

Lesson Plan Template – EEL Dr. C

<u>Teacher Name:</u>	<i>Kristen Alcox</i>
<u>Content & Grade Level:</u>	<i>6th grade English Language Arts</i>
<u>Unit Title:</u>	<i>Character development and conflict</i>
<u>Lesson Title:</u>	<i>Dialogue</i>
<u>Day of Lesson:</u>	<i>Lesson 14</i>
<u>Duration of Lesson:</u>	<i>1 day</i>
<u>Length of Class Period:</u>	<i>Single Class</i>
<u>Common Core / State Standards:</u>	<p><i>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><i>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</i></p> <p><i>RL.6.4: Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</i></p> <p><i>RL.6.5: Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</i></p> <p><i>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</i></p>
<u>Measurable Lesson Objectives:</u>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Correctly identify internal and external dialogue by citing text evidence to support examples of both.</i> <i>-Demonstrate how dialogue makes stories more interesting/engaging by correctly creating dialogue for simple paragraphs.</i> <i>-Illustrate how to bring characters to life by creating emotional, exciting, dramatic word choices to add to a text example.</i>
<u>Materials and Resources needed:</u>	<i>Book, language arts journal, stories, pictures, poster size post-its, exit tickets</i>
<u>Anticipatory Set:</u>	<u>ENROLL</u>

	<i>Tale of two stories: Read two stories about the same thing (one with dialogue, one without) and ask for opinions on which story is better and why.</i>
<u>Procedures and Research-based Instructional Approaches:</u>	<p><u>EXPERIENCE</u> Place a picture on screen of 2+ people engaged in discussion. Students write down what is happening in the picture, create the conversation. Question prompts: What is the story? What is the conversation? In pairs, at least 10 lines of dialogue written on poster-size post-its.</p> <p><u>LABEL</u> Using post-it dialogues, discuss. What do the dialogues tell us? Describe setting? Describe characters? Can more information be added? Describe time? Describe conflict or suspense? What more did we learn about the situation from the dialogue. Predict something? Reveal thoughts (examples of internal dialogue). Have students label each on post-its.</p> <p><u>DEMONSTRATION</u> Divide class into groups based on set number of characters in <i>Out of My Mind</i>. Find 2-3 quotes/dialogue that reveal something about the character. Discuss or have students act out. Model first.</p> <p>Connect this with character traits lesson from previous section.</p> <p><u>REVIEW</u> Exit ticket is short story to add dialogue to. Must use at least one internal dialogue.</p>
<u>Differentiation:</u> (ELL,etc)	<p><i>COG – Students can be given the role of “editor” in each group to review correct use of quotations.</i></p> <p><i>ELL – Pictures with speech “bubbles” for students to add dialogue. Include some internal speech bubble options.</i></p>
<u>Lesson Closure and Wrap-up:</u>	<u>CELEBRATE</u> <i>Select top 2 quote examples (one internal, one external) from <i>Out of My Mind</i> for encore performance acted out by volunteers.</i>

<u>Adaptations for Students with Exceptionalities:</u>	<i>Provide students pictures with speech bubbles to write.</i>