



 Prezi

SITUACIÓN DE APRENDIZAJE: LAS EMOCIONES



Level	KS1 & KS2	Task phases	Activation, demonstration, application and integration
Topic	Emotions	Task level	Word and sentence
Objectives	<ul style="list-style-type: none"> -To understand and identify emotions -To show interest, ask and reply about emotions -To express personal emotions 		
Use of the language	<ul style="list-style-type: none"> - Vocabulary: <i>Adjetivos (feliz, triste, enfadado/a, asustado/a, sorprendido/a, aburrido/a, preocupado/a)</i> - Structures: <i>Buenos días/ ¿Qué tal estás?/ Estoy muy bien, gracias/ ¿Cómo estoy?/ Estoy.../ ¿Cómo estás?/ Yo también estoy...</i> 		
Type of activity	<ul style="list-style-type: none"> - Enabling (introduction, development) - Assessing (development, revision, final) 	Learning styles	1. Visual 2. Kinaesthetic 3. Auditory
Grouping & spaces	<ul style="list-style-type: none"> - Individual, pairs, small groups and the entire class. -Classroom 	Timing	2 sessions of 30' or 45'
Skills	Listening, Speaking, Reading, Writing and Interaction	Resources & materials	Workbook, ball, video, board, photos



ADIVINA COMO ME SIENTO

- Facilitadora: Actividad de nivel
- 7-10 años - individual
- Cuaderno de actividades



SITUACIÓN DE APRENDIZAJE: LAS EMOCIONES



Arsenal DOUBLE CLUB SPANISH **Unidad 3**

Session 1

The aim of this session is to introduce to pupils the most common emotions as well as to identify and name them.

Suggested time
30 to 45 minutes

Procedure

1. Enabling: Introduction activity. El video de las emociones - 5 mins - Class group.
The teacher starts the lesson by saying "Buenos días" and asking how the students feel today. ¿Qué se sienten?, so they answer like being, grumpy. Then, the teacher explains that there are other emotions depending on how they are feeling and that they are going to watch the video about feelings and emotions. During the video, the students should repeat each emotion and perform them with their faces.

2. Enabling: Introduction activity. Las emociones del Arsenal - 8 mins - Individual.
The students open the worksheet on page 19 in order to do an activity. In this activity they find some photos of Arsenal's players expressing different emotions (happiness, happiness, anger, fear) and the Spanish adjectives of these emotions (contento, feliz, asustado/a, sorprendido/a). Students should match each photo with the correct word.

3. Enabling: Development activity. ¿Cómo estás? - 7-10 mins - Class group.
The teacher writes on the board the linguistic structure that is going to be used in this activity. After the explanation, the teacher models an activity related to ¿Cómo estás?, which consists on expressing a feeling orally with the body. The students need to guess which emotion is the teacher performing and the first one who guesses the word and says the correct one wins. It will only be accepted if the student uses correctly the linguistic structure learned (Estoy...).

4. Enabling: Development activity. El juego de las emociones - 8-10 mins - In pairs.
This activity is related to the previous one, because they need to put into practice the linguistic structures that they have learned there. It is the same process that in the other activity, but now they are going to work in pairs. To do this, they are going to sit facing each other, imagine that one of them is a mirror. One of the students performs an emotion with the body and asks the other one (Estoy... ¿Cómo estás?), so the mirror needs to identify the feeling and answer with the proper structure (Estoy...). After that, the students exchange their roles and do the activity again until they represent all the emotions learned.

5. Assessing: Final activity. Quizgame - 8 mins - Class group.
The teacher finishes the lesson by asking teacher pupils in English if they have enjoyed the class and what they have liked the most. Then, she/he says that in the following session they will keep working on these topics.

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Arsenal DOUBLE CLUB SPANISH **Unidad 3**

Session 2

The aim of this session is to participate in simple communicative situations related to their interests in which they put into practice the emotions learned in the previous session as well as new feelings.

Suggested time
30 to 45 minutes

Procedure

1. Enabling: Introduction activity. El balón de las emociones - 5 mins - Class group.
The teacher starts the lesson by saying "Buenos días" and throws a ball to a student asking how he/she feels that day. ¿Cómo estás?, so the student answers Estoy feliz/ triste/ asustado/a/ sorprendido/a, grumpy. Then he/she throws the ball to another student asking the same question.

2. Enabling: Development activity. Adivina cómo me siento - 7-10 mins - Individual.
The teacher asks the students to open the worksheet on page 20 in order to do an activity. In this activity they find some photos of Arsenal's players expressing different emotions (fear, love, angry, surprised, surprised, surprised) with an empty speech bubble. Students need to complete the bubbles writing Estoy+ the correct emotion. At the bottom of the activity there is a player asking to the student:
- ¡Ay!, ¿cómo estás?
- Estoy... feliz, triste, asustado/a, sorprendido/a, asustado/a, preocupado/a

3. Enabling: Development Activity. Yo también estoy... - 7-10 mins - Individual and class group.
The teacher assigns an emotion to each student and explains that there are other students with the same feeling, so they need to gather together. In order to find out who feels the same, they need to move around the class asking ¿cómo estás?, so when they find a student who answers "Estoy... + the same feeling" they gather and continue asking other pupils. The game ends when every pupil has a group.

4. Assessing: Revision Activity. El partido de las emociones - 7-10 mins - Two groups.
The teacher divides the class into two teams. One student of each team runs to the teacher's table to discover the emotion that has to be performed to the rest of the team. The first group who guess the emotion and who write it correctly score a goal team a point; the teacher traces a line on the board. The team with more goals at the end the teacher will set up the line before the game starts, wins the match.

5. Assessing: Final activity. Quizgame - 5 mins - Class group.
The teacher finishes the lesson by asking the students if they have enjoyed the class and what they have liked the most in the whole unit. Then, they will complete the self-assessment of the unit on page 21.

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The aim of this session is to participate in simple communicative situations related to their interests in which they put into practise the emotions learned in the previous session as well as new feelings.

Suggested time

30 to 45 minutes.

Procedure**1. Enabling: Introduction activity. *El balón de las emociones* - 5 mins - Class group.**

The teacher starts the lesson by saying "Buenos días" and throws a ball to a student asking how he/she feels that day ¿Cómo estás?, so the student answers *Estoy feliz/ triste/ enfadado/ asustado, gracias*. Then he/she throws the ball to another student asking the same question.

2. Enabling: Development activity. *Adivina cómo me siento* - 7-10 mins - Individual.

The teacher asks the students to open the workbook on page 20 in order to do an activity. In this activity they find some photos of Arsenal's players expressing different emotions (*Feliz/ triste/ enfadado/ asustado/ sorprendido/ aburrido/ preocupado*) with an empty speech bubble. Students need to complete the bubbles writing *Estoy+* (the correct emotion). At the bottom of the activity there is a player asking to the student:

- Y tú, ¿cómo estás?
- Estoy ... feliz, triste, enfadado/a, asustado/a, sorprendido/a, aburrido/a, preocupado/a

3. Enabling: Development Activity: *Yo también estoy...* - 7-10 mins - Individual and class group.

The teacher assigns an emotion to each student and explains that there are other students with the same feeling, so they need to gather together. In order to find out who feels the same, they need to move around the class asking ¿cómo estás?, so when they find a student who answers "Estoy... + (the same feeling)" they gather and continue asking other pupils. The game ends when every pupil has a group.

4. Assessing: Revision Activity. *El partido de las emociones* - 7-10 mins - Two groups.

The teacher divides the class into two teams. One student of each team runs to the teacher's table to discover the emotion that has to be performed to the rest of the team. The first group who guess the emotion and who write it correctly score a goal (earn a point: the teacher traces a line on the board). The team with more goals at the end (the teacher will set up the time before the game starts) wins the match.

5. Assessing: Plenary activity. *Opinamos* - 5 mins - Class group.

The teacher finishes the lesson by asking the students if they have enjoyed the class and what they have liked the most in the whole unit. Then, they will complete the self-assessment of this unit on page 21.

EL BALÓN DE LAS EMOCIONES



- Facilitadora: Actividad de introducción
- 5 mins - Gran grupo

¿Cómo
estás?

Estoy feliz/ triste/
enfadado/
asustado, gracias



ADIVINA CÓMO ME SIENTO

- Facilitadora: Actividad de desarrollo
- 7-10 mins - Individual
- Cuadernillo de actividades



Escribe como se sienten los jugadores

Feliz, triste, enfadado/a,
asustado/a, sorprendido/a,
aburrido/a, preocupado/a

Me siento



Y tú, ¿cómo te sientes?





YO TAMBIÉN ESTOY...

- Facilitadora: Actividad de desarrollo
- 7-10 mins - Individual y gran grupo

¿Cómo estás?



EL PARTIDO DE LAS EMOCIONES

- Evaluadora: Actividad de repaso
- 7-10 mins - Dos grupos

LAS EMOCIONES

- feliz
- triste
- enfadado/a
- asustado/a
- sorprendido/a
- aburrido/a
- preocupado/a



EL PARTIDO DE LAS EMOCIONES

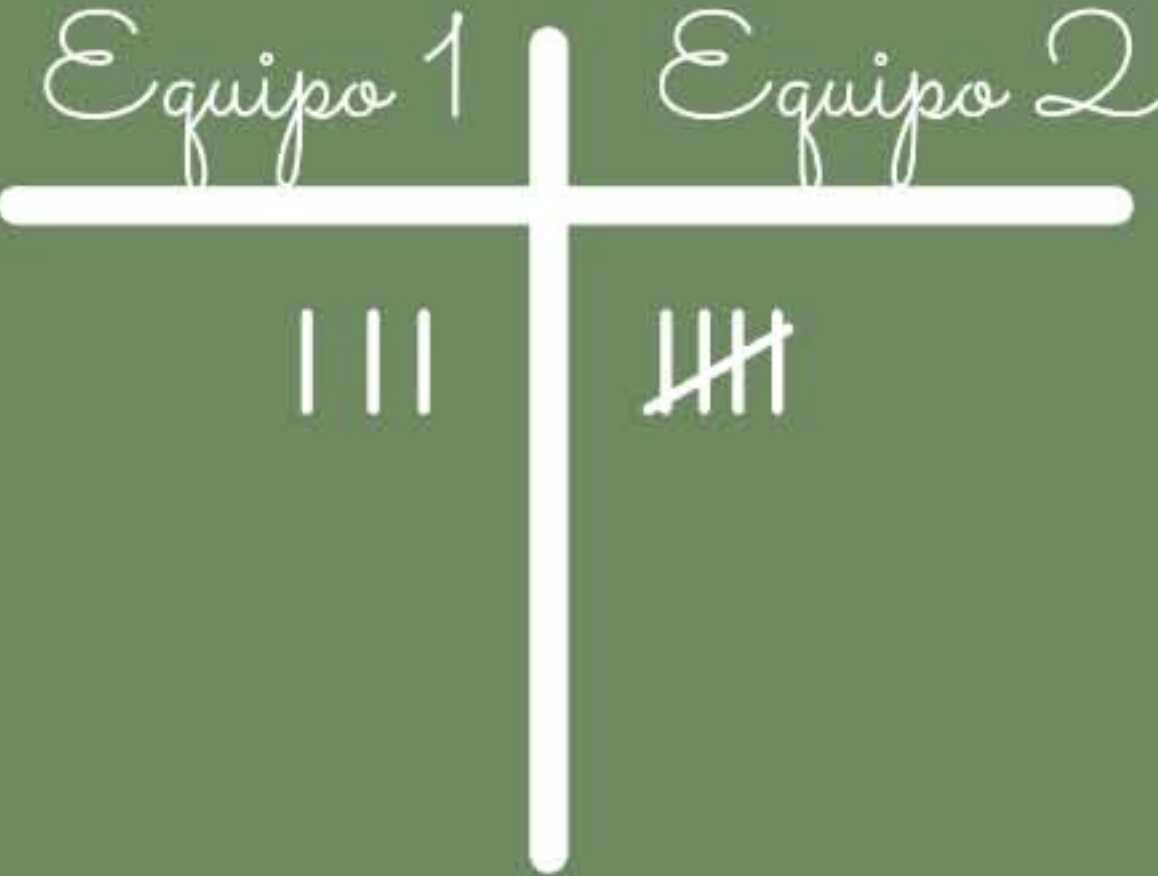


EL PARTIDO DE LAS EMOCIONES

- Fase de Acabado de curso
- 10 min. por grupo

LAS EMOCIONES

- alegría
- tristeza
- sorpresa
- ira
- miedo



OPINAMOS

- Evaluadora: Actividad plenaria
- 5 mins - Gran grupo

¿Cuánto has aprendido en esta unidad? Colorea el balón según lo que has aprendido:

- **Naranja** = mucho
- **Violeta** = bastante
- **Azul** = poco o nada

Soy capaz de...	Escuchar	Leer	Hablar	Escribir
identificar las emociones				
nombrar los estados de ánimo de las personas.				
mostrar interés por los demás				
preguntar y responder cómo me siento				
expresar mis emociones en español				



ARSENAL DOUBLE CLUB

EL PARTIDO DE LAS EMOCIONES



Equipo 1	Equipo 2

SITUACIÓN DE APRENDIZAJE: LAS EMOCIONES

Nombre	Actividad	Fecha	Clase
Asignatura	Objetivos	Temas	Contenidos
Metodología	Descripción de la actividad		
Recursos	Materiales necesarios		
Valoración	Criterios de evaluación		
Observaciones	Comentarios		

SITUACIÓN DE APRENDIZAJE: LAS EMOCIONES

1. Introducción

2. Desarrollo

3. Conclusión

4. Reflexión

