



Emoji Vocabulary/Icebreaker

Subject/Grade level:	Any subject/grade level working on vocabulary acquisition or as an icebreaker at the beginning of school
Time of year:	Beginning of school year/semester or when new students enter class
Time required:	One class period
Lesson objective(s):	<p>The student will:</p> <ul style="list-style-type: none"> • Practice collaboration skills in a small group • Brainstorm synonyms for common emotions • Use an online thesaurus to find more synonyms
Materials:	<ul style="list-style-type: none"> • One emoji per group printed on a single sheet of paper. Each emoji should be cut into five pieces. (An example for this activity with printable emojis can be found here: goo.gl/RmgR7p.) • Access by one person per group to an online thesaurus (either www.kidthesaurus.com for elementary students or www.thesaurus.com for secondary students)
TEKS:	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
ISTE STUDENT STANDARDS:	Communication and Collaboration. Contribute to project teams to produce original works or solve problems.
Differentiation strategies to meet diverse learner needs:	<ul style="list-style-type: none"> • Because emojis are a graphical representation of linguistic terms, they are a good resource to use with ESL/ELL students. The teacher may want to provide additional emojis to use in their groups to express their agreement or disagreement with group decisions. • Because the work is done in small groups, students who struggle will be able to lean on their group members for help. They may do well acting as the reporter, presenting the group consensus to the whole class.



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ENGAGEMENT

During this section of the lesson, the teacher will capture the students' interest.

- As students enter the room, hand each of them one piece of a cut-up emoji. (Make sure to mix the emojis up before handing them out.)
- Ask students to get into groups of five by matching their emoji puzzle pieces.
- After the groups are formed, ask them to:
 - + Introduce themselves to each other.
 - + Share their favorite emoji and why they like it. (The teacher may choose to use a projected timer to help students stay on task for this part of the activity. Possibilities include a Google timer (ly.tcea.org/Googletimer), the Classroom screen timer (classroomscreen.com), or other online timers (www.timer-tab.com).

EXPLORATION

During this section of the lesson, students will examine the following "big ideas:"

- + *Why emojis are so popular*
- + *What emojis represent*
- + *Other ways that those same feelings can be expressed or represented*
- Lead the groups through a brief discussion of why we like using emojis so much. Answers might include they're fun, they're easy to understand, you don't have to know English to get what they are saying
- Ask students in their groups to quickly brainstorm as many words as they can that describe their emoji. Have one student per group write the ideas down.

EXPLANATION

During this section of the lesson, students will connect their exploration to the big ideas being studied and create their own explanations of how the big ideas work.

- Ask students how many words they came up with. Do they think they have all the words that could describe their emoji? If not, how could they discover more words? (Elicit from them that they could use a thesaurus to discover synonyms for some of the words they have brainstormed.) Have the class develop a definition for what a synonym is.
- Share the link to the online thesaurus and ask one student per group to go to the website using either a teacher-provided device or a student cell phone. Set the timer and give them five minutes to find more words to add to their list that describe their emoji.
- Ask students how many new words they came up with using the thesaurus. Ask students when a thesaurus might be a good resource to use. (This may also include mention of antonyms.)

ELABORATION

During this section of the lesson, students will develop a more sophisticated understanding of the concept and learn how it can be applied in their daily lives.

- Ask each group to select one of the new words found with the thesaurus that they will try to use in the coming week in conversation or writing. Have each group report out their word and its definition to the class and write those somewhere for all to see.
- Ask the groups to develop a recommendation for when it is appropriate to use emojis and when they might not be the best way to express feelings. Present their recommendation to the class.
- If you have a class Twitter account, you might ask the students to take a selfie of each group with their put-together emoji and tweet it out, along with the new word they have learned.

EVALUATION

During this section of the lesson, students will demonstrate that they have achieved the lesson objectives.

- For the next week, as a student uses one of the new words in either conversation or writing, the teacher should be sure to point that out and congratulate the student. Depending on the age of the students, the teacher may want to award a small prize or bonus points for successfully using the new words.