

Grade

Big Book 1

3

## Lesson Plan 1

Term 1

Lesson 1

Title:

Feelings

Topic

Different feelings

Aims:

The learners develop and practise:

- Listening and speaking skills
  - Action rhymes and songs, games
  - Listening to a story
  - Questions and discussion
- Oral vocabulary and word recognition skills around the theme of feelings
- Shared reading skills using the Big Book *Feelings*
- Writing skills - complete activity sheets on aspects of feelings
- Integrated language skills (listening, speaking, reading, comprehension and writing)

Age/Level:

8–9 years (Gr 3 South Africa)

Time:

180 minutes over 1 week

Materials:

Big Book – *Feelings*  
Flash cards  
Audio recordings  
Photocopies of Activity Sheet 1  
Stationery

**Introduction:**

Day 1  
Listening and Speaking  
(15 minutes)

**1. Greetings**

- Begin every lesson with a Good morning chant
- Greetings (Model greetings with a game – Choose 5 different children for each lesson)

**2. Main Activity**

- Sing the song: “If you’re happy and you know it clap your hands”

(Listen to the audio clip and practise singing the song before the lesson as part of your preparation)

- Encourage learners to do the actions as they sing with you. If you have enough space, learners make a circle in front of the class or do this activity outside
- Practise and sing the song at least 3 times

**Reading:**

Day 1, Day 2, Day 3  
(15 minutes)

**See Teacher notes on the procedure for Shared Reading**

For this lesson use the Grade 3 Big Book 1: *Feelings*

**Day 1:****Before Reading:**

- Read the title
  - Ask learners questions related to the title
    - Can you name any feelings?
    - Which feelings make you happy?
    - Which feelings make you sad?
    - How are you feeling right now?
- Discuss the cover
  - Ask learners what they can see in the picture
    - point to the picture and ask learners to describe what they see
    - These little pictures are called “smileys”. Are they all smiling?
    - Guess what feelings each little picture is showing
  - Link the picture to the learners’ **context**
    - Where do we see little pictures like this? On a phone we often call them emojis
  - Ask learners to predict what will happen in the story or text
    - What do you think we are going to read about in this book?  
Remember what we said and we can check if we were right
- Do a “**picture walk**” talking about the illustrations
  - Ask learners to describe what they see on each page
  - Elicit the vocabulary related to the pictures e.g.
    - What do you think the smiley on page one is doing? (thinking)
    - When do you feel proud? excited? surprised?
    - When do you feel lonely? angry? scared?
- Give learners the opportunity to express their opinions and ask questions

**During Reading:**

- First Read: Read the book aloud, and as you read the text page by page discuss the pictures

**Day 2:****Second Read:**

- Learners read the complete text with the teacher and respond to a few questions posed by the teacher
  - What are positive feelings?
  - What are negative feelings?
  - What should you do if your feelings are making you feel bad?

**After Reading:**

Whole class discussion

- Question of the day: What feelings can you name?
- Ask learners to raise their hands and ask at least 10 learners to tell the class their responses
- Write the feeling words on the board or a chart

**Day 3:****Third Read:**

- Display the text
- Learners read aloud the complete text with the teacher
- Follow up with questions which relate to the content e.g.
  - What feelings make you feel good?
  - What feelings make you feel bad?
  - How do positive feelings make you feel inside?
  - How do negative feelings make you feel inside?
  - What should you do when you feel bad?
  - Think of a time you felt happy/sad/angry/ lonely/excited, etc.
- Tell a partner about the time and your feelings.

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**Vocabulary development:** See Teacher notes on the procedure for using the flashcards  
Day 4  
(15 minutes) Words: feelings, happy, proud, excited, surprised, sad, lonely, angry, scared

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**Activity:** Day 3 or 4 (1 day per group)  
Reading and Writing  
Integrated Skills  
(15 minutes)

**Group Guided Reading (GGR)** (see Teacher notes)

- Divide the class into small groups with not more than 8 learners in each group
- Explain Big Book 1 Lesson 1 Activity 1 with 2 groups on Day 3, and 3 groups on Day 4
- Allocate 10–15 minutes per group

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**Conclusion:** End the lesson with a fun activity like a game.  
Day 5  
Listening and Speaking  
(30 minutes) e.g. *Guess the Feeling*

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**Assessment:** See Teacher notes and Assessment Activities below to choose from

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**Further ideas and resources:** South Africa: DBE EFAL Workbook Book 1 Term 1 & LEAP materials and DBE Workbooks

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## Assessment Activities

| Main Activity   | What will be assessed?  | How will it be assessed?              | Recording Tool |
|---|---|---------------------------------------|----------------|
| Listening and Speaking: Songs, chants, games                                  | Is the learner able to: <ul style="list-style-type: none"><li>• Sing along a chant or song with the teacher</li><li>• Respond to greetings</li><li>• Follow instructions</li><li>• Respond to the questions related to the text: <i>Feelings</i></li><li>• Engage in the discussion related to the topic: <i>Feelings</i></li></ul> | Observation<br>Oral and practical     | Checklist      |
| Reading and Comprehension   | Is the learner able to: <ul style="list-style-type: none"><li>• Respond to the illustrations in the Big Book text: <i>Feelings</i></li><li>• Respond orally to the questions related to the text: <i>Feelings</i></li></ul>   | Oral and practical                    | Checklist      |
| Vocabulary  | Is the learner able to: <ul style="list-style-type: none"><li>• Read and memorise the words on the flash cards</li></ul>  | Oral and practical                    | Checklist      |
| Integrated skills: Listening & Speaking, Reading and Writing Activities 1 & 2 | 1. Is the learner able to do Activity 1: <ul style="list-style-type: none"><li>– Identify the feeling words</li><li>– Show the feelings in drawing form</li><li>– Write a sentence about their own feelings</li></ul>   | Oral and practical, written recording | Checklist      |