

At the Theme Park

Unit Objectives

- To talk about one's feelings using the adjectives with *-ed* and *-ing*
- To describe cause and effect of feelings and activities using conjunctions *because* and *so*
- To read and understand the story "The Lost Teddy"
- To read and learn about how music influences our feelings
- To write a diary about one's experience at a theme park
- To do a project completing a chart about one's feelings last week
- To learn the importance of paying attention to feelings

Language

Vocabulary exciting/excited, boring/bored, amazing/amazed, frightening/frightened, tiring/tired, interesting/interested, win the race, get the prize, wait in a long line, see a ghost, watch a 3D movie, walk all day long, ride high in a Ferris wheel, see the wonderful parade

Grammar How was the merry-go-round? It was boring. I was bored. He was frightened because he saw a ghost. He saw a ghost, so he was frightened.

Features **School Subject Connection** Music: How Music Influences Our Feelings
Value Pay attention to your feelings.

Unit Opener

At the Theme Park

How do you feel when you go to the theme park?

Time to Talk

Look at the picture.

- 1 Where are the children? What are they riding?
- 2 How do they look?

Watch the video.

- 1 Where are the people? How does the girl feel on a roller coaster?
- 2 How does the boy feel on the Ferris Wheel?



Objectives To introduce the topic about feelings while doing activities at the theme park
Materials Unit 1 Video; PPT Slides

Introduce

Big Question Read the Big Question aloud, *How do you feel when you go to the theme park?* Ask students how they feel when they go to the theme park and make a list on the board. You can also talk about the reasons for the feelings.

Time to Talk

Look at the picture.

- Have students look at the picture and talk about it. Ask students follow-up questions such as:
Where are the children? What are they riding? (They are at the theme park. They are riding a roller coaster.)
How do they look? (They look excited.)

Watch the video. ▶

- Play the video and have them watch it. As they watch the video, have them look and listen for target vocabulary about feelings and reasons regarding activities at the

theme park.

- Replay the video with the sound off. Have students talk about what the children are doing at the theme park and their feelings on the screen. Ask students follow-up questions such as:
Where are the people? How does the girl feel on a roller coaster? (They are at the theme park. She is frightened.)
How does the boy feel on the Ferris Wheel? (He is interested.)

Optional Activity

My Favorite Rides Have students think about and describe their favorite rides at the theme park and how they feel when they ride them.
I like to ride the merry-go-round. There are some wooden horses on it. They move up and down. I feel calm when I ride it.

Extra Practice

Online Practice

Lesson 1 Learn

A Listen and repeat. **B** Listen and point.



C Listen and number. Then say.



Grammar
The roller coaster was exciting.
I was excited.

Grammar

How was the merry-go-round? It was boring. I was bored.

D Listen and circle **a** or **b**. Then ask and answer.



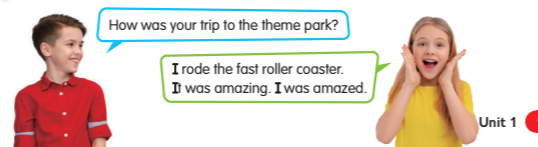
E Look and match. Then complete the questions and answers.

1 How was the merry-go-round?
It was **interesting**. I was interested.

2 How was the **Ferris wheel**?
It was frightening. I **was frightened**.

3 How **was the movie**?
It **was boring**. I was bored.

Your Turn! Talk about your trip to a theme park with a friend.



- Objectives** To talk about one's feelings using the adjectives with *-ed* and *-ing*
- Vocabulary** exciting / excited, boring / bored, amazing / amazed, frightening / frightened, tiring / tired, interesting / interested
- Grammar** The roller coaster was exciting. I was excited.
How was the merry-go-round? It was boring. I was bored
- Materials** Audio Tracks 05-10; PPT Slides

Warm Up

Read the Time! Review the time expressions from the Welcome pages. Use a clock to talk about the time with students. Have them read the time using *past* or *to*. Then write a time randomly on the board and have students say it.

Using Pages 8-9

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the word. Have students repeat each word after you.
- Play Audio Track 05. Have students listen and repeat.

05

- | | |
|----------------------|----------------------------|
| 1. exciting, excited | 2. boring, bored |
| 3. amazing, amazed | 4. frightening, frightened |
| 5. tiring, tired | 6. interesting, interested |

B Listen and point.

- Play Audio Track 06. Have students listen to the words, then find the correct pictures and point to them.

06

- | | | |
|----------|-------------|-------------|
| exciting | frightened | boring |
| amazing | interesting | tired |
| bored | excited | interested |
| amazed | tiring | frightening |

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *The roller coaster was exciting. I was excited.*
- Play Audio Track 07. Have students listen and repeat.

07

The roller coaster was exciting.
I was excited.

- Explain the difference between adjectives with *-ed* and *-ing*. Adjectives ending in *-ed* describe feelings or states, indicating how someone or something is affected or feels. Adjectives ending in *-ing* describe qualities or characteristics, indicating a cause or source of a feeling.

C Listen and number. Then say.

- Talk about the big picture briefly. Review the adjectives by describing each child's feelings in the picture.
- Play Audio Track 08. Have students write the correct number in each box. Replay the audio and check the answers as a class.

08

- The roller coaster was exciting. I was excited.
- The haunted house was frightening. I was frightened.
- The merry-go-round was boring. I was bored.
- The pedal boat was tiring. I was tired.

- Using the language pattern from the grammar box, have students say sentences about the picture.

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *How was the merry-go-round? It was boring. I was bored.*
- Play Audio Track 09. Have students listen and repeat.

09

How was the merry-go-round?
It was boring. I was bored.

D Listen and circle **a** or **b**. Then ask and answer.

- Talk about the pictures briefly. Review the adjectives by describing each child's feelings in the pictures.

- Play Audio Track 10. Have students listen and circle the correct corresponding letter. Replay the audio and check the answers as a class.

10

- How was the merry-go-round?
It was exciting. I was excited.
- How was the roller coaster?
It was frightening. I was frightened.
- How was the parade?
It was amazing. I was amazed.
- How was the pedal boat?
It was interesting. I was interested.

- Using the language pattern from the grammar box, have students ask and answer questions about the pictures.

E Look and match. Then complete the questions and answers.

- Tell students to work individually to match the sentences to the corresponding pictures and complete the questions and answers. Check the answers as a class.

Your Turn!

Talk about your trip to a theme park with a friend.

- Divide the class into pairs. Have students take turns asking and answering about a trip to the theme park using the language pattern. Monitor students to ensure they are using the language pattern correctly.

Wrap Up

Question Chain Have students sit in a circle and think of a movie they recently watched. The first student (S1) should start by sharing, *I watched a movie called _____ recently.* The next student (S2) should ask, *How was the movie?* S1 answers using the language pattern, *It was boring. I was bored.* S2 should share their most recently seen movie, and S3 should ask a question about S2's movie. S2 should answer using the language pattern. Continue the activity until all the students have made questions and answers.

Extra Practice

Workbook Pages 4-5
Online Practice

Lesson 2 Learn More

A Listen and repeat. **B** Listen and point.



C Listen and write. Then chant along.

Picky Jake

The pedal boat was exciting. How about you, Jake?
It was tiring. I paddled for a long time, so I was tired.

The roller coaster was amazing! How about you, Jake?
It was boring. I was bored because it was not fast.

The haunted house was interesting. How about you, Jake?
It was frightening. I was frightened because I saw a ghost.

Jake, how was the theme park? Wasn't it fun?
I saw the wonderful parade, so I was excited.
I liked it so much! Let's come here again!

D Listen and check. Then say.



Grammar He was frightened because he saw a ghost. He saw a ghost, so he was frightened.

E Look and unscramble the sentences.

1 He was amazed because he watched a 3D movie
(he / a 3D movie / because / watched)

2 She won the race, so she was excited
(excited / so / the race, / she / was / won)

3 He was frightened because he saw a ghost
(was / He / because / saw / he / frightened / a ghost)

Your Turn! Talk about how you felt this morning with a friend.



Unit 1 11

10

- Objectives** To describe cause and effect of feelings and activities using conjunctions *because* and *so*
- Vocabulary** win the race, get the prize, wait in a long line, see a ghost, watch a 3D movie, walk all day long, ride high in a Ferris wheel, see the wonderful parade
- Grammar** He was frightened because he saw a ghost. He saw a ghost, so he was frightened.
- Materials** Audio Tracks 11-15, 136; Unit 1 Flashcards; PPT Slides

Warm Up

How Was It? Review the vocabulary and language pattern from Lesson 1. Hold up each flashcard (Unit 1) and ask a question. Have students answer the questions using the language pattern.

T: How was the roller coaster?
Ss: It was exciting. I was excited.

Using Pages 10-11

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the phrase. Have students repeat each phrase after you.
- Play Audio Track 11 and have students listen and repeat.

- 11**
- win the race
 - get the prize
 - wait in a long line
 - see a ghost
 - watch a 3D movie
 - walk all day long
 - ride high in a Ferris wheel
 - see the wonderful parade

B Listen and point.

- Play Audio Track 12. Have students listen to the phrases then find the correct pictures and point to them.

- 12**
- | | |
|-----------------------------|--------------------------|
| get the prize | see a ghost |
| win the race | watch a 3D movie |
| walk all day long | wait in a long line |
| ride high in a Ferris wheel | see the wonderful parade |

C Listen and write. Then chant along.

- Play Audio Track 13. Have students listen and write the missing words in their books as they listen. Then listen to the chant once more and chant along as a class. Display the full lyrics and allow students to check their answers individually.
- Write the chant lyrics on the board. Erase the target vocabulary from the chant. As a class, choose different words and write them to complete the chant. Play the instrumental version, Audio Track 136, and have students chant along with the new lyrics.

13

Picky Jake

Grammar

- Direct students' attention to the grammar box. Introduce the new language patterns: *He was frightened because he saw a ghost. He saw a ghost, so he was frightened.*
- Play Audio Track 14. Have students listen and repeat.

14

He was frightened because he saw a ghost.
He saw a ghost, so he was frightened.

D Listen and check. Then say.

- Talk about the pictures briefly. Have students guess what's happening in the pictures and how each person would feel.
- Play Audio Track 15. Have students listen and check the corresponding box. Replay the audio and check the answers as a class.

15

- He was frightened because he saw a ghost.
- She saw the wonderful parade, so she was amazed.
- She was tired because she walked all day long.
- He waited in a long line, so he was bored.

- Using the language patterns from the grammar box, have students say sentences about the pictures.

E Look and unscramble the sentences.

- Tell students to work individually to look at the pictures and unscramble the words in the correct order. Check the answers as a class.

Your Turn!

Talk about how you felt this morning with a friend.

- Divide the class into pairs. Have them take turns asking and answering the questions about their feelings this morning along with the reasons. Monitor students to ensure they are using the language patterns correctly.

Wrap Up

Sentence Relay Have students take turns making a sentence in the past tense using *because* and *so*. Have the first student (S1) make a sentence with *because*. The next student (S2) should take the *because* clause from S1's sentence and turn it into a sentence using *so*. A third student should use the *so* clause from S2's sentence to make a new sentence with *because*. Give each student at least one opportunity to create their own sentences.

- S1: I was frightened because I saw a ghost.*
S2: I saw a ghost, so I ran away.
S3: I ran away because there was a bug.

Extra Practice

Workbook Pages 6-7
Online Practice

Lesson 3 Story

THE LOST TEDDY

A Listen and read.

Ben and his little sister Maisie were at the theme park. Maisie was very excited because it was her first visit to the theme park. She wanted to see everything.

First, they played a shooting game. Ben and Maisie were both excited because Maisie won a prize. It was a green teddy bear.



"You can come with me on all the rides, Teddy," said Maisie.
"What do you want to ride first?" asked Ben.
"That roller coaster," said Maisie.

The roller coaster was very fast. Ben was frightened, but Maisie loved it.
"That was amazing," she said. "Now let's ride the swan boat."

The family rode a swan boat. Ben was tired because they had to wait in a long line to ride it. But Maisie was interested because she could see the fish in the lake. Then they watched an exciting parade. Maisie was excited because she could see her favorite characters.

"What did you like the most, Maisie?" asked Mom.
"Winning Teddy," said Maisie. Then her smile disappeared.
"Where's Teddy?" she said. "I lost him."
"I have an idea," said Ben. "Let's ride the Ferris wheel!"



B Read and complete the sentences.

wait won frightened excited tired

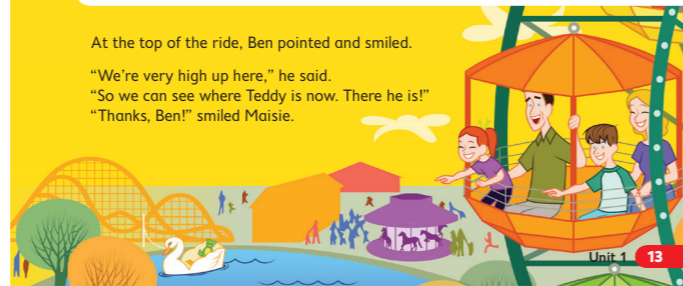
- Maisie was **excited** because she **won** a prize and got a green teddy bear.
- Maisie was amazed and Ben was **frightened** when they rode the roller coaster.
- Ben was **tired** because he had to **wait** in a long line to ride a swan boat.

C Read and number in order.

- Maisie found out her teddy bear was missing.
- Maisie won a teddy bear as a prize for a shooting game.
- Ben found where the teddy bear was at the top of the Ferris wheel.
- The family rode a swan boat and then watched an exciting parade.
- Ben and Maisie rode the fast roller coaster.

At the top of the ride, Ben pointed and smiled.

"We're very high up here," he said.
"So we can see where Teddy is now. There he is!"
"Thanks, Ben!" smiled Maisie.



12

13

Objectives To read and understand the story "The Lost Teddy"

Materials Audio Track 13, 16; PPT Slides

Warm Up

Let's Chant Play Audio Track 13. Have students chant along and add gestures for the target words. When they hear an adjective with *-ing*, have them clap. When they hear an adjective with *-ed*, have them stomp.

Using Pages 12-13

A Listen and read.

- Have students look at the pictures in the story and talk about what they see and what they think will happen in the story.

What can you see next to the story title?

(I can see a green teddy bear.)

Look at the girl and the boy below the title. How do you think they feel? Why?

(They look excited because they got a teddy bear as a prize in the shooting game.)

- Have students find the words that they don't know in the story and circle them. Write each word on the board and

have students guess the meaning of the words in the context. Check the meaning of the words as a class and help students understand them.

- Play Audio Track 16. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

16

The Lost Teddy

- Ask questions to check for comprehension.

Where were Ben and Maisie?

(They were at the theme park.)

Has Maisie ever visited the theme park before?

(No, she hasn't. It was her first visit to the theme park.)

What did Maisie and Ben do first?

(They played a shooting game first.)

How did Ben feel while riding a roller coaster?

(He was frightened.)

What did Maisie like the most?

(She liked the winning Teddy the most.)

What did the family do to find Teddy?

(They rode the Ferris wheel to find Teddy.)

B Read and complete the sentences.

- Tell students to work individually to read or complete the sentences with the correct words in the word box based on the story.
- Check the answers as a class and ask students to read the completed sentences aloud.

C Read and number in order.

- Summarize the events of the story with students.
- Tell students to work individually to number each sentence to put the story in the correct order. Check the answers as a class.

Wrap Up

True or False Write some statements about the story on the board. They should include both true or false statements, such as *Ben was excited about riding a roller coaster, while Maisie was frightened.* and *Maisie won a blue teddy bear.* Read each statement one by one and ask students to make an "O" shape with their arms if the statement is correct and an "X" shape if the statement is incorrect. If the statement is incorrect, have students correct the incorrect part and say the correct statement.

Character Comparisons Ask students to create a Venn diagram or a T-chart about Ben and Maisie to compare and contrast their feelings and experiences using adjectives with *-ed* and *-ing*. They should also use *because* and *so* to explain the reasons behind the similarities and differences

Extra Practice

Workbook Pages 8-9

Online Practice

A Listen and repeat. 17

- 1 emotion 2 rhythm 3 tempo 4 note 5 pitch 6 beat

B Listen and read. 18

How Does Music Make Us Feel?

Music can make us feel lots of different emotions. How? With a mix of rhythm and tempo, note and pitch.

Rhythm and Tempo

Rhythm is the number and pattern of beats in music. When we clap our hands or play the drums, we make a rhythm. A good rhythm makes us want to get up and move.

The tempo of music is the speed of the beat. It is how fast or slow the music is. A slow tempo can make us feel relaxed. A fast tempo can make us feel excited.

Why? Because of the tempo of our heartbeats. When we are excited, our heartbeat goes up. So music with fast tempos can make us feel excited.

Note and Pitch

A note is a sound we make when we make music. This sound has a high or low pitch. Pitch is how high or low a sound is. A whistle has a high pitch.

The roar of a lion has a low pitch. Music in a high pitch can make us feel happy. Music in a low pitch can make us feel sad.

Listen to some music. Does it have a fast or slow tempo? Does it have a high or low pitch? How does it make you feel?



C Read and match.

- How high or low a sound is
 - How fast or slow the music is
 - The number and pattern of beats in music
 - A sound we make when we make music
- Tempo
Note
Pitch
Rhythm

D Read and circle.

- A fast slow tempo can make us feel excited.
- A whistle has a high low pitch.
- Our heartbeat goes up when we feel excited relaxed.
- Music in a low pitch can make us feel happy sad.

E Listen and check ✓ how each music makes you feel. 19

- excited frightened sad Other: _____
- relaxed excited nervous Other: _____
- bored happy surprised Other: _____

Think How do you feel when you listen to your favorite song?



I feel energetic when I listen to my favorite music. It has a fast tempo and a high pitch.

Objectives To read and learn about how music influences our feelings
Vocabulary emotion, rhythm, tempo, note, pitch, beat
Materials Audio Tracks 13, 17-19; Unit 1 Flashcards; PPT Slides

Warm Up

Music and Feelings Show one flashcard (Unit 1, Lesson 1) at a time to the class. Ask students to think of a song that matches the feeling on the flashcard. Have students raise their hands and share the song, explaining how it relates to the indicated feeling. Encourage students to share personal experiences or memories connected to the music.

Using Pages 14-15

A Listen and repeat.

- Introduce the new vocabulary. Write each word on the board and have students repeat each word after you. Then help students understand it.
- Play Audio Track 17. Have students listen and repeat.

17

1. emotion 2. rhythm 3. tempo
4. note 5. pitch 6. beat

B Listen and read.

- Tell students they are going to read a passage about how music influences our feelings.
- Have students find the new words in the passage and circle them. Have students talk about the meaning of the new words in the context of the passage.
- Play Audio Track 18. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

18

How Does Music Make Us Feel?

- Ask questions to check for comprehension.
 - What is rhythm?
(Rhythm is the number and pattern of music.)
 - When do we make a rhythm?
(We make a rhythm when we clap our hands or play the drums.)
 - How do we feel when we hear music with slow tempos?
(We feel relaxed.)

When does our heartbeat go up?
(Our heartbeat goes up when we are excited.)
What is a note?
(A note is a sound we make when we make music.)
What is the term for how high or low a sound is?
(It is called pitch.)

C Read and match.

- Have students read each sentence aloud. Tell students to work individually to match the descriptions to the corresponding words. Check the answers as a class.

D Read and circle.

- Tell students to work individually to read sentences and circle the correct answers based on the passage.
- Check the answers as a class and have students read the completed sentences aloud.

E Listen and check how each music makes you feel.

- Play Audio Track 19. Have students listen carefully and check how each piece of music affects their feelings or write how they felt in the blanks.

19

1. music 1 2. music 2 3. music 3

- Have students present their answers to the class. Depending on the level of the students, ask them to explain the reasons why each piece of music made them feel that way.

Think How do you feel when you listen to your favorite song?

- As a class, have students talk about their favorite songs, including the rhythm, tempo, notes, and pitch of each song. Ask them how their favorite songs make them feel and why.
 - I feel calm and relaxed when I listen to my favorite song. It has a slow tempo and a low pitch.

Wrap Up

Musical Emotion Freeze Dance Create a playlist with various songs that evoke different emotions (happy, sad, energetic, calm, etc.). Explain to students that they will be playing a freeze dance game. When the music starts, have

students dance and move freely, expressing the emotions they feel based on the music. Randomly pause the music at different intervals. When the music stops, students must freeze in a pose that represents the emotion they were feeling. Give each student an opportunity to share the emotion they were expressing and explain why they chose that pose. Resume the music and continue the game, pausing at different moments to allow students to express and freeze their emotions.

Chant with Tempo and Pitch Play Audio Track 13 and have students chant along to the original version. Then have them chant in different variations. If you say *With a fast tempo!*, students should chant with a fast tempo. And if you say *In a high pitch!*, students should chant in a high pitch. Repeat the activity with other variations.

Extra Practice
Workbook Pages 10-11
Online Practice

Lesson 5 Writing **Diary**

READ Read Jen's diary. 20

At Space Theme Park Monday, May 11

Dear Diary,
Today, I went to Space Theme Park with my friends. First, we rode the roller coaster. I was frightened because it went up so high. But I was also amazed because the view from the top was wonderful. The next attraction was the haunted house. I had to wait in a long line, so I was tired at first. When I entered the house, I was frightened because the ghosts seemed real. My favorite part was the parade. Many characters danced to the exciting music, so I was excited.
My friends and I had a great time at Space Theme Park and promised to visit there again soon.



ORGANIZE Read Jen's diary again and complete the chart.

At Space Theme Park		
	How did Jen feel?	Why?
Roller coaster	<ul style="list-style-type: none"> frightened amazed 	<ul style="list-style-type: none"> because it went up so high because the view from the top was wonderful
Haunted house	<ul style="list-style-type: none"> tired frightened 	<ul style="list-style-type: none"> because he had to wait in a long line because the ghosts seemed real
Parade	<ul style="list-style-type: none"> excited 	<ul style="list-style-type: none"> because many characters danced to the exciting music

WRITE Go to page 111 and write about your experience at a theme park.

16

Objectives To write a diary about one's experience at a theme park

Materials Audio Track 20; PPT Slides

Warm Up

Sentence Transformation Provide students with sentences containing adjectives with *-ed*. Have them transform the sentences by using adjectives with *-ing*. Continue the activity by rephrasing sentences with conjunction *because* and *so*.

Using Page 16

READ Read Jen's diary.

- Tell students they are going to listen and read Jen's diary about her trip to a theme park. Play Audio Track 20 and then have students listen while they read along silently.

20

At Space Theme Park

- Ask questions to check for comprehension.
 - What is the name of the theme park that Jen went to? (She went to the Space Theme Park.)
 - Why was she frightened while riding a roller coaster?

(She was frightened because it went up so high.)

ORGANIZE Read Jen's diary again and complete the chart.

- Have students read the diary again, and write down Jen's feelings about each ride, and why she felt that way.

WRITE Go to page 111 and write about your experience at a theme park.

- Ask students to think about their recent experience at a theme park. Then have them write down a list of attractions, how they felt, and the reason why they felt that way on the chart.
- Based on the chart, have students write a diary about their experience at a theme park.

Writing Cutout, Page 111

Writing Diary

Unit 1

ORGANIZE Think about your recent experience at a theme park. Then complete the chart.

At a Theme Park		
Attractions	How did you feel?	Why?
Bumper Cars*	excited	because I could drive a car by myself
Merry-go-round	bored	because it was too slow
Roller coaster	frightened	because it went so high and moved so fast
Pedal boat	tired	because I had to pedal for a long time

WRITE Write a diary about your experience at a theme park.

Date: Thursday, May 14

Dear Diary,
I went to a theme park with my family. First, I rode the bumper cars. I was so excited because I could drive a car by myself. The next attraction I went on was the merry-go-round. It was too slow for me, so I was bored. I also rode the roller coaster. I was frightened because it went so high and moved so fast. The last attraction I went on was the pedal boat, and I was tired because I had to pedal for a long time. I had a lot of fun, and I hope I can visit the park again soon!

Writing Cutouts Unit 1 111

Wrap Up

Present and Share Have students share their diaries with the class.

Project My Feelings Last Week

Step 1 How did you feel last week and why? Write your answers in the chart.

	How I felt	Why
Example	I felt excited.	Because I got a new bike.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

happy sad tired bored excited amazed worried relaxed annoyed stressed surprised disappointed

Step 2 Look at Step 1 and talk about it.

- How did you feel on Monday? Why?
- Did you feel sad last week? If so, what made you sad?

Value

Pay attention to your feelings.



Objectives To do a project completing a chart about one's feelings last week; To learn the importance of paying attention to feelings

Materials PPT Slides

Warm Up

Adjective Discovery Write the following adjectives on the board: *happy, tired, excited, worried, annoyed, surprised, sad, bored, amazed, relaxed, stressed, and disappointed*. Ask students to think what the words mean. If they know the meaning of the word, have them raise their hand and make a facial expression or gesture that expresses the emotion the word represents. After collecting a few responses, check the meanings of the words as a class.

Using Page 17

Project My Feelings Last Week

Step 1 How did you feel last week and why? Write your answers in the chart.

- Have students think about how they felt last week and why. Then have them complete the chart with their answers.

Step 2 Look at Step 1 and talk about it.

- Have students look at their charts in Step 1 and ask a few volunteers the following questions.
 - How did you feel on Monday? Why? (I was tired because I exercised a lot.)
 - Did you feel sad last week? If so, what made you sad? (I felt sad because I lost my favorite pen.)
- Monitor students to check for proper usage and understanding of adjectives with *-ed* and conjunction *because*.

Value

- Read the Value, *Pay attention to your feelings*.
- Begin by having a class discussion about the value of paying attention to feelings. Encourage students to think about the importance of emotional awareness and understanding their own emotions. Ask open-ended questions such as:
 - How can being aware of our emotions benefit us in our daily lives?
 - How do you recognize and identify different emotions you experience?
 - What are some ways in which we can express our emotions in positive and healthy ways?

Wrap Up

Create Your Own Emoticons Explain to students that they will design their own emoticons to represent different emotions. Give each student paper or digital tools to create their own emoticons. They will then share their emoticons with the class and provide example sentences explaining when they can use those emoticons. Encourage students to use *because* or *so* to make example sentences.

Extra Practice

Unit 1 Test
Online Practice