feel mad.* Students who cannot write well can write or copy a word.



# Lesson 2

## Work with Words

ESSENTIAL QUESTION  
How do you feel today?

### OBJECTIVES

- Introduce and practice using adjectives
- Identify feelings orally
- Ask and answer questions about feelings

### SENTENCE FRAMES

C3F2-4

### Activity 1 Let's Move: How Do You Feel?

Practice a chant



**REVIEW** **SLIDES 1A-B** Review the chant with the class first by modeling it with physical movement and facial expressions. Have students repeat it line by line with movements and then do it again using “call and response” with two groups of students chanting different sections from the chant.

If time allows, create new verses to add to the chant, such as:

I scream when I’m scared. Eek, eek, eek!  
I eat when I’m hungry. Yum, yum, yum!  
I sleep when I’m tired. Zzz, zzz, zzz!

### Activity 2 Words for Our Feelings

Introduce vocabulary used to describe emotions and feelings



**SLIDE 2** For each picture on the slide, act out the emotion as you say the word. Have students imitate you.

Our Feelings

happy sad mad bored

tired silly shy sick

brave scared hungry surprised

Chapter 3

Introduce the verbs *cry*, *frown*, *laugh*, *scream*, and *smile* as you introduce the feeling words:

What do you do when you feel happy? I **smile**.  
What do you do when you feel silly? I **laugh**.  
What do you do when you feel sad? I **cry**.  
What do you do when you feel scared? I **scream**.  
What do you do when you feel mad? I **frown**.

Make these verbs a part of the actions you do when miming the emotions.

**SIMON SAYS** Say: **Simon says, I feel \_\_\_\_**. Have students mime the actions they just practiced and say: I feel \_\_\_\_\_. (C3F2)

### TEACHING TIP

Some students might feel more confident and comfortable if a partner is with them during the mime activities.

**MODEL** **PRINTABLE 1** Put the pictures from Printable 1 in front of you and say: **First, I’m going to pick up a picture from the pile. I’m not going to say what it is. Watch my face and body as I act out the feeling on the picture. When I freeze, you tell me what I am feeling.**

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Verbs:</b> cry, feel, frown, laugh, scream, smile <b>Adjectives:</b> bored, brave, happy, hungry, mad, sad, scared, shy, sick, silly, surprised, tired	Ask about feelings Describe feelings	Interrogative ( <i>how</i> ) Adjectives

Pick up a picture, and act out the emotion using facial expressions and body gestures. For example, pretend to be scared with your eyes and mouth wide open and your body shaking, and then freeze and hold the expression. Have students identify the emotion.

**PRACTICE** Do a few examples, and then randomly call upon students who feel comfortable acting in front of the class. Have the volunteers pick a picture from the pile and act out the emotion. Ask students: **How does \_\_\_\_ (name) feel? Raise your hand if you know the answer.** Then, elicit the response from the student: He/She feels \_\_\_\_\_. Have students echo repeat the correct answer while acting out the emotion. Repeat with as many volunteers as possible.


C3F3     How does \_\_\_\_ feel?

C3F4     \_\_\_\_\_ feels \_\_\_\_\_.

↓ Have students work in pairs during this activity and focus on naming the emotions.

↑ After other students have mimed an emotion, have students ask: *How does he/she feel?*

EXTEND: ORAL PRACTICE

 **DUCK, DUCK, GOOSE** **PRINTABLE 1** If this is the first time doing this routine, model it several times as needed. Have students sit in a circle facing each other. Put the pictures from Printable 1 in the middle of the circle.

1. Walk around the circle saying “Duck, duck!” and then choose a volunteer to be “Goose.” This student picks a picture and acts out the emotion on the card without revealing what is on the card.
2. Then, the student goes around the outside of the circle saying “Duck, duck!”, selects the next “Goose” by touching a student on the shoulder and asking: How do I feel?
3. The new “Goose” replies: You feel \_\_\_\_\_.
4. Then, that student picks a new picture, and the game continues.

Help students as needed. Repeat until all the pictures have been chosen.

# Lesson 3

# Work with Language

ESSENTIAL QUESTION  
How do you feel today?

OBJECTIVES

- Describe feelings
- Create an illustration and label it with a sentence about feelings

SENTENCE FRAMES  
C3F5-6

Our Feelings

happy sad mad bored

tired silly shy sick

brave scared hungry surprised

Chapter 3

Activity 1  
How Does It Make You Feel?

Look at pictures and describe the feelings they elicit



**SLIDE 2** Review the new adjectives by pointing to each word on the slide (or anchor chart), and have students act it out.

**SLIDES 3A-L** For each picture on the slide, ask students: **How does \_\_\_\_ make you feel? \_\_\_\_ makes me feel \_\_\_\_.** Model the conversation with a puppet, and then ask for volunteers. Use *it* to simplify the exchange for students as they practice the first time. C3F5-6

**LINES OF COMMUNICATION PRINTABLE 2** If this is the first time doing this routine, model it several times as needed. Give each student in Line 1 a picture from the printable. (There are 12 different pictures.)

- C3F5 Line 1: (*shows picture*) How does it make you feel?
- C3F6 Line 2: (*acts out the feeling*) \_\_\_\_ makes me feel \_\_\_\_.

Remind Line 2 students that it's important to match their words, body, and facial expressions to the feeling when they answer the question. Reassure students that there is no right or wrong answer when expressing their feelings about the picture. Students may have different reactions.

Printable 2: Pictures to Inspire

Chapter 3

Printable 2 (cont'd): Pictures to Inspire

Chapter 3

Printable 2 (cont'd): Pictures to Inspire

Chapter 3

⬇ Sit in a circle with the pictures from Printable 2 placed in a stack in the middle. Pick up a picture and ask the student to the right of you: **How does it make you feel?** Have the student act out the feeling. Then, ask the class: **How does it make him/her feel?** State the answer in a full sentence, and have the class echo repeat. Continue around the circle in the same manner.



TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Verbs:</b> feel, make <b>Adjectives:</b> bored, brave, happy, hungry, mad, sad, scared, shy, sick, silly, surprised, tired	Ask about feelings Describe feelings	Interrogative ( <i>how</i> ) Adjectives

Activity

2

Be an Illustrator

Illustrate a feeling and write about it



**WRITE** **PRINTABLE 1** Tell students you are going to give them a picture showing an emotion, and they are going to draw a picture that shows what makes them feel that way. Brainstorm examples with the class, and add them to the anchor chart from Lesson 1, as needed. Ask questions, such as: **What makes you feel bored? What makes you feel silly?** Give each student a picture from Printable 1. Guide students to draw a picture that reflects the emotion and then write or copy the sentence to label their drawing: It makes me feel \_\_\_\_.

**↑** Have students replace *it* in their sentences with more specific details, such as: *The picture makes me feel \_\_\_\_.* *Swimming makes me feel \_\_\_\_.*

Alternatively, let students choose pictures cut out from magazines. Have them glue a picture to a piece of paper, and then copy or write the sentence.



EXTEND: ORAL PRACTICE

**TALKING BOX** Gather eight to ten items that elicit a variety of emotions, and put them in a small box, such that students can't see the items. For example, a small fuzzy stuffed toy, a block, a crayon, a Band-Aid, a plastic bug or spider, a stick of gum, a fake mustache, an eye patch, and so forth. Show students the box and tell them that it is called a Talking Box.

Take out an item from the box, and say: **It makes me feel \_\_\_\_.** Model with a few items, and then, pass the box to a student. Guide students to take out an item and use the frame. Go around the circle until all students have had a chance to talk.



# Lesson 4

## Work with Words

ESSENTIAL QUESTION  
How do you feel today?

### OBJECTIVES

- Introduce and practice using vocabulary: parts of the body
- Introduce and use regular plural forms
- Introduce and use demonstratives *this* and *these*

### SENTENCE FRAMES

C1F9-10, 20; C3F7-9

### Activity 1 Let's Move: My Body

Introduce a chant and vocabulary related to the body




**TOTAL PHYSICAL RESPONSE** **SLIDES 4A-B** Start the chant slowly, and, with each repetition, say it a little faster and louder. Do the chant again while pointing to parts of the body.

**My Body** SLIDE 4A

This is my body, head, and nose.  
Head and nose.  
Head and nose.

This is my stomach, face, and neck.  
Face and neck.  
Face and neck.

These are my arms, legs, and toes.  
Legs and toes.  
Legs and toes.




Chapter 3

SLIDE 4B

These are my ears, eyes, and knees.  
Eyes and knees.  
Eyes and knees.

These are my hands, elbows, and feet.  
Elbows and feet.  
Elbows and feet.



Chapter 3

### VOCABULARY

#### CARDS

+ student cards

#### Nouns

arm	body	ear	elbow
eye	face	finger	foot
hair	hand	head	knee
leg	mouth	neck	nose
stomach	toe		

**MODEL** **SLIDE 5** **VOCABULARY CARDS** Introduce each word by showing the vocabulary card and then pointing to that part of the body on the slide.

**C1F9** Teacher: What is this? (*point to your own head*)

Students: What is this? (*pointing to their own heads*)

**C1F20** Teacher: This is my head. (*point to your own head*)

Students: This is my head. (*pointing to their own heads*)

Practice each word (in the singular) using *this* first. Then, explain that you say *this* when there is one of something and *these* when there is more than one.

Identify the parts of the body that are plural: *ears, eyes, arms, legs, fingers, toes, knees, hands*. Write the list on the board or circle the parts on the body diagram. Call students' attention to the -s sound in words such as *arms*. Introduce the irregular plural for *foot*: *feet*. Tell students that you don't put an -s at the end of some words when there is more than one. *Hair* is another example.

**PRACTICE** Have students repeat each word in the singular and plural forms. Use physical movement to reinforce the concept. For example, hold up one finger, two fingers, one arm, two arms, and so forth. Then, practice using *these* with the plural forms.

**C3F8** Teacher: What are these? (*Wiggle all your fingers. Students repeat.*)

**C3F9** Teacher: These are my fingers. (*Students repeat and wiggle their fingers.*)

### TEACHING TIP

Laminate copies of Printable 3 so students can write on it with erasable markers. These can be used for different activities in this chapter.

If students need a break at any time, do the *My Body* chant, or sing *Head, Shoulders, Knees, and Toes* together with increasing speed. If this is easy for students, instead of pointing at their body, have them do actions that correspond to that part of the body. For example, nod, shrug, bend, wiggle, and so forth.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Nouns:</b> arm, body, ear, elbow, eye, face, finger, foot, hair, hand, head, knee, leg, mouth, neck, nose, stomach, toe	Ask to identify things (parts of the body) Identify things (parts of the body)	Possessive pronoun ( <i>my</i> ) Articles ( <i>a, an</i> ) Regular plurals Demonstrative pronouns ( <i>this, these</i> ) Subject-verb agreement

Activity **What Is This?**

2

Identify parts of the body



**MODEL STUDENT CARDS** Put the cards for the different parts of the body in a stack face down. Take the top card, and show it to the class. Then, say: **This is a \_\_\_\_./This is an \_\_\_\_./These are \_\_\_\_.** (Note that articles are introduced formally in Lesson 8, though they could be introduced here if time allows.) Then, pass the deck of cards to a student, keeping your card. Have the student pick the next card and identify the part of the body using the frames. Tell the student to keep the card and pass the deck to the next student. C1F10; C3F7, 9

**PRACTICE PRINTABLE 3** Give each group a copy of the printable and have them place it in the middle of the group. Tell students that they are going to match the picture card that they are holding to the part of the body on the printable. Hold up the card that you kept from the first part of the activity, and call out the word using a frame. For example: **This is a head.** Look at the diagram, and ask: **Where is the head?** Have students point to the head. Put the card next to the line on the diagram. Ask for a volunteer to show his/her card, and repeat the process.

↑ Students can identify the part of the body on the diagram in a complete sentence after putting their card on the diagram, for example: *This is a foot.*

**EXTEND: ORAL PRACTICE**

**WRITE STUDENT CARDS** In small groups, have students trace an outline of a classmate’s body on a large piece of paper. Give each group a set of student cards, and have them match the cards to the parts of the body on their drawing. Alternatively, give pairs a copy of Printable 3 to label instead. Then, have them label the parts of the body by copying or writing the words. If time allows, have students take turns pointing at different parts of the body, asking and answering questions using the frames:

- C1F9-10; C3F7    What is this? This is a \_\_\_\_\_. OR This is an \_\_\_\_\_.
- C3F8-9            What are these? These are \_\_\_\_\_.



# Lesson 5

## Work with Text

### OBJECTIVES

- Listen to and repeat a fictional text: *Ouch!*
- Ask and answer comprehension questions about a story orally
- Retell events in a story

### ESSENTIAL QUESTION

How do you feel today?

### SENTENCE FRAMES

C1F9, 12, 20; C3F3-4

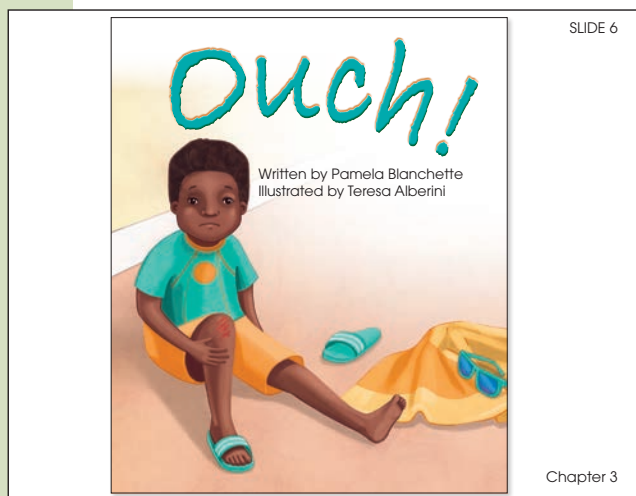
### ADDITIONAL VOCABULARY

be careful, boom, fall, happened, hot, may, stomp, want

### Activity 1

### Text Work: *Ouch!*

Read a fictional story, and answer comprehension questions



**SLIDE 6** Show the title page to students, and ask questions about the picture, such as: **Who is this? What is this? Where can you find the name of the author of this story?** Point to the author's name, and tell them the name of the author, the person who wrote the story.

**FIRST READ** **BIG BOOK B** Point to each word with a pointer as you read the story to show that text is read from left to right.

**SECOND READ** Read the story again, and have students repeat each sentence. Use the pointer to circle words that the class has learned in the chapter. For example: **Look, here is the word knee. We learned that word yesterday.**

**THIRD READ** **SLIDES 7A-B** As you read the story again, leave out some of the new vocabulary words and invite students to fill in the gaps with the correct words. Then, ask the comprehension questions. Have students repeat the answers in complete sentences. Ask follow-up questions to encourage students to base their answers on evidence.

1. What does Sam want to do?  
He wants to \_\_\_\_\_.
2. (*point to page 3*) How does Sam feel in this picture?  
How do you know?  
\_\_\_\_\_ feels \_\_\_\_\_.
3. (*point to page 5*) What word tells how the mother feels in this part of the story?
4. What did Sam hurt?  
He hurt his \_\_\_\_\_.
5. How does Sam feel at the end of the story?  
\_\_\_\_\_ feels \_\_\_\_\_.



TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Nouns:</b> arm, elbow, foot, knee <b>Verbs:</b> cry, frown, hurt, smile <b>Adjective:</b> silly	Understand comprehension questions Describe details in illustrations Identify details about characters and events Understand vocabulary in context Justify answers with reference to text	Interrogatives ( <i>what + want, how + feel, how do you know, what word tells how, what ____ words</i> ) Simple present

Activity

2

Readers’ Theater

Retell events in a story by acting out parts of it

**MODEL** Go through the story again, if necessary. Contrast what the boy does and says with what his mother does and says in different parts of the story. Then, model a short role-play with a puppet. For example, on page 2:

Boy:      Mother, may I go swimming?  
Mother: Yes, you may.

Then, have a volunteer role-play the same lines with you. Do another example with another page and volunteer.

**PRACTICE** **PRINTABLE 4** There are three different sets of pictures from the story on the printable. Give A-B partners one set each to act out. Have students take turns playing each role. Close by having volunteers perform their lines.

- ↓

Students can take turns identifying what they see in the picture with their partners instead, practicing using the frames: *This is \_\_\_\_.* and *He/She feels \_\_\_\_.* (C1F20; C3F4)
- ↑

Students can act out additional pages of the story or add more details to the story line, such as: *The boy likes to swim.*

EXTEND: WRITING PRACTICE

**BE AN ILLUSTRATOR** Tell students that they are going to draw something they remember from the story. Ask them what they remember, and write words and ideas on the board for them to refer to later. If necessary, go through the story again. Model the activity, and show students the period at the end of your sentence. Explain that all sentences need a period to show it is the end of a sentence.

**WRITE** Help students choose something they want to draw. Then, have them draw a simple picture or scene and label it by copying or writing a sentence from the story. If time allows, have students share their drawings with a partner, asking and answering the questions below. Then, have partners introduce each other’s drawings to the class using the same frames:

- C1F12

Who is this?

C1F20

This is \_\_\_\_.
- C1F9

What is this?

C1F20

This is \_\_\_\_.
- C3F3

How does he/she feel?

C3F4

\_\_\_\_ feels \_\_\_\_.



It's such a hot day. I want to go outside and play.

"Mother, may I go swimming?" I ask.  
 "Yes, Sam you may," she replies.

Yay, happy day! I do my happy dance. I jump up and down, up and down.

SLIDE 8A

Chapter 3

SLIDE 8B

Chapter 3

BUILDING CONNECTIONS

**SLIDES 8A-B** Ask students if they have an “ouch story” or a “happy story” to share. Show the slides and discuss other examples of what might be a good ouch or happy story. Have students bring an object from home or draw a picture of something to illustrate their story and then share with the class.



# Lesson 6

## Work with Language

### ESSENTIAL QUESTION

How do you feel today?

#### OBJECTIVES

- Introduce and practice a doctor-patient dialogue
- Ask and answer questions about physical well-being using possessive pronouns

#### SENTENCE FRAMES

C3F10-12

#### VOCABULARY

#### CARDS

+ student cards

##### Nouns

arm	body	ear	elbow
eye	face	finger	foot
hair	hand	head	knee
leg	mouth	neck	nose
stomach	toe		

doctor      nurse

#### Activity 1 Let's Move: My Body

Review a chant and vocabulary related to the body



**REVIEW** **SLIDES 4A-B** Review the chant from Lesson 4. Do it a few times, and have students point at the different parts of the body as they chant. Then, divide the class into two groups, A and B. Do a "call and response" with group A saying the *this/these* lines and group B saying the choral lines *head and nose, head and nose*.

#### Activity 2 Doctor, My Elbow Hurts!

Introduce and practice a doctor-patient dialogue



**VOCABULARY CARDS** Introduce *doctor* and *nurse* with the vocabulary cards. Tell students that today they are going to pretend to talk to a doctor. Ask them if they know what doctors and nurses do. Tell students: **If you are sick or hurt, you go see the doctor or the nurse. You tell the doctor about your problem.**

Put the stack of vocabulary cards for parts of the body in front of you. Pick up a card, and model the following frames. Tell students that when more than one thing hurts, you just say *hurt*. Provide examples using the vocabulary cards.

C3F10 What hurts?

C3F11 My \_\_\_\_\_ hurts.

C3F12 My \_\_\_\_\_ hurt.

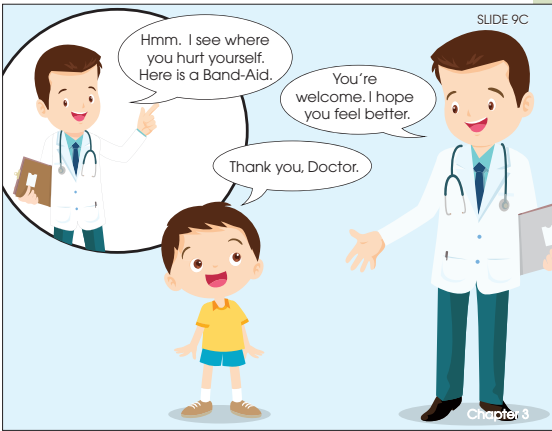
**MODEL** **SLIDES 9A-C** Then, introduce the dialogue using two hand puppets or stuffed animals. (Only use singular parts of the body.)



#### TEACHING TIP

An authentic doctor-patient dialogue would likely be different from this example. However, this dialogue provides a starting point for students to communicate what they feel with medical professionals at school and in the community. Introduce other ways to tell a doctor or nurse about how you feel, even when you don't know the words. For example, point to your throat or head and say, "It hurts here." Have students repeat the lines and actions. Teach frequently used terms, such as *sore throat*.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Nouns:</b> arm, body, doctor, ear, elbow, eye, face, finger, foot, hair, hand, head, knee, leg, mouth, neck, nose, nurse, stomach, toe <b>Verbs:</b> feel, hurt	Ask about well-being Describe aches and pains	Interrogative ( <i>what</i> ) Possessive pronoun ( <i>my</i> )



Reinforce *my* by pointing at your own body and *your* by pointing at a student volunteer.

**PRACTICE** Repeat the dialogue with a different picture card of the body. Have the class repeat the patient's lines. Then, repeat the dialogue again, having the class repeat the doctor's lines. Then, divide the class into two groups, A and B. Have group A say the doctor's lines and group B say the patient's lines. Do this a few times, and then reverse roles.

⬇ If the class needs additional support, focus on the patient part of the dialogue only and eliminate the A-B group practice.

Call upon a student volunteer, and say that you are going to practice the conversation together for the class. You will be the doctor, and the volunteer will be the patient. Have the volunteer pick a card from the pile. Then, model the skit as a pair. Have the class echo each line. Add drama to make it more fun for the students, for example, say "ouch" or "aww" when the student says something hurts, and use a sympathetic voice. Repeat the skit with a few students.

⬆ Have students practice the skit in pairs and then present their versions to the class.

EXTEND: ORAL PRACTICE

**STUDENT CARDS** Have A-B partners practice the doctor-patient dialogue modeled in Activity 2. Give them student cards if they need help remembering parts of the body. If time permits, pairs could perform their dialogues for the class.

⬇ If this is difficult for students, have them practice the frames:  
C3F10-11 What hurts? My \_\_\_\_\_ hurts.

FORMATIVE ASSESSMENT

Form 2: Grammar

- Possessive pronoun (*my*)

Form 3: Nouns (Parts of the Body)

# Lesson 7

## Develop Academic Skills

### ESSENTIAL QUESTION

How do you feel today?

#### OBJECTIVES

- Identify and describe feelings orally
- Create an illustration to portray a feeling, part of the body, or verb
- Describe a drawing orally

#### SENTENCE FRAMES

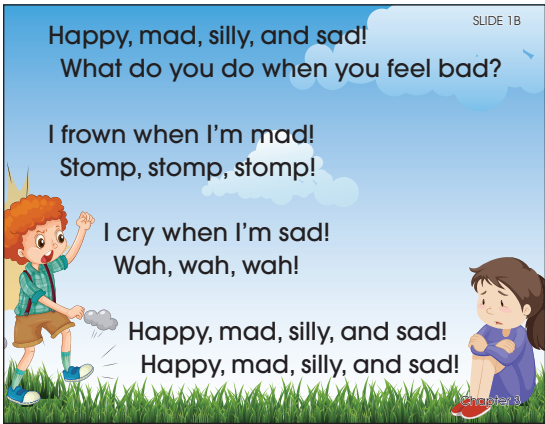
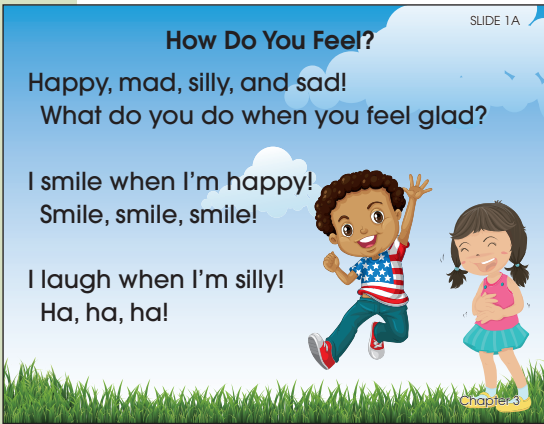
C1F9, 20; C3F3-4, 8-9

#### Activity 1 Let's Move: How Do You Feel?

Review chants and target vocabulary



**REVIEW** **SLIDES 1A-B** Tell students that you are going to review the words from this chapter: feelings and parts of the body. Lead students through the chant *How Do You Feel?* showing emotions using facial expressions and physical movement.



#### FORMATIVE ASSESSMENT

- Form 1: Adjectives (Feelings)  
Form 2: Verbs (Feelings) & Grammar
- Interrogative (*how*)
  - Subject-verb agreement (*feel/feels*)

**SLIDE 2** Review the vocabulary and sentence frames for feelings with the slide. Point to a picture on the slide, and ask the question using *he/she*: **How does \_\_\_\_ feel? \_\_\_\_ feels \_\_\_\_.** C3F3-4 Have each student point to a picture on the slide and take turns using the frames. Use the talking stick so every student has a chance to talk.

↑ Ask follow-up questions, such as: *What makes you feel scared?*

For *silly*, *sad*, *scared*, *mad*, and *happy*, ask follow-up questions to practice the verbs: **What do you do when you are \_\_\_\_? I \_\_\_\_ (laugh, cry, smile, scream, frown).** If time allows, have students ask the questions before passing the stick to another student, who then answers and repeats the process.

**SLIDES 4A-B, 5** **VOCABULARY CARDS** Lead students through the chant, *My Body*. Then, use the talking stick to review the parts of the body using Slide 5 or the vocabulary cards. Have students use the frames:

C1F9, 20 What is this? This is \_\_\_\_.

C3F8-9 What are these? These are \_\_\_\_.

Engage as many students as possible in the review.

↑ Show two cards, and have students make compound sentences with *and*, such as: *This is a hand, and this is a toe.*

#### VOCABULARY

##### CARDS

##### Nouns

arm	body	ear	elbow
eye	face	finger	foot
hair	hand	head	knee
leg	mouth	neck	nose
stomach	toe		

#### FORMATIVE ASSESSMENT


- Form 2: Grammar
- Subject-verb agreement (*this is/there are*)

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Nouns:</b> arm, body, ear, elbow, eye, face, finger, foot, hair, hand, head, knee, leg, mouth, neck, nose, stomach, toe <b>Verbs:</b> cry, feel, frown, laugh, scream, smile <b>Adjectives:</b> bored, brave, happy, hungry, mad, sad, scared, shy, sick, silly, surprised, tired	Ask about feelings Describe feelings	Interrogative ( <i>how + feel</i> ) Adjectives
	Ask to identify things (parts of the body) Identify things (parts of the body)	Interrogative ( <i>what</i> ) Demonstrative pronouns ( <i>this, these</i> ) Number agreement

Activity  
2

## Our Body, Our Feelings


Create and describe an illustration to portray feelings, the body, or verbs

 **ROUNDTABLE** **PRINTABLE 5** Tell students they are going to create a “Body and Feelings” poster. Divide students into groups of four, and number students from one to four. Give each student a template from the printable that matches their number and a different color crayon. There are four different sets in the printable.

**MODEL** **SLIDE 10** Show students the sample posters on the slide. Model the steps to complete one template. Students will draw a picture to represent the word on their template.

- Student 1: singular parts of the body (nose, mouth, head, neck)
- Student 2: plural parts of the body (fingers, toes, arms, legs)
- Student 3: feelings (silly, surprised, mad, tired)
- Student 4: verbs (laugh, cry, smile, frown)

Display chapter materials showing feelings and parts of the body for students to refer to while drawing. Review words students cannot read. When finished, give each group a large piece of poster paper, and have students glue their papers to the group poster in the correct numbered quadrant.

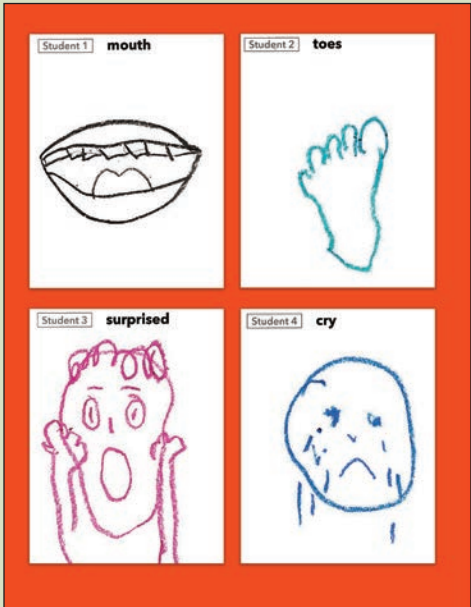
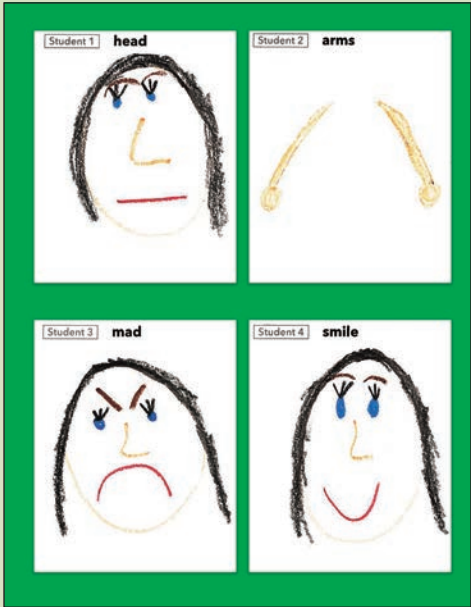
 **MUSEUM WALK** To close, display the posters and conduct a Museum Walk, having groups share their posters using the chapter frames. This can be done over the course of a few days.

### EXTEND: WRITING PRACTICE

**WRITE** Have students write a sentence under their drawing using frames from the chapter. If students are able and time allows, they can add descriptive words, possessive pronouns (*This is my head.*), or the conjunction *because* (*I feel bored because I don’t like to draw.*).



Roundtable Art Samples  
(Slide 10/Printable 5)



# Lesson 8

## Work with Language

### ESSENTIAL QUESTION

How do you feel today?

#### OBJECTIVES

- Identify and describe parts of the body orally
- Introduce and practice using articles *a* and *an*
- Identify parts of the body in writing using *a* and *an*

#### SENTENCE FRAMES

C1F9-10; C3F7-9

#### VOCABULARY

#### CARDS

+ student cards

##### Nouns

arm	body	ear	elbow
eye	face	finger	foot
hair	hand	head	knee
leg	mouth	neck	nose
stomach	toe		

#### FORMATIVE ASSESSMENT

Form 3: Nouns (Parts of the Body)

#### TEACHING TIP

If students are unfamiliar with the concepts of vowels and consonants, say and write the five vowels in a place where students can refer to the list, and say them all together. If it is helpful, associate the vowels with fingers, from *a* (thumb) to *u* (little finger).

### Activity 1 A Leg, an Arm

Introduce and practice using articles *a* and *an*



Tell students that you are going to play Mind Reader, but first you need to look at some special words they need to use in their sentences. Write these two frames on the board, and underline *a* and *an*:

C1F10 This is a \_\_\_\_.

C3F7 This is an \_\_\_\_.

Tell students: **Words like *arm* that start with the vowels "a," "e," "i," "o," and "u" all need *an*. You can use *a* with all the other words that start with consonants, like "b" and "c."**



If the class needs more support, give A-B partners 2-3 student cards instead. Place a stack of vocabulary cards in front of you and pick up a card. Give clues and have the pairs hold up their cards when they identify the answer. Ask "What is this/are these?" and help them respond using *a* and *an* when appropriate.



More advanced students can play teacher when they are ready.

#### VOCABULARY CARDS

Create a T-Chart with the headings *a* and *an*. Show a picture card and the corresponding word card. Ask students what letter it starts with, and then ask if the letter is a vowel or a consonant. Have students say the words with you with the article. For example: *an arm*. Write the word in the correct column on the T-Chart as students repeat it after you again.

#### T-CHART

*a*

*an*



#### MIND READER

#### STUDENT CARDS

Sit in a circle with students. Give each student one student card. Tell them not to show their cards to anyone. Model the activity. Tell students: **I will begin. I will give you clues about my picture. Listen carefully to my clues.**

#### Example 1

I have one of these.

I use this to smell.

C1F9 What is this?

C1F10 This is a nose.

#### Example 2

I have ten of these.

I use them to paint.

C3F8 What are these?

C3F9 These are fingers.



TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Nouns:</b> arm, body, ear, elbow, eye, face, finger, foot, hair, hand, head, knee, leg, mouth, neck, nose, stomach, toe	Ask to identify things (parts of the body) Identify things (parts of the body)	Articles ( <i>a, an</i> ) Regular plurals Demonstrative pronouns ( <i>this, these</i> ) Number agreement


**PRACTICE** After giving a few examples, have students look at their cards and think of clues. Encourage students to use gestures and movement when giving clues. Remind them to use *a* or *an* in their sentences.

Activity 2

Parts of the Body

Practice using articles *a* and *an*

**WRITE** **PRINTABLE 3** Show students the body diagram on the printable and tell them they are going to work together to label each part of the body using *a* and *an*. Do a few examples with the class. Give A-B partners a copy of the printable. Have students work together to label each part of the body with *a* or *an*, such as *an arm* or *a toe*.

 Have students write sentences to identify the parts of the body using *a* and *an*.

Close by filling out a class version of the printable together.



FORMATIVE ASSESSMENT

Form 3: Nouns (Parts of the Body)

EXTEND: ORAL PRACTICE

 **INSIDE-OUTSIDE** **STUDENT CARDS** Have students practice the frames below. Emphasize the correct usage of *a/an* and *this/these*.

- C1F9

What is this?
- C1F10

This is a \_\_\_\_.
- C3F7

This is an \_\_\_\_.
- C3F8

What are these?
- C3F9

These are \_\_\_\_.

Model the dialogue with a few volunteers, reminding students when to use *a/an* and *this/these*. Then, give each student in the inside circle a student card. Have students in the outside circle point to the card and ask the question using *this* or *these*.

STUDENT

CARDS

Nouns

arm

body

ear

elbow

eye

face

finger

foot

hair

hand

head

knee

leg

mouth

neck

nose

stomach

toe

FORMATIVE ASSESSMENT

Form 2: Grammar
 

- Articles (*a/an*)
- Subject-verb agreement (*this is/these are*)

 Form 3: Nouns (Parts of the Body)

# Lesson 9

## Work with Text

### OBJECTIVES

- Introduce and read an informational text: *Everyday People*
- Ask and answer comprehension questions about a text orally
- Identify and describe a favorite person

### ESSENTIAL QUESTION

How do you feel today?

### SENTENCE FRAMES

C1F12, 20; C3F5-6

### ADDITIONAL VOCABULARY

better, every day, family, home, many, people



### Activity 1

### Text Work: *Everyday People*

Read an informational text, and answer comprehension questions



**SLIDE 11** Show the title page to students. Ask questions about the picture, such as: **Who is this? What is he/she doing?** Elicit responses, and have students repeat the correct answers in complete sentences.

**FIRST READ** **BIG BOOK B** Do a picture walk through the text, asking students questions about the pictures on each page.

**SECOND READ** Read the text again, pointing to the words and sentences. Call students' attention to the period: **A period tells you it's the end of the sentence. You stop for a moment before you begin reading the next sentence.**

**THIRD READ** Read the text again, this time having students repeat after you. Make a game of stopping at the end of each sentence by freezing your body when you come to a period. Have students imitate you.

**SLIDES 12A-B** Ask the comprehension questions. Have students repeat the answers in complete sentences.

1. Which pictures show people we see at school?  
This one shows \_\_\_\_\_.
2. (*point to page 13*) What happened to the girl?  
The girl hurt her \_\_\_\_\_.
3. (*point to page 14*) Who are the people in this picture?  
They are a \_\_\_\_\_.
4. How do the people feel?  
They feel \_\_\_\_\_.
5. Remember the *Ouch!* story? Point to the part of this story that is like the *Ouch!* story.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Nouns:</b> arm, nurse <b>Verbs:</b> feel, hurt, laugh, make, smile <b>Adjectives:</b> brave, happy, hungry, sick, silly, tired	Understand comprehension questions Identify a similarity between two texts Describe details in illustrations	Text-based questions ( <i>which pictures, how + feel</i> ) Simple present Pronoun reference

Activity

2

### Be an Illustrator



Create an illustration and description of a favorite person



**BIG BOOK B** Read page 16, and then ask students: **Who do you like to see?** Brainstorm people they like to see with the class, for example, a parent, teacher, or brother. Write a list on the board. Then, tell students they are going to draw a picture of who they like to see.

**THINK-PAIR-SHARE** Have students decide who they will draw, share with a partner, and then share a few ideas with the class.

**WRITE** Give students paper and crayons or markers, and have them draw a picture. Then, have students write a sentence under the picture that describes the person, such as: *This is my doctor*. Provide an example, and show students the period at the end of your example. Ask what it is, and remind them that it signals the end of a sentence.

-  Students can write a word or phrase to identify the person underneath their drawings.
-  Students can add a sentence saying how the person in their drawing makes them feel, such as: *He makes me feel silly*.

### EXTEND: ORAL PRACTICE

Have A-B partners ask and answer questions about their pictures using the frames:

- C1F12,20** Who is this? This is \_\_\_\_\_.  
 What is his/her name? His/Her name is \_\_\_\_\_.
- C3F5-6** How does \_\_\_\_\_ make you feel? \_\_\_\_\_ makes me feel \_\_\_\_\_.

Close by having volunteers share their pictures using the frames.



# Lesson 10

## ESSENTIAL QUESTION

How do you feel today?

# Review & Apply

### OBJECTIVES

- Ask and answer questions about the body
- Ask and answer questions about feelings
- Use regular plural nouns, articles (*a, an*), and demonstrative pronouns (*this, these*) in sentences

### SENTENCE FRAMES

C1F9-10; C3F3-9

### VOCABULARY

CARDS + student cards

#### Nouns

arm	body	ear	elbow
eye	face	finger	foot
hair	hand	head	knee
leg	mouth	neck	nose
stomach	toe		

### FORMATIVE ASSESSMENT

Form 2: Grammar

- Articles (*a/an*)
- Subject-verb agreement (*this is/these are*)

Form 3: Nouns (Parts of the Body)

### Talk About the Body

#### Activity 1

Review vocabulary, regular plurals, articles, and demonstrative pronouns



**REVIEW** **VOCABULARY CARDS** Tell students they are going to review words and sentences for talking about the body. With a volunteer, use the vocabulary cards and the frames below to ask and answer questions about the body. Have students repeat after you as you model.

C1F9-10; C3F7 What is this? This is a \_\_\_\_./This is an \_\_\_\_.

C3F8-9 What are these? These are \_\_\_\_.

As you review each word, remind students to form plurals with *-s* and to use *these are* with plural forms, except *hair* and *feet*. Also point out the use of *an* with words that start with vowels.

**PRACTICE** **STUDENT CARDS** Have A-B partners put their student cards in front of them and then take turns picking up a card from the stack.

Student A: (*picks a card*) What is this? OR What are these?

Student B: (*responds accordingly*)

Have students use the possessive pronouns *his* or *her* in their responses, such as: *This is her head*.

**SIMON SAYS** Close by having students stand up and review parts of the body with these commands. Simon says ...

Touch your (*part of body*).

Lift your (*part of body*).

Raise your (*part of body*).

Point your (*part of body*) at me.

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
<b>Nouns:</b> arm, body, ear, elbow, eye, face, finger, foot, hair, hand, head, knee, leg, mouth, neck, nose, stomach, toe <b>Adjectives:</b> bored, brave, happy, hungry, mad, sad, scared, shy, sick, silly, surprised, tired	Ask to identify things (parts of the body) Identify things (parts of the body)	Articles ( <i>a, an</i> ) Regular plurals Demonstrative pronouns ( <i>this, these</i> ) Number agreement
	Ask about feelings Describe feelings	Interrogative ( <i>how</i> ) Adjectives

Activity

2

Talk About Feelings

Review vocabulary, and describe how a picture or object makes you feel



**REVIEW** **SLIDE 2** Tell students they are going to review words and sentences for talking about feelings. For each feeling word on the slide, ask student volunteers: **How does \_\_\_\_ feel? \_\_\_\_ feels \_\_\_\_.** C3F3-4

**LINES OF COMMUNICATION** **PRINTABLE 2** Put all the cut-out pictures from the printable in a bag or box. There should be enough so each student gets one. Have each student select one and not show it to anyone. Reverse roles after making one complete circle.

- C3F5     Line 1: (*shows picture*) How does \_\_\_\_ make you feel?
- C3F6     Line 2: \_\_\_\_ makes me feel \_\_\_\_.

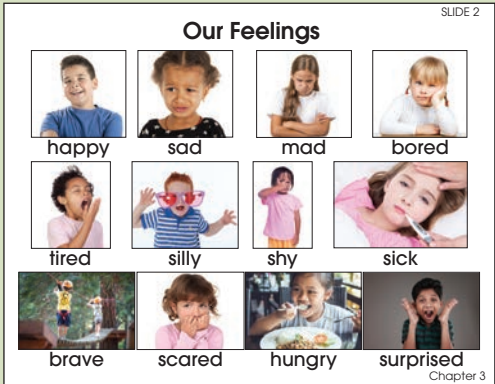
EXTEND: ORAL & WRITTEN PRACTICE

Have students take turns presenting their drawings from Lesson 9. They should introduce the person on their picture, say his/her name, and say how the person makes them feel. Many students are likely to say the same thing, such as that the person makes them feel happy, but that is acceptable since the point is to be able to use the sentence frame fluently. Model an example for students: **This is my friend. Her name is Mary. She makes me feel silly.**

After all students have presented, thank them for doing a wonderful job. Explain that sometimes to say thank you, you write it in a card. Tell students that they are going to create and give a thank you card to another student.

**PRINTABLE 6** Model creating a simple thank you card using the printable. Draw a picture, such as flowers or a balloon, in the template using a colored marker, and then trace the words "Thank You" underneath the picture.

Give each student a template and colored markers. When students have finished making their cards, gather students in a circle, and have each student give his/her card to the student to the right saying "Thank You!" This way each student receives a thank you card.



FORMATIVE ASSESSMENT

- Form 1: Adjectives (Feelings)
- Form 2: Grammar
- Interrogative (*how*)
  - Subject-verb agreement (*feel/feels*)

FORMATIVE ASSESSMENT

- Form 1: Adjectives (Feelings)
- Form 2: Grammar
- Possessive pronoun (*my*)

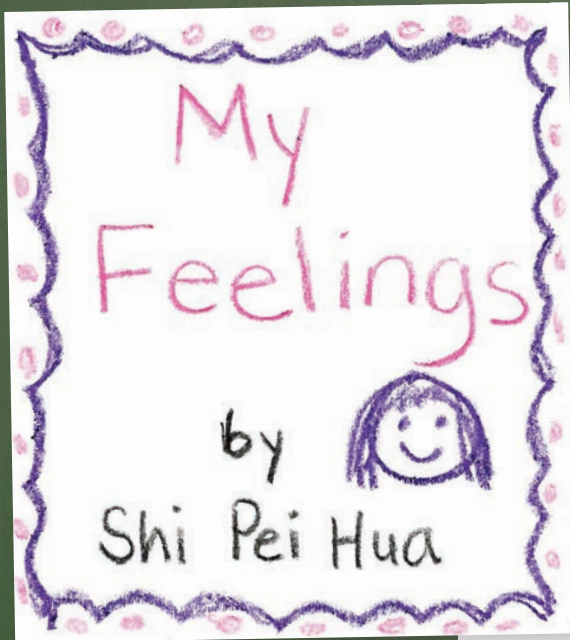
CHAPTER REFLECTION

See page 31



# Capstone PROJECT

Illustrate and describe two pages in a mini-book about feelings. Create a cover for the book, and present the book orally to the class.



This picture makes me feel  
hungry.



This is me. I feel hungry  
in this picture.

## PROJECT SUPPLIES

- Printable 7: One template per student
- Printable 8: An assortment of pictures for students to choose from (optional)
- Crayons and markers
- Talking Box from Lesson 3

### INTRODUCE THE PROJECT **SLIDES 13A-B, 14-15**

Tell students that they are going to create a mini-book about feelings. Show the sample book on the slides, and model the presentation using the frames on Slide 15. Then, ask questions about the pictures: **What does this picture show? How does it make you feel?** Explain that everyone may have a different feeling about drawings or pictures. For example, a picture of a person swimming may make one person feel happy and another person feel scared. Show students the Evaluation Criteria on Slide 14, and explain that they need to include these parts in their project.

## Capstone Evaluation Criteria

SLIDE 14

### Did you ...

1. make a title page?
2. name a feeling?
3. draw and write about the feeling?
4. share your book with the class?

Chapter 3

**ILLUSTRATE THE LEFT PAGE** **SLIDE 2** **PRINTABLES 7-8** Review the emotions on Slide 2. Then, show the Talking Box objects from Lesson 3, and use a talking stick to ask and answer questions with students:

C3F5-6 How does \_\_\_\_\_ make you feel? \_\_\_\_\_ makes me feel \_\_\_\_\_.

Show students Printable 7, and tell them they are going to draw a picture on the left page and tell how it makes them feel in a sentence. If time is limited, students can glue one of the pictures from Printable 8 instead. Model this for students before you give them each a copy of the printable. Guide students to draw or paste a drawing on the left page and complete the sentence: This picture makes me feel \_\_\_\_\_. If time allows, close by having volunteers share their drawings and read their sentences.

**ILLUSTRATE THE RIGHT PAGE** **SLIDE 13B** (Head Templates) Tell students they are now going to draw a picture of their face and complete a sentence describing how they feel in the picture. Show the sample on Slide 13B and explain that in this mini-book, the feeling on the left page matches the illustration on the right page. Students should draw a face that matches the feeling on the left page. Model drawing an expressive face in the head template and completing the sentence under the head template. For example: This is me. I feel happy in this picture.

**CREATE A COVER** **SLIDE 13A** Show students the sample book cover. Tell them that they are going to create a cover for their book. They will write a title and their name as shown in the sample. Optionally, students can add an illustration to the cover, such as a face with an expression on it.

**PRESENTATION PRACTICE** **SLIDE 15** With the slide and your own sample book, model the entire presentation first, and practice the frames as a group. Then, model with a student before A-B partners work together to practice the presentation. If time allows, have two A-B partners demonstrate their presentations to each other in small groups.

**PRESENTATION DAY** Remind students about the Evaluation Criteria. Have students sit in a circle with their mini-books. Go around the circle, and have students stand up to point to the cover, then the left page, and finally the right page, using the frames to describe their books. Evaluate students while they present. For larger classes, have students share with each other in small groups. Give each group a talking stick so that all students take their turn.

↓ Simplify the presentation:

(show book) This is my book.

C3F6 (show left page) It makes me feel \_\_\_\_\_.

C3F2 (show right page) I feel \_\_\_\_\_.

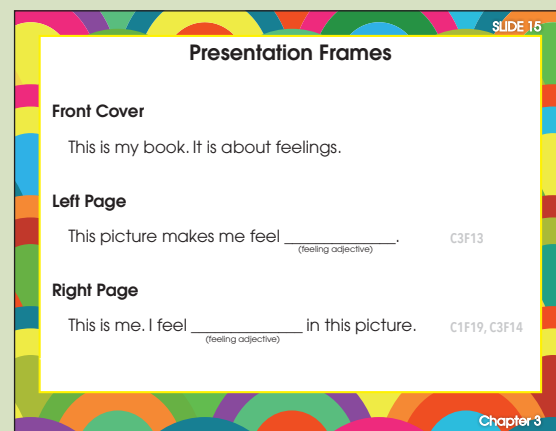
↑ Have students add an extra set of pages to illustrate and describe additional feelings and include the additional information in their presentations.

## SENTENCE FRAMES

C1F19; C3F2, 5-6, 13-14

### TEACHING TIP

Give students the opportunity to add artistic flair to their mini-books. Bring in small flat objects that students can glue on the cover of the left page to enhance their illustrations, such as small feathers, gum wrappers, and so forth.



### EVALUATION

Capstone Form



ENGLISHMAT™

Author: \_\_\_\_\_

Vocabulary

angry

listening

earbuds

mother

frowning

mouth

hands

son

hip

upset

Title: \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Conversation Corner


Who are the people in the picture?

What is the woman doing?

How does she feel?

What is the boy doing?

How does he feel?



MAT 3

VOCABULARY & ORAL DEVELOPMENT

Introduce the vocabulary and conversation questions for the mat. Guidelines are provided in the Program Guide and on the inside front cover of the mat.

CONTENT CONNECTION: DESCRIBE A CHARACTER

**INTRODUCE** **SLIDES 16-19** Tell students you are going to talk about what they see in the picture. Show students the Evaluation Criteria on the slide, and explain that they have to include this information in their descriptions. Review the Conversation Corner questions to elicit responses. Record their answers on the board.

EnglishMat 3 Evaluation Criteria

SLIDE 19

Did you talk/write about ...

1. who the people are?

2. what the woman is doing?

3. what the boy is doing?

4. how they feel?

Chapter 3

**MODEL** Tell students that they are going to use the answers they just gave to describe the characters. Create two examples using student answers, such as:

This is a mother and her son. The mother is talking to him. She is upset. The boy is not listening to her. He is wearing earbuds. He is frowning. He feels angry.

Then, invite students to create more examples with you. Use the questions as hints or reminders as needed.

**PRACTICE** Have pairs practice describing the characters to each other orally. Then, show students the lines on the front and back of the mat, and tell them that is where they write about the characters. Depending on the students' writing skills, have them work in groups, pairs, or independently, and ask them to write about what the woman and boy are doing and how they feel. Circulate to monitor progress and assist as needed.

Sample materials for individual teacher use only. Not for distribution. ©2022 Ballard & Tighe, Publishers.

**CLOSE** Regroup and remind students about the Evaluation Criteria. Ask volunteers to describe the characters. Students who wrote about it can read what they wrote. Keep the class engaged by calling on different students after classmates have spoken and asking them to repeat what they heard their classmates say.

## EVALUATION ► EnglishMat 3 Form

Evaluate students' performance using the evaluation form. If you choose to evaluate both oral and written performance, use two rows per student, one for each skill. For Content, give students one point if their talk or text included the specified content element and zero points if it did not. For Language, rate students' performance using these criteria:

- 0 = did not meet task and level expectations  
1 = met task and level expectations minimally  
2 = clearly met or exceeded task and level expectations

The maximum is 12 points for oral or written performance. Consistently scoring 10 or above on each mat may indicate readiness to evaluate whether a student can be advanced to a higher proficiency level.

[illegible]

# Chapter Reflection: How do you feel today?

**SLIDES 2, 5** Show the feelings chart and the diagram of the body. Say: **In this chapter, we talked about our feelings and our bodies: How do you feel today? I want you to think about the words we learned. I am going to ask you some questions. I want you to think about your answers and then talk to your partner.**

**THINK-PAIR-SHARE** Have students sit in a circle. Ask students one question at a time, and give partners time to talk and share between themselves before they share with the class.

- What are two feeling words that you learned? Tell your partner what makes you feel that way. For example, if your word is *mad*, tell what makes you feel mad.
- What are two words you learned that are about your body? Tell your partner, and show where those parts of the body are.
- What do you say if you fall down and get hurt? Tell your partner what hurts.
- Who do you talk to when you get sick? Tell your partner.

# Our Feelings

happy

sad

mad

bored

tired

silly

shy

sick

brave

scared

hungry

surprised

Chapter 3