

Teq Lesson Plan Activity

Emotions & Emojis - A Writer's Workshop Lesson

Materials

- Literature (either grade appropriate or based on a student's individual reading ability)
- Access to **Book Creator** (or a similar digital storytelling program)
- Web-enabled devices

Standards

Next Generation ELA Writing Anchor Standards

- STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
- STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.
- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- 1-3W3: : Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
- 1-3W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

Setup/Mini-lesson

- Make book bins (based on reading level or genre) that are available for students during independent and shared reading times
- Share with students that the focus of today's lesson is to continue with reading responses but will incorporate a fun component: emojis and gifs!

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- To level the playing field for students who do not use emojis as frequently as others, prompt students to draw (or find and print) emojis and add to an “emoji image bank.” Then ask for student volunteers to share the feelings they would associate with each of the emojis
- To get students even more excited about the lesson, have students mimic the facial expressions of a given emoji and you may want to ask to think about how their voice would sound if they were a given emoji.

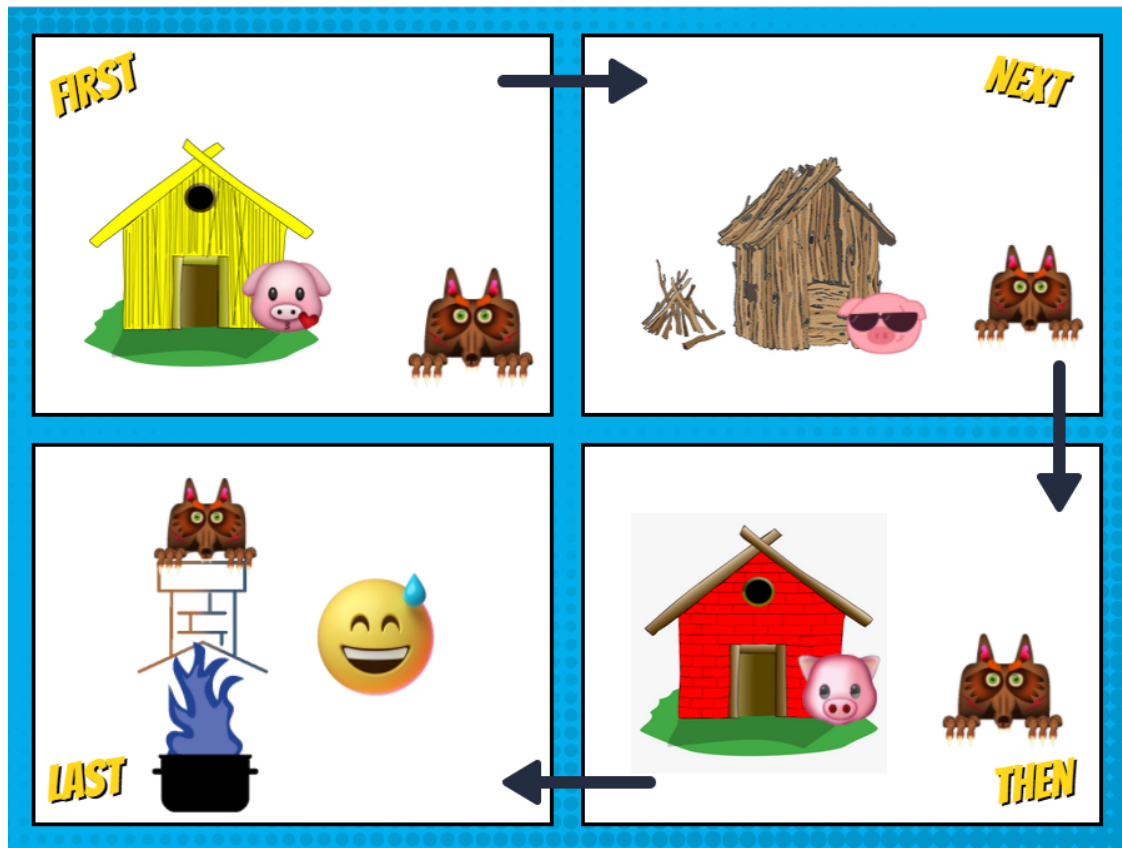
Procedure

- To promote the highest level of independence with activity, an explicit modeling of how to use the literature for a retelling/reading response is best

NOTE: You may want to use a piece of literature that most students will be familiar with the plotline (i.e. The Three Little Pigs) to model the sequenced retell and evoked emotion component of the lesson.



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Optional Extensions

- Have students use the *record* feature in Book Creator to add spoken voice that matches the emojis they have selected for their retell
- For a related activity, have students create their own piece of literature (either personal narrative or realistic fiction piece). Once they have completed the writing process and have a final draft, encourage them to use the image integrations in Book Creator to illustrate their story. After both the writing and illustration piece is complete, give students the opportunity to swap stories with a classmate who can match each part to their classmate's story with an emoji that represents their feelings.

NOTE: If students are going to be adding to their classmate's work, the original author will need to make sure that the book has been enabled as a collaborative project on Book Creator. Depending on the age of your students, you may want to set this setting for all students individually or model how and ask them to independently do so.