

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Dialogue Pandemonium Lesson # 1 Date: 10/13/2020
 English
 Language
 Name: Lamech Fuzzen Subject: Arts Grade(s): 5

Rationale:

This lesson is important because having the ability and knowledge to write dialogue into a students writing is an important progressive piece when it comes to the overall writing ability.

Core Competencies:

Communication	Thinking	Personal & Social
Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.	New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for incubation, and doing relaxing or automatic activities to quiet their conscious mind.	Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.

Big Ideas (Understand)

Using language in creative and playful ways helps us understand how language works.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Identify how differences in context, perspectives, and voice influence meaning in <u>texts</u> <u>Recognize how literary elements, techniques, and devices enhance meaning</u> in <u>texts</u> 	<ul style="list-style-type: none"> <u>common practices in punctuation (e.g., uses of the comma, quotation marks for dialogue, uses of the apostrophe in contractions); in capitalization in titles, headings, and subheadings; and in Canadian spelling</u>

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
Students will be able to identify and correctly utilize quotation marks when inserting dialogue into their writing.	<ul style="list-style-type: none"> Observations of group through formative feedback. Student sentences following the given instruction. Complete/Incomplete

Prerequisite Concepts and Skills:

Students need to be able to work in small groups.
 Students need to be able to have an understanding of sentence structure with the ability to write complete

sentences.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story. Students tell a story through interpretation of peer drawings.

Universal Design for Learning (UDL):

This lesson is designed to engage visual learners through drawing an experience to which a story can be connected. The small group work, engages kinesthetic learners as well as auditory learners. The small group work gives the option for students who struggle with writing to still be involved and see or hear about quotations from their small group.

Differentiate Instruction (DI):

For students who are unable to write themselves, they can dictate to the teacher their sentences. Students who write slower can write one sentence. Advanced learners can be challenged to write a paragraph with dialogue.

Materials and Resources

Erasable Markers black (6)
Erasable Markers Green (6)
Dry Erasers (6)
Dry Erase Board to write, one for each group (6)
The Borrowers “Mary Nortonwhile”

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>Read a couple paragraphs of the story The borrowers by Mary Nortonwhile omitting dialogue.</p> <p>Read the story again with dialogue. When done ask questions about what differences they noticed? Which version was more engaging? What differences did they notice.</p>	<p>Classroom discussion answering the teachers questions.</p> <p>Active listening</p>	10 min
<p>Body:</p> <p>Prep.....arrange the dry erase boards around the room with a marker and dry eraser. Also write groups 1-6 on the dry erase boards.</p> <p>Take out the required number of cards for the group. (teacher can group students in anyway they desire)</p> <p>On a larger board write the 3 rules of quotations to be used in today’s lesson.</p> <p>Rule 1: Use quotation marks to separate a direct quote (word-for-word) from the rest of the sentence.</p>		5 min

<p>Rule 2: Use a comma to introduce a quote after words like <i>said</i>, <i>asked</i>, or <i>exclaimed</i>. Quotation marks follow a comma unless they are at the beginning of a sentence.</p> <p>Rule 3: Always keep any punctuation that is part of the quote inside the quotation marks.</p> <p>Lesson</p> <p>Arrange the students in their groups and have them go to the appropriate board. Instructing them to reach their board in 10 steps. This acts as a mindfulness activity to help transition into group work.</p> <p>Have each group draw a scene with dialogue bubbles. Have each group move one station to the right.</p> <p>The next task is to have each group write a sentence using dialogue they think the scene calls for. Students start with rule 1 for the first sentence.</p> <p>Hand out a green marker to each group. Have them all move again. This time students are to proofread the previous sentence making any suggested corrections using a green marker. After proofreading the group will rewrite the above sentence using rule #2. That is the sentence will begin with so and so said, asked exclaimed etc followed by a comma and quotes.</p> <p>Have students move one more time. Edit if necessary using the green markers Students will have them write a new sentence and new idea for the existing picture, putting quotes in the bubble. This time challenge students to include punctuation within the quotations. The easiest way would be to ask a question.</p> <p>Once finished have students return to their seats. Moving at a normal pace but reaching their seats in 10 steps once again.</p> <p>Once the class is settled read some of the sentences giving positive constructive feedback. Drawing attention to the rules on the board instruct students to write a sentence using each of the rules. Offer up suggestions for write about. Such as something you said to a friend, or talking to a pet, what a pet might say to you etc.</p>	<p>Get into groups and join their group at the appropriate station</p> <p>Draw a scene with their group.</p> <p>Edit and write a sentence, collaborating with their group.</p> <p>Edit and write a sentence, collaborating with their group.</p> <p>Return to seats.</p> <p>Write 3 sentences using the 3 rules on the board</p>	<p>5 min</p> <p>5 min</p> <p>5 min</p> <p>1 min</p> <p>10min</p>
<p>Closure:</p> <p>Times up.</p> <p>“Everyone give yourself a round of applause” the teacher said. Let the students know what a great job they did. Re iterate the purpose of dialogue and its effectiveness in stories in sharing details and advancing the plot.</p>	<p>Applause,</p> <p>Active listening.</p>	<p>5 min</p>

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Organizational Strategies:

Small group work to encourage social interaction in a controlled environment.

Small group work to engage easier observation.

Cards can be handed out before hand with certain *behavioral students* being put in desired groups if needed.

Counting the number of steps to group board and back to their desk promotes mindfulness and acts as a centering strategy.

Proactive, Positive Classroom Learning Environment Strategies:

Teacher will move around the classroom offering suggestions and encouragement. Additionally using proximity to students to keep control.

Holding up a hand while students go silent and do the same until everyone is listening will be employed if the students begin to get rowdy.

Positive feedback for students on task will aid co operation.

Choosing when to switch to the next station can be varied depending if students are on task or not.

Extensions:

This lesson can be part of a larger writing structure unit. Tying in literal structure of writing and components of effective writing.

Reflections (if necessary, continue on separate sheet):

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