

Grade

Big Book 1

3

Lesson Plan 2

Term 1

Lesson 2

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 2
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: “*The Feelings Hokey Cokey*”

*You put your happy face in,
you put your happy face out.*

*You put your happy face in
and you shake it all about.*

You do the Hokey Cokey and you turn around.

That’s what it’s all about!

Repeat with other emotions

<https://www.youtube.com/watch?v=ZHS7vCdBeus>

- 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:**

- Ask: Can anyone remember the book *Feelings*?
- Learners recall the different feelings and give some details of what they remember

During Reading:

- Read the text aloud, and as you read the text page by page discuss the pictures again. Learners use their prior knowledge to give more details of each picture

Day 2:**Second Read:**

- Learners read the complete text with the teacher and respond to both lower order (answers can be found in the text) and higher order (answers requiring some thinking) questions posed by the teacher
 - what do you think the main message of the book was?
 - what was your favourite part?
 - do you think the title is a good fit for the book? Why or why not?

After Reading:

Whole class discussion

- Question of the day: Do you always feel the same in similar situations (e.g. when you see a friend)? Why? Why not?
- Ask learners to raise their hands and ask at least 10 learners to tell the class their responses

Day 3:

Third Read:

- Learners read the complete text aloud with the teacher
 - Follow up with questions which relate to the content:
e.g.
 - What positive feelings can you name?
 - What negative feelings can you name?
 - How would you feel if you lost something special?
 - How would you feel if someone took your lunch?
 - How would you feel if you got all your spelling right?
 - Can you feel happy and sad on the same day?
 - What do you do if you are angry?
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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
Consolidate the words learnt in the previous lesson

Activity: **Group Guided Reading (GGR)** (see Teacher notes)
Day 3 or 4 (1 day per group)
Reading and Writing
Integrated Skills
(15 minutes)

- Divide the class into small groups with not more than 8 learners in each group
- Explain Big Book 1 Lesson 1 Activity 2 (*How would you feel if....*) with 2 groups on Day 3, and 3 groups on Day 4
- Allocate 10–15 minutes per group

Conclusion:
Day 5
Listening and Speaking
(30 minutes)

End the lesson with a fun activity like a game.
e.g. *Who am I?*
Print or draw different emoji icons (feelings) on a piece of paper. Stick one to each learner's back. They try to guess which emoji is stuck to their backs! They can ask other learners yes or no questions.

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

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

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">• Sing along a chant or song with the teacher• Respond to greetings• Follow instructions• Respond to the questions related to the text: <i>Feelings</i>• Engage in the discussion related to the topic: <i>Feelings</i>	Observation Oral and practical	Checklist
Reading and Comprehension	Is the learner able to: <ul style="list-style-type: none">• Respond to the illustrations in the Big Book text: <i>Feelings</i>• Respond orally to the questions related to the text: <i>Feelings</i>	Oral and practical	Checklist
Vocabulary	Is the learner able to: <ul style="list-style-type: none">• Read and memorise the words on the flash cards	Oral and practical	Checklist
Integrated skills: Listening & Speaking, Reading and Writing Activities 1 & 2	1. Is the learner able to do Activity 2: Link knowledge to their own context e.g. <ul style="list-style-type: none">– Discuss different situations and feelings.	Oral and practical, written recording	Checklist