

**ENRICHMENT
LESSON #1
WRITE A FEELINGS
PREDICTABLE CHART**

Writing



MATERIALS

- *Trading Faces* Start-to-Finish book
- Reproducible: R#41 and #48, Unit 1
- Chart paper
- An appropriate writing tool for each student
- Writing paper

PREPARATION

- Make a copy of the Reproducible: R#41 and R#48, Unit 1 and cut out.
- On a piece of chart paper, write the predictable chart frame, "I feel _____ when I _____."

Overall Goal: Choose a feeling and write about it in a shared writing, predictable chart activity.

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Before Writing
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- The teacher shows students the book, *Trading Faces*, and tells the class, "We all have feelings just like the people in this book. We also have different reasons why we feel like we do. Let's look at the book and see if you can **tell** how the people in the book feel." Review some of the feelings mentioned in the book, *Trading Faces*, such as sad, mad, and scared and discuss why the students had those feelings.
- The teacher hangs up the chart paper. The teacher says, "We're going to write our own chart about feelings. Look at what I've written here. It says, 'I feel ____ when I ____.' I am going to start with my sentence. I could choose happy as my feeling. Then I have to think about what makes me happy. I could write: I feel happy when I win."
- Next, the teacher tells the class that they will each **choose** a feeling and **name** a reason why they feel that way.
- The teacher writes what the students say or choose in the blanks on the predictable lines for the chart.
- Finally, the teacher asks each student to **write** a list of the feelings that appear on the chart.

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During Writing
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Make sure that each student can **see** the predictable chart and has an appropriate **writing** tool (e.g., writing implement, alphabet flip chart, eye gaze, alternate keyboard, talking word processor, or word prediction). Remind students that they can think about what each sentence on the chart said to help them with ideas.

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After Writing
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- Bring the class back together.
- Review the feelings that the students **chose** and **discuss** why the things they listed would make a person feel that way.