The artifact, “I Have Who Has” functions both as an accessible and engaging way to get students to think about the rhythm of words. This game also teaches the understanding of syllables for poetry reading with the use of scaffolding. This game is inclusive of different learning styles: it is visual because each student will have their own card with their word in front of them, the teacher will also be modeling words and clapping at the front; it is also oral because the students will all have a chance to say their words out loud, and the teacher will repeat their words back to them, and finally, it is also gestural because they have to clap out the syllables of each of their words as they play the game. For further multimodal applications in the gestural mode and/or to make the game more challenging, students can act out the emotion that is displayed on the cards that they are given. This would be helpful both for ELL students as well as students who are native English speakers because it makes the native English speakers make the critical and creative choices involved in dramatizing an emotion. When they act out the word, this provides ELL students with a visual clue to contextualize words that they may not know the meaning of, or words that they don’t understand fully when they see their classmates and teacher acting out the emotion. If doing this in a class that is not comfortable with acting out the emotions, the teacher could also dramatize the words when responding to each student. When doing activities that involve stepping out of your comfort zone, it is crucial for the teacher to model their enjoyment so that the students will also enjoy themselves.

This game uses words describing emotions which have been strategically selected to suit a wide range of English learners and provide an opportunity for them to learn about the syllabic and semantic side of the English language in a way that informs their understanding of words, and simultaneously improves their understanding of their own emotions. It is encouraged that when setting up the game, the teacher strategically hands out the cards so that students are set up for success and feel safe when it is their turn to clap out their word. By interacting with the wide range and complexity of emotions included in this activity, students have a broad base of words that they can draw from to use as a source of inspiration for their own writing. Using emotions as the base of this game is important to help students, especially those who are ELL, to connect their understanding of emotions in their native language with their emotions in the English language. It is important, since there is a small performative aspect to this game, that students are made to feel as safe as possible and are set up for success when setting up to play this game.

The concept of this game could also be adapted to other subjects or to make cross-curricular connections by creating new cards with different words and different topics. This game would be a great way to review vocabulary words in any subject and any grade level with the use of different cards. Educators are welcome to use the cards and resources provided but they are also encouraged to modify this game to their needs and to the needs of their students.