

Grade: 5		Subject: Language Arts	
Materials: Language Arts Journal, Pencil		Technology Needed: Computer, Smart Board	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 	<ul style="list-style-type: none"> • Peer teaching/collaboration/peer learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic 	
Standard(s) 5.W.3b - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 5.W.3c - . Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		Differentiation Below Proficiency: Students that are below efficiency are going to have more emphasis on how the put quotations into their sentence, rather than what goes into their characters quotes. Above Proficiency: Students who can properly use quotation marks in character dialogue will be asked to assist other students during their individual time for working on their realistic fiction stories Approaching/Emerging Proficiency: These students will be figuring out the proper usage of quotation marks, and be able to work with myself or peers with inserting them into their story effectively Modalities/Learning Preferences: Auditory Visual Hands on	
Objective(s) By the end of the lesson, students will be able to construct dialogue between characters into writing with a variety of transitional words. Students will be able to craft a dialogue between two characters while including a description of where these characters are or what they are doing by the end of the lesson.			

Bloom’s Taxonomy Cognitive Level: Applying	
Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
<ul style="list-style-type: none"> • Students should be working individually <ul style="list-style-type: none"> ○ Can ask neighbors for help quietly ○ Encouraged to ask peers if they have good dialogue that is easy to follow • Walking when moving around the classroom 	<ul style="list-style-type: none"> • Students will quietly raise their hands when they would like to ask a question/contribute to the group discussion • Will be expecting students to be working on the realistic fiction stories from Language Arts with Mrs. Emmel • Let me know if they are leaving the classroom • Students are listening while the teacher is talking <ul style="list-style-type: none"> ○ Side conversations aren’t happening ○ Side comments are not tolerated
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> • Open up image of Starry Night by Vincent Van Goph
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Discuss students introductions to their realistic fiction stories <ul style="list-style-type: none"> ○ How they feel about them ○ What kinds of characters they are making • Pull up Starry Night <ul style="list-style-type: none"> ○ Ask what words students think of when they see this ○ Have students silently walk up to the board and write down their word
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • For dialogue between characters, you have to use quotation marks around the spoken words • Also direct students in the direction of looking into the sentence and identifying where to put the comma <ul style="list-style-type: none"> ○ If the dialogue happens in the middle of the sentence, a comma goes before the quote • Example - How are you today? Mike asked. Dan looked up and replied, I’m well! <ul style="list-style-type: none"> ○ Quotation marks go around “How are you today” and “I’m well!” • Create our own sentences as a class <ul style="list-style-type: none"> ○ Decide on two character names

	<ul style="list-style-type: none"> ○ Where these characters are ○ Create dialogue- write down what they are saying, have students place quotations and commas • Remind them that you can't have all dialogue, you have to have some writing that talks about setting
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Silent work time • Release students to look at their own realistic fiction stories they began <ul style="list-style-type: none"> ○ Create characters if none are present ○ Create some practice dialogue they could use in their story • If students know what direction they are heading in, have them create dialogue for their characters and check their usage of quotations marks/commas •
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Write a paragraph of two characters verbally engaging in dialogue <ul style="list-style-type: none"> ○ Can't be only dialogue ○ Two character names will be on the board • After handing this in, students will line up and quietly wait to be dismissed
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> • Written paragraph of characters sharing dialogue 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Their final draft of the realistic fiction paper includes dialogue between characters utilizing quotation marks properly
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I felt this lesson went well based off the students' participation and engagement throughout. If I were to reteach this lesson, I would break it down into a two day activity, having one day</p>	

focus on the punctuation marks involved with quotation and then having students apply their learning. Having all the information in one day wasn't necessarily too much for the students, but by the end of the lesson they were definitely on the edge of frustration which is something I would like to avoid.