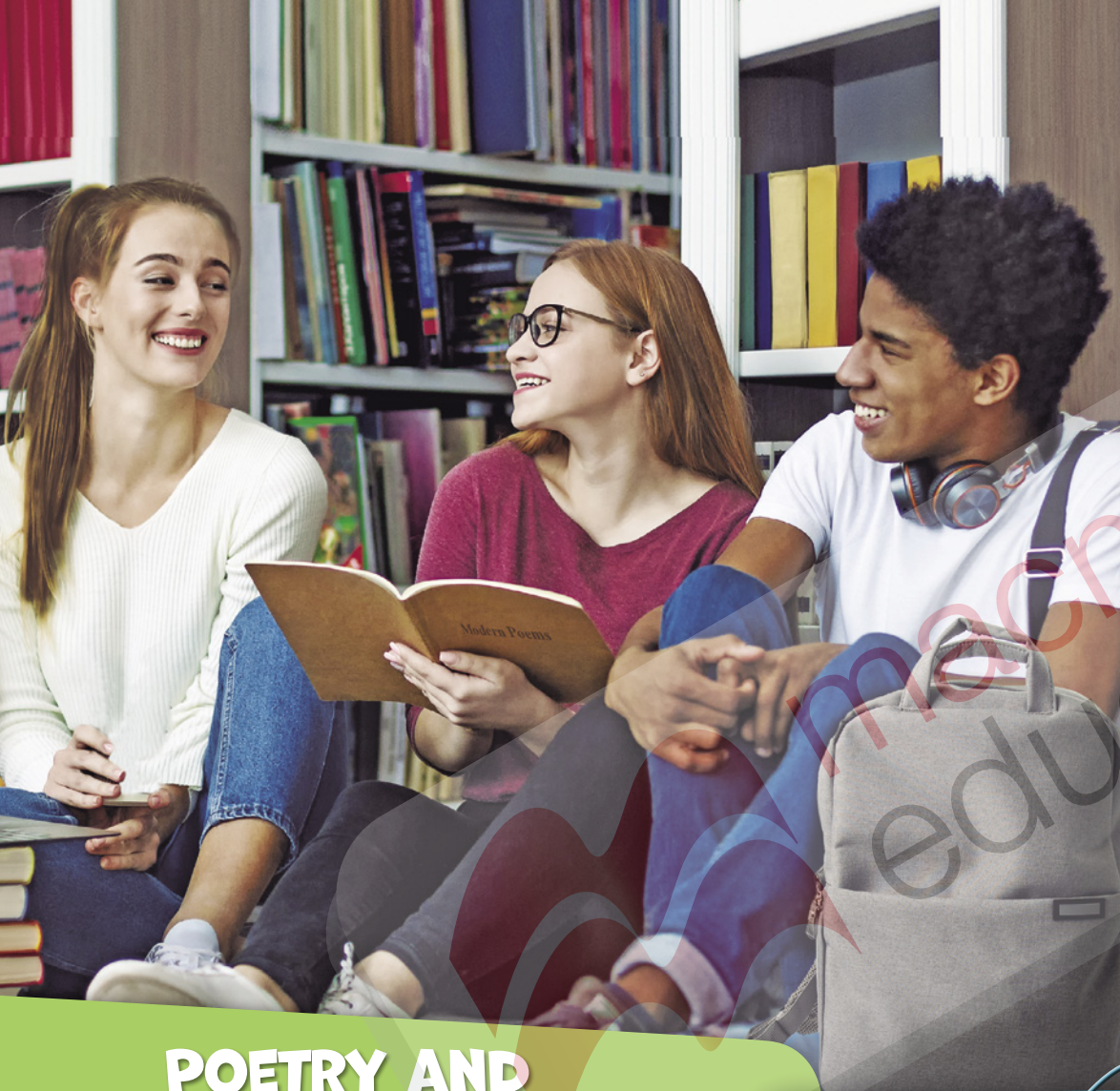


Silvia Martínez

Teacher's Guide

Teen ³ Campers





POETRY AND FEELINGS



CAMPERS IN ACTION

Answer as a class:

- What kind of readings can have an effect on your feelings?
- Do you think your feelings can affect your health? Why?
- Do you ever read poetry? Why?

UNIT ONE

U1

OBJECTIVES

By the end of the unit, students will understand, talk, and write about emotions in different situations.

VOCABULARY

alliteration, amazed, anxious, confused, down, hopeful, onomatopoeia, rhythm, worried

GRAMMAR

Adjectives *-ed*, *-ing*. Prepositions after feelings

SKILLS

Listening: Listening for attitude.

Speaking: Expressing likes, dislikes, and how something makes you feel.

Writing: Expressing opinions and feelings about a poem.

Reading: Identifying details.

Pronunciation: Changing stressed syllables in adjectives (*surprised*, *surprising*)

WRAP-UP

Create a wheel of emotions.

CAMPERS IN ACTION

Feelings and Health

Students will create a poster about an emotion that affects them and ways to make it better.

DIGITAL RESOURCES

Teacher Resource Center

- Class Planner Unit 1
- Exam Unit 1
- Printable worksheets: Language Worksheets, Writing Activities, and Communicative Activities

For students:

- E-book with audios
- On-the-Go practice: Unit 1 interactive activities

Lesson 1 • Vocabulary

AIM

Identify and use vocabulary related to feelings.

CLASS 1

Skills

- Listening and practicing pronunciation of new vocabulary.
- Relating words to images to understand new vocabulary.

Materials

- Student's Book, page 20
- Audio 06

AUDIO SCRIPT

- a) worried
- b) hopeful
- c) anxious
- d) amazed
- e) confused

- f) down
- g) rhythm
- h) onomatopoeia
- i) alliteration

Tips

- Students can make a list of feelings on the board.
- Invite students to mime the feelings.
- Students can draw an emoji that represents each feeling next to each word.



1. Listen and repeat.



2. Match the words to the pictures in Activity 1.

- | | | | | | |
|---|--------------|---|----------|---|--------------|
| e | alliteration | i | confused | h | onomatopoeia |
| f | amazed | d | down | g | rhythm |
| b | anxious | c | hopeful | a | worried |



3. Take turns pointing to the pictures and saying the words.



07

4. Listen and write the feelings from Activity 2 that each person mentions.

Carrie	
a)	anxious
b)	worried
c)	down

Brett	
a)	confused
b)	hopeful

5. Match the words to the correct definition.



6. Talk about situations that make you feel like the words below.

down worried anxious confused amused hopeful

I feel anxious when I have an exam.

Abandoned animals make me feel down.



CLASS 2

Skills

- Listening to identify and classify words.
- Vocabulary controlled practice.
- Speaking practice using new vocabulary.

Materials

- Student's Book, page 21
- Audio 07

AUDIO SCRIPT

Carrie: Did you read the Emily Dickinson poem Mr. Baker sent for homework?

Brett: Yes, but I was confused. Did she hear a fly when she died? That's gross.

Carrie: It's about death, and the person talking is the dead person. And I just realized, flies are a symbol of death. Oh, and *buzz* is the sound a fly makes ... Using words to represent a sound is called onomatopoeia.

Brett: OK. Let's read it again. Read it out loud to help me understand it better.

Carrie: OK. This is the first verse of the poem called "I heard a Fly buzz—when I died" by Emily Dickinson. She wrote this poem in 1862.

Brett: OK ... OK. Get on with it!

Carrie: I heard a Fly buzz—when I died—
The Stillness in the Room
Was like the Stillness

in the Air—Between the Heaves of Storm—

Brett: Hmmmm ... OK ... so she's saying that the room is still, there's no movement. I understand that part.

Carrie: Yes. And she compares the stillness in the room to the quiet between the loud parts of a storm.

Brett: Ooooooh! But the person is dead. How can she speak or hear?

Carrie: That's poetry. I like the poem, but I feel anxious and worried when I think about this topic. To me, this poem is dark and worrying.

Brett: I still feel confused. I really prefer poems with happier thoughts, you know, something that makes me feel hopeful about the future.

Carrie: I like deep poems, but when I read many sad poems, I feel really down.

Tips

- Before the activities, play the audio so students get the main idea.
- Review vocabulary by miming the feelings.

Lesson 2 • Grammar

AIM

Use adjectives with *-ed* and *-ing*.

CLASS 1

Skills

- Understanding grammar structures from examples in context.
- Adjectives ending *-ed* or *-ing*.

Materials

- Student's Book, page 22
- Audio 08

AUDIO SCRIPT

Lilly: What are you doing?

Meg: I'm looking at the sky.

Lilly: Huh?

Meg: I'm thinking of a nursery rhyme, you know the one that goes ...

Star light, star bright,
First star I see tonight;
I wish I may, I wish I might,
Have the wish I wish tonight.

Lilly: Oh yeah! I know that one.
How about this one?

Hey, diddle, diddle,
The cat and the fiddle,

The cow jumped over the moon;
The little dog laughed

To see such sport,
And the dish ran away with the spoon.

Meg: They're funny and silly poems, aren't they?

Lilly: Yeah! They're amusing.
I'm hopeful that my wish can come true.

Meg: I'm amused by a cow jumping over the moon. I think of it whenever I see a full moon.

Tips

- Play the audio so students listen for gist.
- Project the chart on the board and explain the activity.

Lesson 2

Grammar



08

1. Listen. Share as a class how the poems make the campers feel.



Star light, star bright,
First star I see tonight;
I wish I may, I wish I might,
Have the wish I wish tonight.

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.



TARGET BOX

I'm amused / confused / worried.

I'm hopeful / anxious / down.

The poems are amusing / confusing / worrying.

2. Read the Target Box. Then write the examples from the box under the correct rule for *-ed* and *-ing* adjectives.

a) Some adjectives that describe things and situations end in *-ing*.

amusing, confusing, worrying

b) Some adjectives that describe how people feel don't end in *-ed*.

hopeful, anxious, down

c) Some adjectives that describe how people feel end in *-ed*.

amused, confused, worried

3. Complete with *-ed* and *-ing* adjectives. Use a dictionary if necessary.

I'm ...	because it is ...
a) excited	exciting.
b) interested	interesting.
c) surprised	surprising.
d) terrified	terrifying.
e) amazed	amazing.
f) tired	tiring.
g) exhausted	exhausting.



PRONUNCIATION

Listen and underline the stressed syllables.
surprised → surprising
interested → interesting
worried → worrying
terrified → terrifying
amazed → amazing
exhausted → exhausting

Read out loud.



09

4. Read the conversations and check (✓) the correct statements.

I was tired **of reading** so much, but then I was surprised **by that poem**. I really liked it. Were you surprised by it?



Yes, I was amazed **by the topic**.

I'm interested **in classic poetry** and ghost stories.



I'm scared **of ghosts**, but I'm always interested **in discovering** new writers.

- ☒ a) To name what causes the quality of the *-ed* adjectives, we add prepositions like *by*, *in*, and *of*. Consult a dictionary or grammar book to know which preposition to use.
- ☐ b) We can only use the preposition *of* after *-ed* adjectives.
- ☒ c) After a preposition we can use nouns and verbs.
- ☐ d) After prepositions, actions are used in the *-ed* form.
- ☒ e) After prepositions, actions are used in the *-ing* form.

LANGUAGE
REFERENCE
Go to page 127.



5. Underline the correct option.

- a) Ana was surprised by / in / of the cat. d) He's amazed by / in / of her writing.
- b) I'm interested by / in / of American poets. e) They're scared by / in / of chickens.
- c) Heath was tired by / in / of listening to poetry all night.

6. Complete about yourself. Students' own answers.

- a) I'm terrified of _____. c) I'm amazed by _____.
- b) I'm interested in _____. d) I'm usually worried about _____.



7. Take turns sharing your answers from Activity 6.



What are you terrified of?



I'm terrified of spiders.

CLASS 2

Skills

- Identifying use between adjectives ending in *-ed* or *-ing*.
- Controlled practice for adjectives + preposition.
- Speaking practice using target language.

Materials

- Student's Book, page 23
- Audio 09
- Workbook, page 10
- Teacher Resource Center: Language Worksheet Unit 1

AUDIO SCRIPT

surprised	surprising	interested	interesting
worried	worrying	terrified	terrifying
amazed	amazing	exhausted	exhausting

Tips

- Ask students to repeat the poems to practice pronunciation.
- Model the activity to explain it.



PRONUNCIATION

Before playing Audio 09, review the use of adjectives ending in *-ed* or *-ing*. Play the audio and elicit the correct stressed syllable in each adjective. Then project the box on the board and elicit the correct pronunciation once more.



* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Lesson 3 • Writing

AIM

Express opinions and feelings about a poem.

CLASS 1

Skills

- Identifying specific information.
- Completing a paragraph using key vocabulary.

Materials

- Student's Book, page 24
- Bilingual (English-Spanish) dictionaries

Tips

- Begin with teaching students basic vocabulary about poetry (meter, rhyme, scheme, verse, stanza, free verse, blank verse, rhymed verse).
- You can explain the different styles of poetry (haiku, narrative poem, limericks, and sonnets) using as model poems previously prepared.

1. Read the poems. Then underline A, B, or both options



The Competition

by Isa Caballero

Icky, sticky, ooey, gooey,
Put your fingers in,
Yucky, mucky, slimy, greasy,
Eat it fast and win!



A

New School

by Marco Gray

Will I be happy at my new school?
Will someone sit next to me?
Will someone see me for who I am?



B

- Which poem has three lines?
- Which poem uses onomatopoeia?
- Which poem uses alliteration?
- Which poem rhymes?
- Which poem is funny and silly?
- In which poem is the speaker anxious?

A

B

A

B

A

B

A

B

A

B

A

B

2. Complete the paragraph about poem A using the words below.

line

spaghetti eating competition

funny

onomatopoeia

- The poem called "The Competition" by Isa Caballero is about a person in a
- a) spaghetti eating competition. The speaker is eating with their hands and putting their hands in slimy spaghetti. The poet uses words imitating sounds to describe the textures of the food; this is called b) onomatopoeia. The poem is four lines long and every second c) line rhymes. It's a d) funny poem.

3. Answer about poem B using complete sentences.

- a) What is the poem called? It is called "New School"
- b) Who is the author? The author is Marco Gray
- c) What is the poem about? It is about the first day at a new school
- d) How many lines does it have? It has four lines
- e) Does it rhyme? No, it doesn't rhyme
- f) What word does it repeat to create a special effect? The word Will repeats to create a special effect
- g) What feelings does it reflect? The speaker is anxious and worried

4. Write a paragraph using your answers from Activity 3.

Use the paragraph in Activity 2 as a guide.

Students' own answers.

VOCABULARY
STRATEGIES
Go to page 132.

5. Write sentences expressing your own opinions. Students' own answers.

- a) Things I like and dislike about "The Competition":

- b) Things I like and dislike about "New School":

- c) Feelings I have when I read "The Competition":

- d) Feelings I have when I read "New School":



6. Talk about the poems of this lesson.

I don't like "The Competition". Food competitions are gross.

I like it. It's funny. "New School" makes me feel down.

CLASS 2

Skills

- Identifying parts in a poem.
- Writing a paragraph about a poem.
- Speaking practice giving opinion about poems.

Materials

- Student's Book, page 25
- Bilingual (English-Spanish) dictionaries
- Teacher Resource Center: Writing Activities Unit 1

Tips

- Model the activity to explain it.
- Write a list of expressions on the board to agree or disagree to something and feelings towards something.

TRY THIS!

Get students into pairs. Ask them to choose four pairs of adjectives from the chart in Activity 3, page 22 of the Student's Book. Challenge them to write sentences using those adjectives. Prompt them by writing activities (e. g., swimming in a river, watching a horror movie, cooking a cake, receiving a birthday present). Set a time limit for students to complete the activity. Volunteers share answers with the class.

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Lesson 4 • Reading

AIM

Read to identify details.

CLASS 1

Skills

- Predicting a story based on images.
- Identifying different kinds of poems.

Materials

- Student's Book, page 26
- English or English-Spanish dictionaries

Tips

- Students work with different poems to experiment different feelings.
- Students can mention elements they find in the poems.
- The class can keep a record of the most popular answers on the board.

1. Look at the pictures. What do you think is happening?

2. Read the story and circle your favorite poem. *Students' own answers.*

The Right Poem

by Ron Frank

Glenda and Barry are at the library. Glenda has a difficult mission. "My uncle's getting married, and I have to find a poem to read at the wedding," she says. Barry is interested. "I know a poem!"

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.



"Come on, Barry! I really want to find a nice poem," she says.

"OK!" Barry accepts. "Here are the works of Elizabeth Barrett Browning. This is her most famous poem."

How Do I Love Thee?

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, ...

Glenda is pleased but thoughtful. "Oh, wow! That's beautiful. But ... it's too emotional for my uncle, I think."

"Alright. How about we check the Internet?" Barry proposes.

Glenda types *famous love poems*. Barry scans the results and says, "Open this one! I read this one at school. It's a classic poem by Robert Burns."

A Red, Red Rose

Oh, my love is like a red, red rose
That's newly sprung in June;
Oh, my love is like the melody
That's sweetly played in tune.

"That's nice, Barry!" She says, still unconvinced.

Glenda says, "How about this by the great Shakespeare?"

... Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.
O no! it is an ever-fixed mark ...

"Hmm ... I didn't understand it," Barry says. "Hey, I have an idea! Let's use these masters as inspiration to write a poem."



A while later, Glenda and Barry come up with a poem:

Love is mad, silly, passionate, and breezy,
Love is sad, curious, nervous, uneasy.
Let me love you a million ways.
I will love you for all my days.

"It's amazing!" Glenda exclaims.
"Uncle Gary will love it!"

3. Underline all the correct options.

a) Which poets do they read?

- 1) Shakespeare 2) Robert Burns 3) Walt Whitman 4) Elizabeth Barrett Browning

b) What does *breadth* mean?

- 1) distance from top to bottom 2) a donut 3) distance from side to side 4) an eagle's wings

c) Which flowers are mentioned in the poems?

- 1) orchids 2) roses 3) sunflowers 4) violets

d) Who writes a poem?

- 1) uncle Gary 2) Barry 3) Glenda 4) Glenda and Barry



4. Go back to the poem you circled in the text. Then answer. *Students' own answers.*

a) What do you like about the poem?

b) What is the poem about?

c) Who is the author?

d) How does the poem make you feel?

e) What do you think about the poem Glenda and Barry wrote?



5. Share your answers from Activity 4. Then say if you have written poems or if you can write one.

The poem makes me feel happy. I think I can write a love poem.

I don't think I can. It's very difficult!



CLASS 2

Skills

- Finding the meaning of new vocabulary.
- Reading comprehension: specific information.
- Speaking practice talking about their personal experience with poems.

Materials

- Student's Book, page 27
- English or English-Spanish dictionaries
- Workbook pages 11-12

Tips

- Students can make a chart with the names of the writers and find out more about information about them.
- Students can look for more poems about Walt Whitman and talk about them.

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

Wrap-up

AIM

Create a wheel of emotions.

Skills

- Consolidating target vocabulary.
- Using synonyms for each adjective.
- Acting out the feelings mentioned in the wheel.

Materials

- Student's Book, page 28
- Construction paper, a pin, and a paper clip
- Bilingual dictionary

Tips

- Students talk about different situations they have experimented and talk about their feelings.
- Display the wheels of emotions in the classroom to play taking turns.

REFLECT

Ask students to work in groups to discuss and mention how certain situations may affect people's emotions and how important it is to identify and recognize those feelings. Set a time limit to complete the activity. Monitor and promote respect.

WRAP-UP



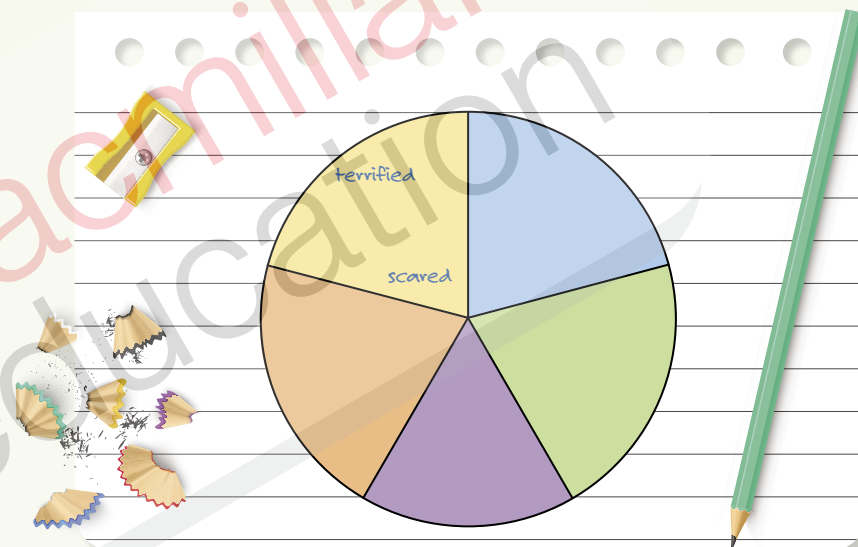
Task: Create a wheel of emotions.

Step 1 Go over the unit and find emotion words to make a list in your notebook. Group the emotions that are similar. Then add other emotions you know.

down sad

funny entertaining

Step 2 Share your list with a classmate and add more words. Complete a wheel of emotions using your lists. Write an emotion and a stronger version of that emotion, as in the example. Follow the checklist to verify your work.



Make sure you:

- ☐ include a variety of emotions.
- ☐ research words that are stronger or weaker variations of the emotions, if necessary.
- ☐ spell the emotions correctly.



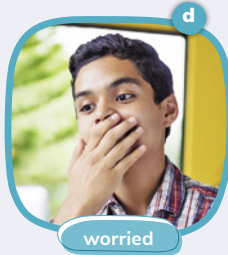
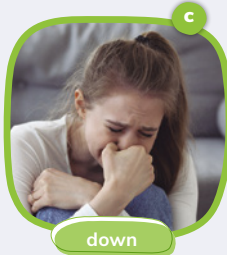
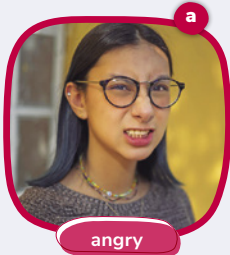
Step 3 Copy your wheel on construction paper and make a spinner with a pin and a paper clip. Display the wheels around the classroom. You can play games spinning different wheels and acting out the emotions the spinner stops at.



Feelings and Health



1. Look at the pictures. When do you feel these emotions?



2. Complete about you. *Students' own answers.*

- a) I don't eat well when I feel _____.
- b) I eat too much when I feel _____.
- c) I sometimes get a headache when I feel _____.
- d) I can't sleep well when I feel _____.

3. Think of ways to make yourself feel better when you experience the events in Activity 2 and make a list. Then make a poster about an emotion that affects your body and ways to make it better.



What do you do to feel better when you recognize unpleasant emotions that affect your health?

Campers in Action

AIM

Make a poster about an emotion that affects them and ways to feel better.

Skills

- Identifying situations that generate different emotions.
- Recognizing unpleasant emotions that affect students' health.

Materials

- Student's Book, page 29
- Construction paper
- Magazines or other materials to cut out pictures to illustrate emotions
- Colored pencils or markers

Tips

- Play *Hangman* using the names of the feelings from the unit.
- Students can reflect and make suggestions on actions to take when they experience different events to feel better or relax.
- Display the posters around the classroom.



Socio-Emotional Education

Explain to students that whenever they feel that they cannot overcome a situation, they can look for professional help in their community. You can suggest the following link:
<http://www.edutics.mx/NZD>

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.

REVIEW

Review

AIM

Review and revisit the unit's vocabulary and grammar.

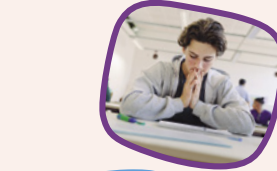
Materials

- Student's Book, page 30
- Workbook, page 13
- Teacher Resource Center: Communicative Activities Unit 1

Tips

- You can have students do this page for homework or complete it during the class, depending on your needs and available time.
- Encourage students to look for stronger adjectives or synonym adjectives for the ones found in the activity.

1. Look at the pictures. Find and circle six words for feelings.



d	r	r	h	d	t	o	b	a	m
o	k	g	f	o	d	l	l	n	z
w	f	m	t	o	p	o	j	x	z
n	w	o	r	r	i	e	d	i	t
p	q	y	d	t	h	l	f	o	d
l	z	e	t	v	h	y	y	u	t
e	s	f	n	o	c	d	b	s	l
i	o	q	g	d	y	k	n	t	d
m	c	o	n	f	u	s	e	d	y
y	x	r	a	m	a	z	e	d	o



2. Read and underline the correct option.

A Poet's Dilemma

Some students think that poetry is **a) bored / boring**.

I am **b) worried / worrying** about that. Poetry is sometimes

c) confused / confusing. I understand that. But, you know,

don't be afraid of feeling **d) confused / confusing**. In fact, it's a good thing. Thinking about hard things is good for your brain.

Spend time on poems that are **e) interested / interesting**.



3. Write sentences using the adjectives below. *Students' own answers.*

amazed

down

confused

anxious

- a) _____
- b) _____
- c) _____
- d) _____

* For a detailed suggested lesson development consult your *Teacher's Handbook* in English or Spanish on the Teacher Resource Center.