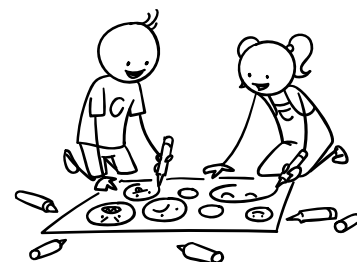


Lesson 23

## Feelings and emotions 1



### General:

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

### You will need to download:

Flashcards:	<ul style="list-style-type: none"> <li>• Like-Dislike game flashcards</li> <li>• Feelings flashcards</li> </ul>
Printables:	<ul style="list-style-type: none"> <li>• How do you feel when? draw worksheet</li> <li>• Feelings 4 faces worksheet</li> </ul>
Songs:	<ul style="list-style-type: none"> <li>• Hello Song</li> <li>• Goodbye Song</li> <li>• The weather song</li> </ul>

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

### You will also need:

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

### Notes:

In this lesson students learn the vocabulary for 4 basic emotions and the situations associated with these emotions. They do some fun activities and put their drawing skills to test.

## Lesson overview:

### Warm up and maintenance:

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

### New learning and practice:

1. Teach the feelings vocab: happy, sad, angry, sleepy
2. Do "Draw the faces on the board"
3. Do "Face draw" in pairs
4. Play "Feelings jump"
5. Read and write time
6. Teach the song vocab
7. Match feelings to the situations
8. Do the "How do you feel when ...? draw" worksheet

### Wrap up:

1. Assign homework: "Feelings 4 faces"
2. Say goodbye to glove puppet
3. Sing "The Goodbye Song"
4. Do "Quick check" and say goodbye

## Lesson procedure:

### Warm up and maintenance:

#### 1. Greetings

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



#### 2. Name tags

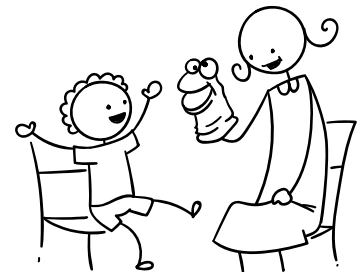
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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



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

#### 3. Glove puppet greetings

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



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

*Teacher: "My name is..."*

*Puppet: "How are you?"*

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

*Puppet: "How old are you?"*

*Teacher: "I'm ...".*

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

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

#### 4. Sing "The Hello Song"

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

## Lyrics for "The Hello Song"

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

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

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

## Gestures for "The Hello Song"

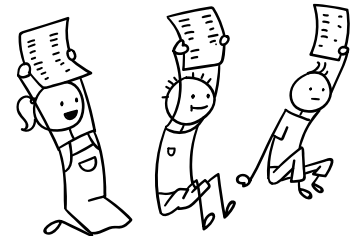
Sit in a circle and listen to the song (clap along or pat knees).

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



## 5. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about the scenes on their homework worksheet (e.g. "What's this?", "Do you like cabbage?", etc.), give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).

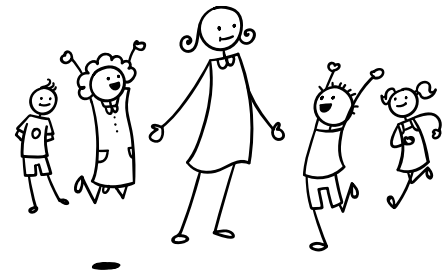


Finally, tell your students to put their homework back into their bags.

## 6. Do "Exercise routine" activity

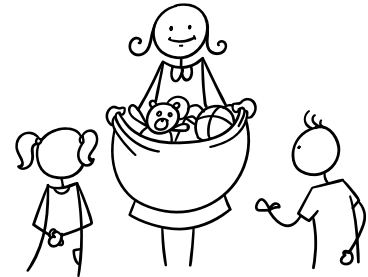
Say the following and have the students follow your lead:

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



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

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



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


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

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

## 8. Sing "The weather song"

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

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



"It's sunny"

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

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

## 9. Talk about the weather outside

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

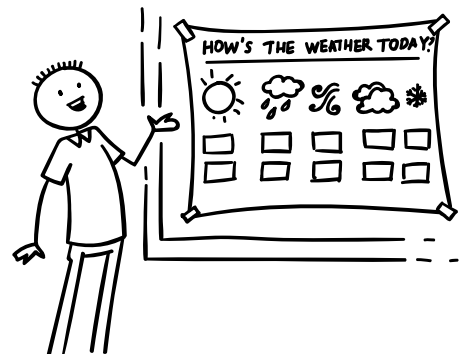


Depending on weather conditions, you can introduce more weather words, such as:

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

## 10. Use the "Weather board"

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



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

## 11. Play the like / dislike game

Let's play this game as a review from the last lesson. You'll need your weather, fruit and vegetables flashcards that you used in the previous lesson for this game, all shuffled

together. Explain that you will show some pictures and everyone needs to say whether they like them or not using the structures, "I like ..." or "I don't like ...".

Hold up a flashcard (e.g. an apple) and have everyone shout out the word and the phrase, "I like (apples)" or "I don't like (apples)".

Then, ask the yes/no question, "Do you like ...?" by asking some students, "Do you like (apples)?" and elicit, "Yes, I do / No, I don't". Do the same for all pictures and give lots of praise for correct answers! For weather pictures, ask questions such as, "Do you like rainy weather?".



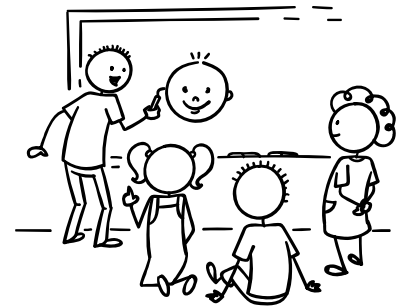
## New learning and practice:

### 1. Teach the feelings vocab: happy, sad, angry, sleepy

On the board draw a large circle. Then draw two eyes, ears, nose and a smiley mouth. Do the same facial gesture and say "I'm happy! Happy, happy, happy". Get everyone to chorus "happy" and do the facial expression.

Then erase the mouth and draw a sad mouth (and maybe a tear under one eye) and teach "sad" with everyone chorusing the word and doing the expression.

Do the same for angry and sleepy – you can use the pictures below for reference when drawing.



Happy



Sad



Angry

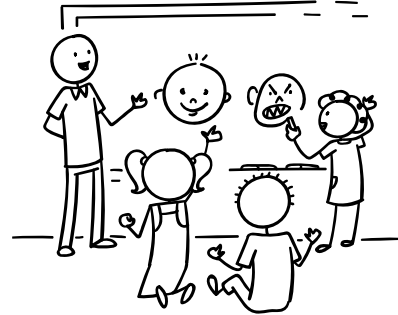


Sleepy

## 2. Do "Draw the faces on the board"

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

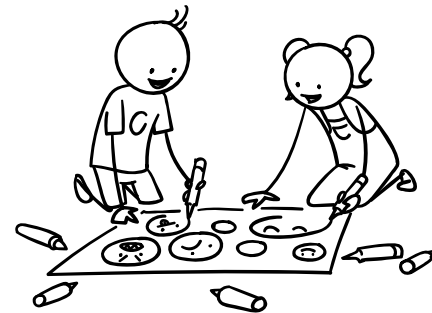
Invite the class to shout out the answers – the first student with the correct answer can draw the next picture.



## 3. Do "Face draw" in pairs

Put students in pairs and give each pair a large, blank sheet of paper. Have each pair draw circles on the paper. Then have them in turns draw faces with different emotions for their partners to guess.

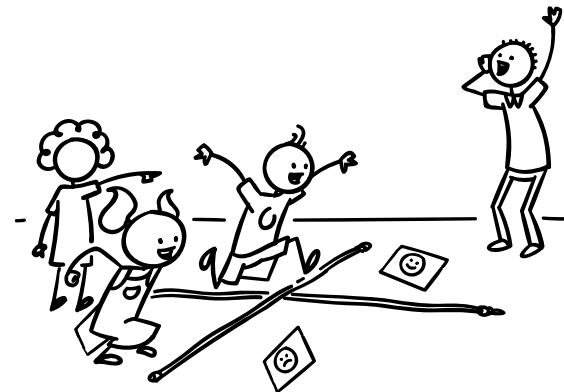
At the end of the activity invite some students to show the rest of the class their pictures and say what the feeling words are (or get the others to guess).



## 4. Play "Feelings jump"

You need two ropes and flashcards showing the 4 feelings for this game. Lay the ropes on the floor of the classroom in a cross shape, so there are 4 quadrants. In each quadrant place a flashcard of the feeling faceup on the floor.

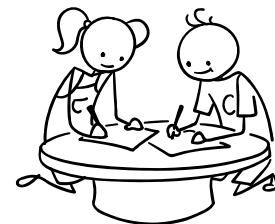
Start by demonstrating – shout, "Jump in the happy square!", and jump in the quadrant with the happy flashcard. Then shout, "Jump in the sad square!" and jump in that quadrant. Do for all 4 feelings.



Then have all students stand and jump in the right quadrants as you shout out the instructions. You can also have students take turns in shouting out the instructions.

## 5. Read and write time

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



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

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use



flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

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

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

## **3. Early readers.**

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

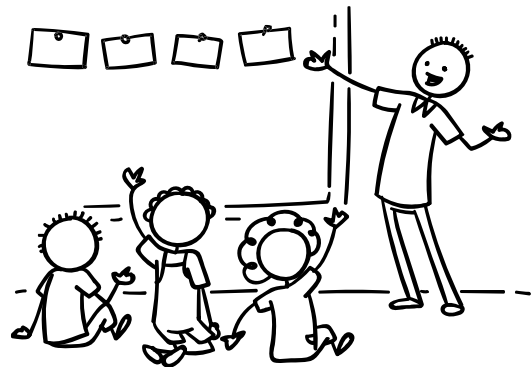
## **4. Elementary readers: students can read and write simple sentences well.**

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

## **6. Teach the song vocab**

Next lesson you are going to sing a song about feelings, and we'll start preparing for that in this lesson. We are going to introduce some words that are associated with the feelings words: sunny (happy), rainy (sad), noisy (angry), bedtime (sleepy).

Before class, print off the flashcards for these words. Hold up the first card (e.g. sunny), say the word and do the action (see gestures below) and have everyone chorus the word and copy your gesture. Then stick the flashcard on the board. Do the same for all 4 flashcards and stick them in a line across the board.



Once all the cards are on the board, point to any card and say, "What's this?". Elicit the word.

Keep pointing to flashcards randomly as the class shouts out the words, getting faster and faster. Finally, ask individual students what different cards are.

### *Gestures for vocab:*

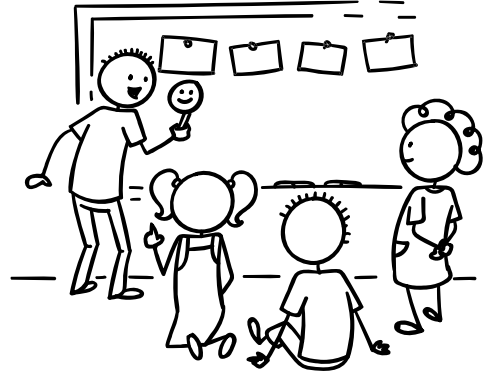
- **sunny** - do round circle shape with your arms
- **rainy** - wriggle your fingers like rain
- **noisy** - cover your ears (look angry)
- **bedtime** - gesture sleeping – head sideways on pillow hands

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

## 7. Match feelings to the situations

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

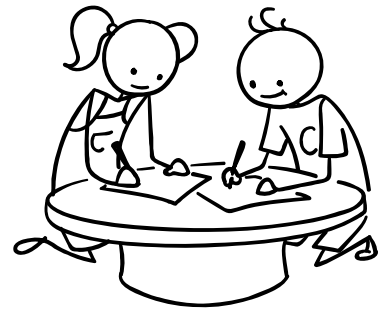
Draw a happy face under the sunny flashcard. For each card elicit the feeling (from the song) and draw the face under each card.



## 8. Do the "How do you feel when ...? draw" worksheet

Hold up the worksheet and model - point to the "it's sunny" situation and ask, "How do you feel when it's sunny?". Elicit "Happy" and then draw a happy face in the circle. Do the same for the other 3 situations.

Give out the worksheets and circulate as your students are doing their worksheets. Ask lots of questions as you are doing so (e.g. "How do you feel when it's noisy?") and give lots of praise. At the end, do a quick check - ask each student a "How do you feel when ...?" question from their worksheet.

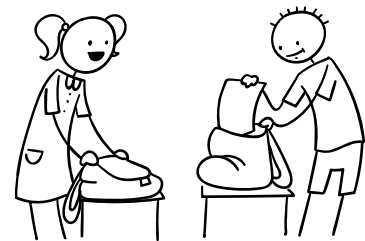


## Wrap up:

### 1. Assign homework: "Feelings 4 faces"

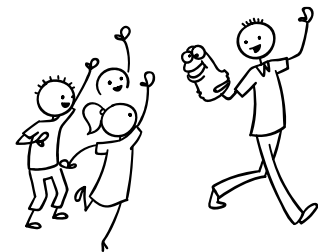
Hold up the homework worksheet – this is a fun drawing activity. Model by pointing to a face and eliciting the emotion. Then show how to draw that face in the circle.

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



### 2. Say goodbye to glove puppet

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



### 3. Sing "The Goodbye Song"

Sit together in a circle and sing and clap along.

#### Lyrics for "The Goodbye Song"

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

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

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



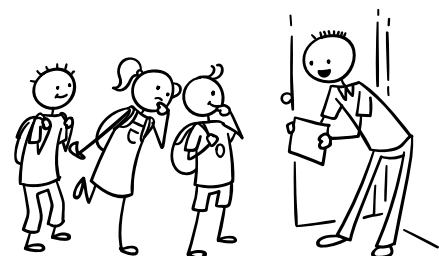
#### Gestures for "The Goodbye Song"

Have everyone do the gestures with you.

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

### 4. Do "Quick check" and say goodbye

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



For each student hold up a vegetable (or use flashcards) and ask, "What's this?" and also get them to say if they like it or not. When they respond correctly say goodbye and let them leave. If they make a mistake, have them go back to the end of the line - they will have to try again once they reach the front!

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

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

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

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