



## TEACHER'S GUIDE

### LESSON 3: HOW DO YOU FEEL?

**Video summary:** Anna feels sad when she can't find her cat; glad when her cat is found; and mad when her cat hurts her.

**Functional purposes:** Talk about feelings

**Grammar:** BE + adjectives

**Letters and sounds:** G, L, D; Syllables; Words with /ad/

**Numbers:** 7, 8, 9

**Questions:** *How do you feel?*

**Answers:** *I feel \_\_\_\_\_.* (*glad, happy, mad, sad*)

**Key Words:** *glad (happy), mad, sad, feel, cat, pet*

### PREPARE TO WATCH

#### Get students' attention

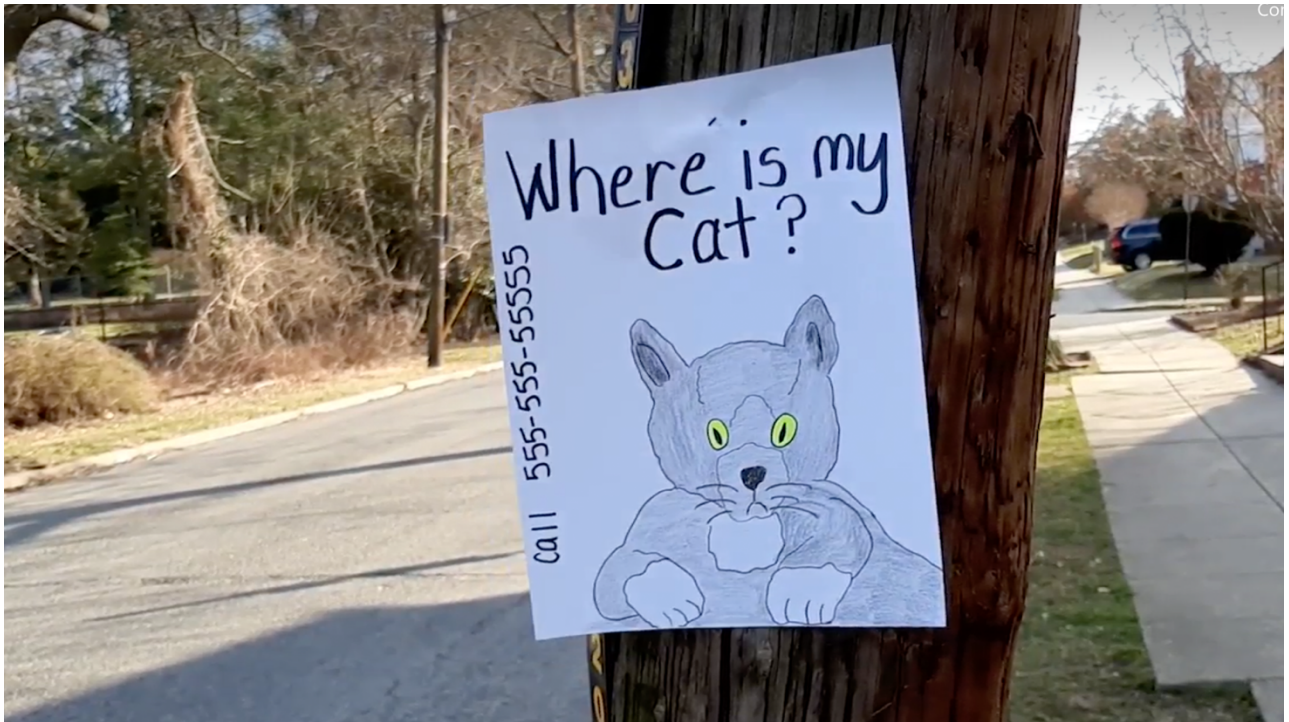
- Use dolls or puppets to act out a scene where the characters show emotions. Or play a video clip from a popular television show your students like. Ask students what feelings the actors, puppets or dolls are showing.
- Draw three simple faces on the board, showing a happy face, a sad face, and a mad face. Point to them one at a time and ask students in their home language, "What does this mean?"
- When students answer, write the English names for the feelings these symbols represent on the board: *happy (glad), sad, and mad.*

#### Connect to students' experiences

- Talk with students about a situation where feelings change. For example, when you wake up and see a rainy day but after some time, the sun shines. Have students give examples. Write on the board and explain the English words for the feelings they express.
- Ask students when they have various feelings. Say examples: "At home, I feel happy." Or, "I feel mad when I have problems with math."

**Guess: What will happen?**

- Ask students to watch in the video for when Anna's feelings change and be ready to talk about what causes her to have different feelings.
- Show the image of a sign about a lost cat. Explain, "Sometimes people put up a sign like this when they lose a pet. What do you think Anna does when she sees the sign? How do you think she feels?"



**WATCH AND REVIEW THE VIDEO**

**Check understanding with specific questions (add your own as necessary)**

- Ask, "What does Anna find?"
- Ask, "How does Anna feel at the very end?"
- Ask, "How many pets did Dr. Jill count?"
- Play the video to just after the three friends tell about their feelings. When you stop it, ask students to answer the question, "Who is happy?"

**Talk more about the video**

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Play the rest of the video. Have students tell their neighbors or discuss with the class what happened in the story.

See How-to Guide for more questions on the video.

## ACTIVITIES

### 1. Words with /ad/ sound

#### Set up/materials

- Play the next part of the video, to where Anna says, "Let's go!"

Write the sounds on the board:

/a/ /d/ = /ad/

/s/ /ad/ = *sad*

/m/ /ad/ = *mad*

/gl/ /ad/ = *glad*

#### How to

- Have students repeat the separate sounds after you, then blend them together to make the words.
- Ask students to say other letters that can blend with the /ad/ sound. For example, /b/ = *bad* (some possible words: *dad, fad, had, lad, pad, tad*)

### 2. Hearing the /f/ sound

#### Set up/materials

- Play the beginning of the video where Dr. Jill asks, "How do you feel?"

#### How to

- Say a list of words. If it begins with an /f/ sound, students raise their hands.
- Suggested Words: *friend, fine, line, vine, fox, vote, fried, fog, jog, feel, veal, bind, find, wall, fall*

Note: the /f/ and /v/ sounds are taught in Episode 7: *Where Do You Want to Visit?*

#### Variation

- Write these words on the board. *fine, fox, fried, fog, feel, find, fall*
- Take away the beginning /f/ sound by covering the letter *f*.
- Students say the remaining letters. Are they able to sound out the remaining letters?

### **3. Letters D, G and L**

#### **Set up/materials**

- Write the letters *Gg*, *Ll*, and *Dd* on the board. Say each letter as you point at it and have students repeat the name of the letter.

#### **How to**

- Have students trace each letter in the air as you show how to write it.
- Say, “Big G” and write the uppercase G.
- Say, “Small g” and write the lowercase g.
- Continue with *L* and *l*, *D* and *d*. Write the letters in uppercase and lowercase on the board and have students practice writing them.
- Have students practice writing the letters *G*, *L* and *D* with the activity sheets.

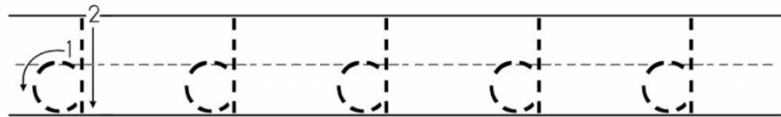
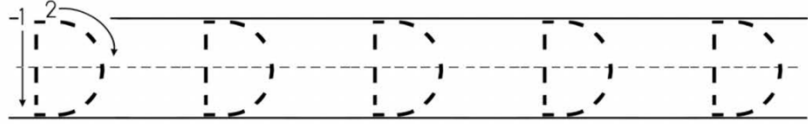
#### **Variation**

- Ask students to look around the room and find things whose names begin with g, l, or d. Write the names on the board for students to copy.

D is for



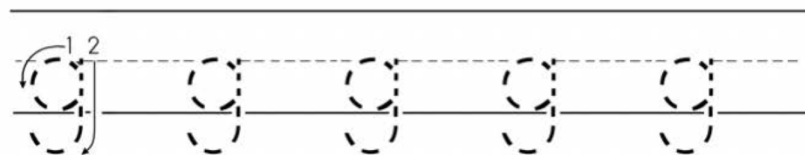
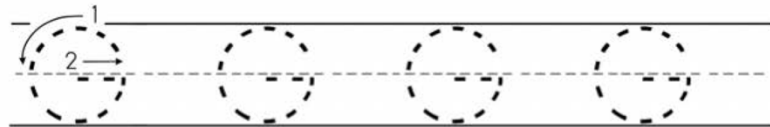
Dog



G is for



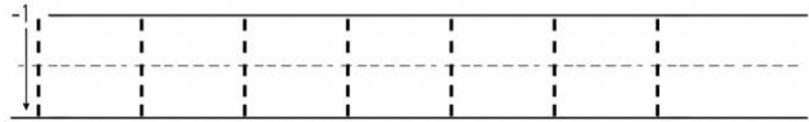
Giraffe



L is for



Lion



#### **4. How Many? (Numbers 7, 8, 9)**

##### **Set up/materials**

- Write the numbers *seven* (7), *eight* (8) and *nine* (9) on the screen or on the board as you say the words.

##### **How to**

- Have nine students (if available in the class) stand at the front of the class and call out the numbers from one to nine in order.
- Bring nine small objects to the class and hand different amounts of them to several students. Ask the students to hold up their items one by one as the class counts them aloud, from one to nine.

##### **Variations**

- Ask students to group the small objects in different ways to make 9: three sets of three, a group of six and a group of three, or a group of seven and a group of two. Practice saying the combinations, as in “Seven and two are nine.”
- Have students stand and form groups of students between two and nine. Practice counting and forming combinations of groups that create nine students.
- Practice counting backward from nine to one



## **5. Read and Write**

### **Set up/materials**

- Give students a copy of the Read and Write activity sheet or show it on a shared screen.

### **How to**

- Read the questions on the sheet aloud.
- Have students repeat/read the questions.
- Guide students as they trace the words in the boxes.
- Help students as needed to draw faces or other simple pictures in the box to show feelings.
- Help students as needed to write short questions and answers in the last box. These could be questions from Episodes 1 and 2, such as, *What food do you like?* Or *What's your name?*

### **Variation**

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases. Choose two or three pairs to demonstrate their reading for the rest of the group.



# READ AND WRITE

## How do you feel?

I feel

Write a feeling here.



Draw here

## How does she feel?



She feels

sad

## What is it?

It is a

cat



## How many do you see?



I see

nine

pets

Write your question and answer here.

## **7. Listen and Speak**

### **Set up/materials**

Give students the Listen and Speak activity sheet.

### **How to**

- Review the words for feelings from the video: *glad, happy, mad, sad*
- Say and repeat the names of the pictures on the worksheet (*cat, turtle, girl, etc.*)
- Guide students as they write the correct feeling word on the line under each picture.
- Say and repeat with students “*How does*” several times.
- Say and repeat: “*How does \_\_\_\_\_ feel?* (for example, “*How does the dog feel?*”)
- Now say and repeat with the students both the questions and the answers: “*How does the dog feel? It feels happy. The dog feels happy.*”

### **Variation**

- Put students in pairs and have them practice asking the questions and saying the answers.
- Have pairs of students demonstrate for the class asking the questions and saying the answers.



# ● LISTEN AND SPEAK



Write a feeling word below each picture.  
Ask and answer questions like this:

How does the girl feel?  
She feels glad.  
She feels happy  
She is a happy girl.

HAPPY



Words for these pictures: girl, cat, turtle,  
boy, bird/chicken, dog, rabbit, fish.

<https://learningenglish.voanews.com>

## LEARN MORE

### 1. Pet Store

#### Set up/materials

- Provide magazines or pictures from the Internet of pets for students to cut out or have them draw pictures of different kinds of pets.
- Have students form small groups.

#### How to

- In small groups, students answer these questions, in English or their home language, depending on their level:

What is a pet?

What animals make good pets? Which ones don't?

Do you have a pet? Tell us about your pet, in your home language.

What can you say about pets in English?

- In small groups, have students design a pet store, using the pictures they have cut out or drawn.
- After the groups have set up their pet shop, have one group visit another group's shop.
- The shopkeepers should try to "sell" the pets to their visitors. They can make statements like, "This is a happy cat" or "Do you want this glad dog?" Or, "This fish is sad. It wants to go home with you. Then it will be happy."

#### Variations

- Invite other classes to visit your class's "Pet Shop" for more practice.
- Say and repeat with students the pets in the video where Dr. Jill says, "How many pets do you see in this picture?" (*snake, guinea pig, cat, kitten, dogs, goldfish, parrot (bird), rabbit*)
- Ask students which of those pets they like, and why they like them.

## 2. Talking about Feelings

### Set up/materials

- Talk with students about other names of feelings in English: “In this lesson, we learned the words *sad*, *glad*, *happy*, and *mad*. Do you know other words in English to talk about feelings?”

Here are some possible words for the students: *hot*, *cold*, *sick*, *silly*, *excited*, *tired*, *nervous*, *angry*, *scared*, *worried*, *upset*, *calm*, *bored*

- Share pictures from magazines or from the Internet that include people showing different feelings or use images from the *feelings* sheet below.

### How to

- Ask students to guess the feelings from the pictures.
- Provide the English words for several of the feelings.
- Have students write sentences in their notebooks about three of the pictures and feelings. For example:

She is a sick girl.  
She feels sad.  
The boy is hot.  
He is a bored boy.

### Variation

- Have students form pairs, then choose two of the pictures and create a role play with the feelings they show. They should ask each other to explain their feelings. For example:



Student A: How do you feel?  
Student B: I am sad.  
Student A: Why are you sad?  
Student B: I lost my cat. How do you feel?  
Student A: I am glad.  
Student B: Why are you glad?  
Student A: I have some ice cream!



See How-to Guide for more learning activities.



# Feelings



## CHECK UNDERSTANDING

### 1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions, but don't write them.

#### Questions:

1. How many pets do you see?
2. He is a \_\_\_\_\_ boy.
3. What starts with P?
4. How does the boy feel? He feels \_\_\_\_\_.
5. Circle the right one: The dog glad. It is a glad dog.

#### Answer key:

1. Nine (9)
2. sad
3. pet (choice 3)
4. mad
5. It is a glad dog.

### 2. Sounds/Rhyming

- Remind students of the sound you talked about earlier, /ad/. The sound is in *sad*, *glad*, and *mad*.
- Ask students to think of other words that have the same sound in English. Write some on the board, such as: *dad*, *bad*, *had*, *lad*, *Brad*.
- Now, say two words. If they rhyme, the students stand up. If they don't, remain seated.
- The students can do other movements too. For example, if it rhymes, they must jump up and down. Let them decide.

Note: This is a quick, easy movement activity. Use it when students are tired or need a movement break.





# QUIZ

How many pets do you see?

Write the number.



He is a  boy.

Write the feeling.



What starts with P? Circle it.



1

2

3

How does the girl feel?

She feels .

Write the feeling here.



Circle the right one.

The dog glad.

It is a glad dog.

