

Day #1 Lesson

Title: Dialogue

Grade Level: 6th Grade

Subject Area: Language Arts

Concept: Creating dialogue properly

Target Audience: Small groups and whole class

Time Frame: One class period

I. Preparing to Teach

A. Goals:

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

B. Objectives:

- Students will develop dialogue skills and create their own writing involving dialogue

C. MATERIALS: Quiz on Chapters 12-15, PowerPoint (attached), Punctuating Dialogue Rules worksheet, Dialogue Tags worksheet, Dialogue rubric, writing notebook, pencil, red pen

D. RESOURCES:

- http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CEW_LP_S02_BA_L06_I01_01.pdf
- http://www.readwritethink.org/files/resources/lesson_images/lesson291/dialogue_tag.pdf

II. INSTRUCTIONAL SEQUENCE:

A. Focusing Activity: The students will be sitting in their desks as the class starts. At the start of the class students will take a quiz on chapters 12-15. After the quiz the teacher will say, "Good morning class. Throughout The Hunger Games so far there have been many conversations that have occurred. When you are reading a conversation in a book what makes the conversation exciting to you?" (The teacher will listen to student responses). "When you're reading books you do not read 'Katniss said blank, and then Rue said blank, and then Katniss said blank'. Authors use a lot of other techniques to describe dialogue. Can anyone tell me some things that they notice authors do? Try to

think about other books that you have read.” (The teacher will listen to student’s responses). “Great job! I can tell that you are all observant readers. Now please take out your writing notebooks and a pencil.”

B. Purpose:

- Explain to the students that it is important that they understand how to write dialogue and use it in their own writing. Explain that students are going to create a dialogue that they think Peeta and Katniss would have had before the Hunger Games began.

C. Instruction:

- “I think that this book does a great job with the characters dialogue. Today I want to review how to write dialogue. After we finish reviewing each of us are going to write our own dialogue.”
- The teacher will pull up the PowerPoint slide that has the dialogue between Katniss and Rue from pages 200-201.
- “Here is the conversation that occurs between Katniss and Rue from pages 200-201. I want everyone to quietly read the text that is on the board to themselves and then we are going to read it aloud.”
- The teacher gives students a few minutes to read the dialogue on the board.
- “Now I am going to read the text aloud to you and I would like you all to follow along with me. As I am reading I want you to notice how the author writes the conversation out.”
- The teacher reads the text from the board.
- “Can anyone tell me something that they noticed about the dialogue? When I call on you I would like you to come up to the SMARTBoard and underline the different components”.
- The teacher will listen to student’s responses and view what they have underlined.
- “Great job everyone. Let’s review as a class what you should pay attention too when writing your own dialogue.”
- The teacher will go over key ideas when writing dialogue
 - Start new paragraph each time there is a new speaker
 - Do not just use he/she said
 - Punctuation goes on the inside of the quotation marks
- “The words used to identify the speaker are called the tag line. For example, ‘John said hi.’ Said would be the tag line.”
 - The teacher will write ‘John said hi.’ on the board and underline said.
- “Can anyone else give me an example of a tag line?”
 - The teacher will listen to responses
- “Very good. Here is a list of other tag lines that are great to use in your writing. I want everyone to have one of these to reference”
 - The teacher hands out the worksheet to the students titled “Dialogue Tags”
- “Can I have a volunteer to read aloud the tag lines?”
 - The teacher calls on a student to read the tag lines
- “Thank you. Now I am going to pass out a punctuation reminder sheet”

- The teacher will pass out the sheet titled “Punctuating Dialogue Rules”
- The teacher will read aloud the sheet to the students
- The teacher will ask if the students have any questions
- The teacher will have a brief review with the students
 - “Let’s quickly review what we have gone over”
- The teacher will ask the following questions and allow students to respond:
 - “What are tag lines?”
 - ✓ The words used to identify the speaker
 - “What goes inside the quotation marks?”
 - ✓ Only the exact words of the speaker go inside the quotation marks
 - “Where does punctuation go?”
 - ✓ Punctuation goes on the inside of the quotation marks
- “Great job class, I can see that you are starting to understand how to write good dialogue”
- “Now what I would like you to do is take out your writing notebooks. We are going to write a brief conversation. I want you to write about what you think Peeta and Katniss would say to each other if they could have talked right before the Hunger Games started. I want you to all be creative! Feel free to use the two worksheets that I gave you for reference while you are writing”
- The teacher continues to explain assignment requirements
 - “They dialogue only needs to be a complete conversation, so about one page to two pages in length”
- The teacher asks students if they have any questions about the assignment
 - “Does anyone have any questions for me?”
- The teacher walks around the classroom and monitors student’s progress.
 - **The teacher will make sure to help students who are struggling with the concepts. For students who are visually impaired the teacher can have the students speak aloud what the dialogue should be.
- The students give directions for students who finish early
- “If you are finished early please raise your hand. I will place you in small groups so that you can review each others’ conversations. Make sure that you bring a red pen so that you can mark any changes.”
- The teacher will continuously walk around the classroom and check students work to see if they understand the concepts.
- If students are working in groups, instruct the groups to focus on:
 - Tag lines
 - Punctuation
 - Clarity
 - Grammar
- The teacher will allow students to work on the assignment until the end of the class period

D. Modeling

- The teacher will show students the part of The Hunger Games (pages 200-201) that have dialogue

- The teacher will show examples of dialogue tags

E. Check for Understanding

- “Can anyone tell me something that they noticed about the dialogue? When I call on you I would like you to come up to the SMARTBoard and underline the different components”.
 - This allows the teacher to see what students already notice about dialogue within a text
- “Can anyone else give me an example of a tag line?”
 - This will check to see if students know any other tag lines that can be used
- The teacher will ask the following questions and allow students to respond:
 - “What are tag lines?”
 - ✓ The words used to identify the speaker
 - “What goes inside the quotation marks?”
 - ✓ Only the exact words of the speaker go inside the quotation marks
 - “Where does punctuation go?”
 - ✓ Punctuation goes on the inside of the quotation marks
- The teacher will consistently ask students if they have any questions throughout the lesson
- The teacher will consistently monitor students work to make sure that they understand the concepts

F. Guided Practice

- Students will write underline parts of dialogue on the SMARTBoard
- Students will be writing their own dialogue and sharing it with small groups

G. Independent Practice

- Students should finalize their dialogue writing
 - Student will be given a rubric that will be used to assess their writing

III. Conclusion: “Great job today class! Your dialogue is looking great so far! It’s so interesting to see what you think Peeta and Katniss would have said to each other as they were waiting to start the Hunger Games! For homework tonight I want you to finish writing your dialogue. I am handing out a rubric to each of you. I will use this to assess each of your writing. I hope you all have a great rest of the day! I will see you tomorrow.”

IV. Evaluation

A. Student Evaluation: The teacher will collect the dialogue that the students have written and evaluate it based on the rubric (Dialogue rubric).

B. Teacher Evaluation:

- How did I know that the students achieved the objectives?
- What changes can I make to increase student involvement and success, when I teach the lesson again?

- How will I use this lesson to connect to tomorrow's curriculum?