


Emotions & Emojis

WriteReader Lesson Plan



 I feel happy when I help someone.



Learning Standards

WriteReader serves a global community of educators. Please use the space on the last page to personalize this lesson plan based on your region's standards.

Lesson Objectives

Students will:

1

Talk and write about their emotions through personal narrative.

2

Make connections between feelings and appropriate facial expressions using emojis.

3

Communicate with an audience via digital/print publishing and oral reading.

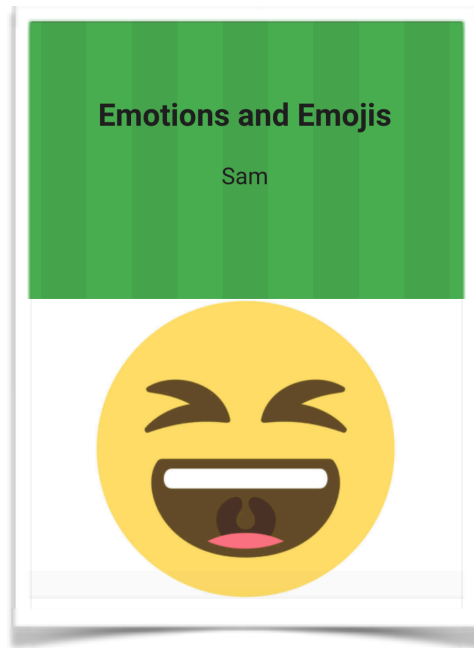


Modifications & Differentiation

Please use the space on the last page to personalize this lesson plan based on your students' needs. (i.e. IEP's, ELL's)

Preparation

- This lesson could take 1-2 weeks, depending how much time you allot for it in your day plans. The pacing will depend on your class com-position and capacities.
- If you are new to WriteReader, click on these links to find out how to use the app and its functions.
- Consider creating an exemplar using WriteReader. Call your book *Emotions and Emojis*, and share it with your students using a projector or document camera.



Pre-writing Phase

- Create a book bin with numerous books about feelings (of various readability levels) and make it available to the students for independent and shared reading times. Your librarian can help you with this.
- Select and share quality picture books from your book bin for your read-alouds. Use these stories as springboards for discussion.
- Establish class guidelines for a sharing circle. Everyone in the circle should listen respectfully as others share; all emotions are personal and valid.
- Project the WriteReader emoji image bank. Ask the students to describe the emotions represented by the emojis to ensure that they are able to recognize facial expressions. Have fun as you try to mimic the facial expressions together (eg. surprised, mad). Experiment with how your voice would sound with those emotions too. (Note: Students can also find other emojis while writing by using the safe image search.)
- Co-create anchor charts with relevant sentence starters, such as:
 - I feel/felt _____ when ...
 - _____ makes me feel _____ because ...

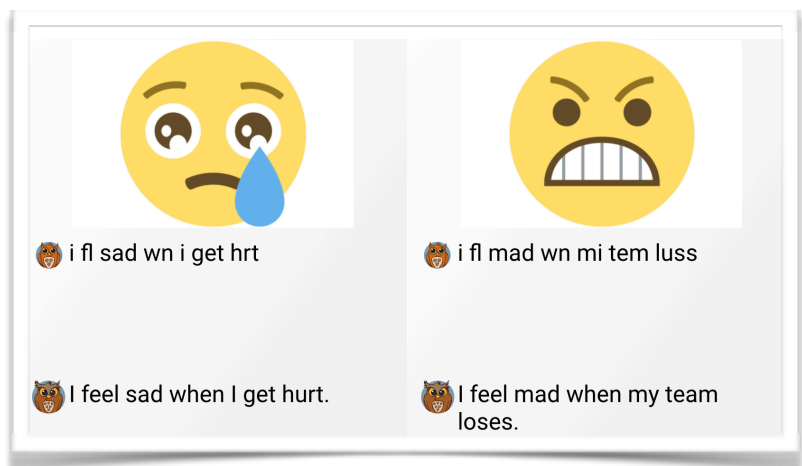
Writing Phase

- Teach your students about personal narrative writing. (See *Narrative Writing Tips* in the blue sidebar.)

NARRATIVE WRITING TIPS

- *Help your students to recall a school play or a movie which had a narrator. The narrator was telling a story to connect the scenes. A personal narrative is when you are telling a story about yourself.*
- *Write in the first person. They should use "I" in their sentences.*
- *Students should try to include lots of details to allow the reader to experience the event with them.*
- *Fluent writers may wish to incorporate dialogue, which can help to engage the reader.*
- *By weaving different emotions into the narrative, the reader will know how the writer felt as the events unfolded.*

- This is what you can expect of students' writing at the four stages of writing development:
 1. **Early Emergent Writing** - Students may only label the emojis with single words using invented spelling. Children at this level could either go into more detail by recording a response or having someone else scribe for them in the adult writing field.
 2. **Emergent Writing** - At this stage, students may write simple sentences like "I feel happy when I play."
 3. **Transitional Writing** - Students can explain how they feel and give more detail such as telling when or why they feel a certain emotion.
 4. **Fluent Writing** - Students can write sentences with greater detail using connecting words. At this level, students could write about one experience at length and the emotions felt during this experience.
- *Optional activities to enhance the writing experience:*
 - Add recordings spoken in a voice that matches the emotion.
 - Students with a learning disability or mobility limitations would benefit from being taught how to use dictation tools; then, they can copy and paste their text into their book.
 - Set up an international keyboard on an iPad so that your ELL students can create dual-language books.
 - Try some "app smashing." Use a photo editing app to add emoji stickers on students' selfies. Save these photos to the camera roll; then, students can use these photos in their book.



Inspiration, Editing, and Feedback

- As students work on their writing, refer back to your exemplar on the projector/interactive whiteboard, if necessary, and reiterate the criteria for the book. You can also include a link to your WriteReader book in Google Classroom.
- Encourage students to talk about feelings, their experiences, and their ideas throughout the writing process.
- Feedback is best given in real time. Plan for think-pair-shares with their peers and writing conferences or shoulder-to-shoulder interactions with adults.
- Teachers should include feedback or transcribing in the adult writing field (below the students' text) within WriteReader. When you're at this stage, you may wish to recruit some extra help from itinerant teachers, parent volunteers, or older peer tutors. Click here to find out more about how to use the adult writing field.

Celebrating Young Authors

- After students finish their books, it is important to celebrate their writing by creating opportunities for them to read their creations aloud and share their work.
- Use the “inside-outside” collaborative learning strategy for the purpose of sharing. Divide your class in half and make two concentric circles. The inside circle rotates to the right ensuring that each child has a chance to share. Both the inside and outside circle share with each other.
- Organize an open house with laptops, iPads, or print copies displayed throughout the classroom. Invite parents, grandparents, and other classes to come in and view/listen to the students’ narratives. Consider creating an invitation with WriteReader and print enough for your class to take home.

Learning Outcomes & Assessment

- Create a single-point rubric based on the lesson’s objectives, similar to the one below.
- You can learn more about single-point rubrics [here](#).

Not Yet	Meeting	Exceeding
	Student is able to talk about their personal emotions.	
	Student is able to write about their emotions in narrative form.	
	Student is able to make connections between feelings and appropriate facial expressions via emojis.	
	Student is able to communicate with an audience via digital/print publishing and oral reading.	

**LEARNING
STANDARDS**

**MODIFICATIONS &
DIFFERENTIATION**

Children as creators
Learning to read through writing

