

14: 6th\_ELA\_Dialogue\_Main

Mrs. Teacher: Okay, so you guys should have your springboard books out.

Student: [Inaudible 00:00:04].

Mrs. Teacher: Focus. Okay, before we get started, I'll tell you what you guys are going to be doing. You guys are going to be working as a whole class and then afterwards, you guys are going to be working in small groups. Yeah? Actually we'll move our tables after I give you all the instructions and everything. Okay. Open up to page forty-one in your springboard book. Oo, some of you are prepared.

Student: I [did 00:00:35].

Mrs. Teacher: You knew what I was going to be doing.

Student: Because it's on the ...

Mrs. Teacher: Because it was on the overhead, awesome. Okay, so creating a narrative ... You actually started creating your narrative, right? We started with a memory map, but before we get into this, my expectations. Since I said we're going to be as a whole class, what is my expectations as a whole class?

Yes, unless you're sharing. Yeah, so you want to project. What else? Yes?

Student: Work together?

Mrs. Teacher: Work together. Well, that's in a small group, but as a whole class?

Student: Teamwork.

Mrs. Teacher: Whole class.

Student 2: Listen?

Mrs. Teacher: Listen, that's a good one.

Student: Be respectful.

Mrs. Teacher: Be respectful.

Student: No playing around.

Mrs. Teacher: No playing around. So, actually pretty much showing respect, and focusing, and following directions. Right? So, paraphrasing. Okay, then when we work in a small groups? Now, sharing, working together, what else? Danny?

Danny: Don't copy any other groups.

Mrs. Teacher: Okay, so pretty much focus on your own group, okay. Student-1.  
Take an active role, right, in your group participation? Yes?

Student: Don't be bossy.

Mrs. Teacher: Don't be bossy. Okay ...

Student: Sassy.

Mrs. Teacher: ... don't be bossy.

Student: Don't be sassy.

Mrs. Teacher: Okay, showing respect. How's that? Student-2?

Student-2: Let other people talk.

Mrs. Teacher: Let other people talk. Yeah? That's showing respect, also. One more.

Student: Don't be the only person that's doing all the work. Let others [00:02:00] do the work, too.

Mrs. Teacher: Which goes back to ...

Student: Contribute.

Mrs. Teacher: ... contribute, active participation, last one?

Student: Raise your hand.

Mrs. Teacher: Sorry?

Student: Raise your hand.

Mrs. Teacher: Raise your hand? If you're working in a small group ... Do you have to raise your hand when you're working in a small group?

Student: No. You don't have to.

Mrs. Teacher: No. You show mutual respect and you converse with each other and take turns and whatnot. Yeah? Not only conversing, giving feedback or whatever, talking, you need to listen. Right?

Student: I have two questions. First, how many people are going to be in our group?

Mrs. Teacher: In your cluster, so three or four. Yeah? Three or four.

Student: That excludes my other question.

Mrs. Teacher: All right. Okay, taken care of that? You know my expectations and now your learning targets. Actually at the top, review the top ones. So, Common Core state standards, who can read that for me? Student-3. Can you read? Get closer.

Student: [Inaudible 00:03:01].

Student-3: Right here, it is. Experience or events using an effective technique that relevant this ... What?

Student: Descriptive.

Student-3: Descriptive .... I'm choking ... details and well-structured event sequences.

Mrs. Teacher: Okay, so what are we going to focus on today, would be ...

All you have is "I was sad" or "My mom yelled at me" or ... Some of you don't even have your dialogue tag, and it just has what you said, right? Some of you didn't even have your capitalization, and your punctuation, and your commas, and all, everything in the right order. Your learning targets. Who can read that one? [Student-4 00:03:51]?

Student-4: How to develop properly formatted dialogue.

Mrs. Teacher: Okay, and then the other one, Student-5?

Student-5: You can generate [00:04:00] a list of dialogue tags.

Mrs. Teacher: Yeah. We are going to, or you are going to, come up with what are the conventions of properly formatted dialogue. Okay, so, I know these learning targets, they're kind of broad. Instead, I made it more narrow and we're not going to get to the transition and sensory details, yet. This revision strategies, so that's developing properly formatted dialogue and generating dialogue tags. A strategy would be adding. Okay, so follow along in your book, as I read aloud. Okay, so "The adding strategy is a revision strategy. With this strategy, you make conscious choices to enhance a piece of writing by adding words, phrases, sentences, or ideas. For example, characters and incidents should be fully developed in narrative writing. Adding details as you revise can make a character come alive for the reader, or make the story more appealing."

One of them would be adding dialogue. Okay, so before I read this, I want you guys to turn your desks into your group configuration. You guys remember how?

Student: [Inaudible 00:05:12].

Mrs. Teacher: Conventions of dialogue, what are conventions?

Student: I don't know.

Mrs. Teacher: That was one of your vocab words last week. Or is it this week? Last week. What's conventions?

Student: A rule?

Mrs. Teacher: Yeah, your rules. What are the rules of dialogue? If those of you who don't remember, where can you look for conventions? Where are you going to go? What sources are you going to use? Where? Where are you going to go? Besides what you have in here, and some of you don't remember. Where are you going to go? Where are you going to go?

Student-6 A dictionary.

Mrs. Teacher: Okay, dictionary could be one, but that's not what we used.

Student: Your vocabulary?

Mrs. Teacher: Your vocabulary, but we know what conventions, rules. Dialogue. Dialogue.

Student: Your book.

Mrs. Teacher: It's not in your book. Student-1 [00:06:00]?

Student-1: Your dialogue worksheet?

Mrs. Teacher: Where's that?

Student-1: In your springboard folder.

Mrs. Teacher: In your springboard folders. Do you guys remember those?

Student: No.

Student: Yeah.

Mrs. Teacher: Okay, thank you, Student-1, for helping us.

Student-1: [You're welcome 00:06:12].

Mrs. Teacher: You remember these?

Student: No.

Student: Yes.

Student: Oh, yeah.

Mrs. Teacher: Oh, yeah! Oh, yeah!

Student: It's coming back to me.

Mrs. Teacher: Oh, yeah!

Student: It's coming back to me.

Mrs. Teacher: It's coming back to you?

Student: Yeah.

Mrs. Teacher: Okay, so if you need to refer back to these, pull them out. Yeah? Student-7.  
Student-7.

Student: Wake up.

Mrs. Teacher: If not, Student-7, where can you go?  
  
You can look at Student-8's one. Yeah, because you're working in a group.

Student: Bleh.

Mrs. Teacher: Okay, so, keeping that in mind, you are going to ...

Student: Tree.

Mrs. Teacher: Tree?

Student: Tree.

Student 2: Circle!

Mrs. Teacher: Circle?

Student: Circle.

Student: Bubble map.

Mrs. Teacher: Who says tree? Who says circle? Who says bubble?

Student: I like bubble maps.

Mrs. Teacher: What's the difference between a circle and a bubble?

Student: Bubble maps are described ...

Student: You compare.

Mrs. Teacher: Oh, who says bubble? No. Circle? Okay.

Student: It's a circle.

Student: [Crocodile 00:07:10].

Student 2: Can we use ...

Mrs. Teacher: Up to you.

Student 2: ... on the side.

Student: We just talked about ...

Student: Just [crosstalk 00:07:15].

Mrs. Teacher: Questions?

Student: No.

Student 2: We got ... Study with ...

Mrs. Teacher: Questions, questions, questions?

Student: Oh, yeah.

Mrs. Teacher: Okay, no questions?

Student: [Crosstalk 00:07:24].

Student 2: No.

Mrs. Teacher: Go for it.

Student-11: Don't forget your frame of reference.

Mrs. Teacher: What?

Student-11: Your frame of reference.

Mrs. Teacher: [Student-11 00:07:33] said, "Don't forget your frame of reference."

Student: That's one [inaudible 00:07:39]. I don't care.

Student: We should make it rainbow.

Mrs. Teacher: What are you going to share?

Student: Yeah, because [inaudible 00:07:44] corners out in corners.

Mrs. Teacher: Then what do you need to pull out [00:08:00]?

Yes. You're doing this all from memory?

Student: No. We have ... Wrong one, sorry.

Mrs. Teacher: Good idea.

Student: We're all on the same ...

Student: Going to be sharing.

Mrs. Teacher: What are you guys sharing?

Student: Conventions.

Mrs. Teacher: Okay, so what conventions are you going to share? Doesn't have to be perfect. Come on, get started because I'm only going to give you a few more minutes. There's one more thing that you have to do.

Student: A rule in [inaudible 00:08:50].

Mrs. Teacher: What did you say?

Student: A rule in writing.

Mrs. Teacher: Yes, in dialogue. Specifically in dialogue, what's a rule of dialogue?

Student: Quotation marks.

Mrs. Teacher: Where?

Student: On the ...

Student: Before and after the [crosstalk 00:09:08] what the actual person said.

Mrs. Teacher: Quotation marks before and after the ... What did you say?

Student: I thought we had to indent.

Student: After what the person said.

Mrs. Teacher: From what the person says, right?

Student: Have to indent before ...

Mrs. Teacher: Indent before ...

Student: Before you ...

Mrs. Teacher: Okay, that's two things, so you can write about the indent before a new person speaks. You can write down quotation marks ...

Student: Quotation marks after you ...

Mrs. Teacher: Before.

Student-3: Before and after someone says.

Mrs. Teacher: Something that's spoken. Where's your one like Student-11 has?

Student: My what?

Mrs. Teacher: Your conventions, your dialogue. Because that might help you.

Student: I think we're ...

Student-1: We're struggling here. We're falling apart.

Mrs. Teacher: Why?

Student: I suck at this.

Student-1: I don't know, because we're all fighting about this. Look at how skinny the frame of reference [00:10:00] is.



Mrs. Teacher: No.

Student 2: I told her we could make it bigger.

Mrs. Teacher: That's commas.

Student 2: I can't find the dialogue.

Student: Thank you, though.

Mrs. Teacher: Because you probably didn't put in there. It looks sparse. Not in there. Find a different one. Where's your springboard folder?

Student-1: I looked [inaudible 00:10:18]. Oh, maybe hers. It looks like she has it.

Mrs. Teacher: The one that says "Quotation Marks," and where's the other one?

Student-1: Where is it?

Mrs. Teacher: Yeah, where's the other one, though?

Student: I don't know.

Mrs. Teacher: The one that has the rules. Hint, hint: Rules are conventions.

Student 2: Then the camera's facing you.

Mrs. Teacher: Keep going. Keep going. Keep going.

Student 2: [Going 00:10:47].

Mrs. Teacher: Oh my goodness, you don't ... Where's yours?

Student-1: I don't have it.

Mrs. Teacher: Where's your folder?

Student-1: I know that one. I don't know where ...

Mrs. Teacher: It's not in there. I looked in there. Not commas.

Student: I got ...

Student-1: [Find exactly 00:11:00] ... I have the one that's ... I was supposed to do for that, the bottom one that you said ...

Mrs. Teacher: Yeah, but I want the top part.

Student-1: I can't find it.

Mrs. Teacher: Here, use this one.

Focus.

Student: Focusing.

Mrs. Teacher: Okay, have a seat. [Student-9 00:11:15], that pen. Put it away. Student-2's table, you guys think you guys got a real clear one? Okay, bring it up.

Student: Wow, it's so pretty writing.

Mrs. Teacher: You can move it whichever way. We'll see how complete this is. Focus. Everybody's focused. Student-9. Okay. You guys can share.

Student 2: One of the rules is if it is [00:12:00] interrupted, the second part begins with a lowercase letter.

Student-10: Another one of the rules is to avoid using the word "said" repeatedly.

Student: Another one is indent [inaudible 00:12:18] paragraph.

Student 2: A direct quotation begins with a capital letter.

Student-10: Don't put a period at the end of a quotation.

Student: Sentence begins with a capital letter.

Student 2: Indent when someone else starts, [too 00:12:44].

Mrs. Teacher: That's this one? Then ...

Student: Punctuation marks inside quotations.

Mrs. Teacher: Then they gave examples, too. What it should look like. Is there anybody's one that's more complete than this one? No?

Student: No.

Student: Mm-mm (negative).

Mrs. Teacher: I am going to leave this one up, so you guys understand the conventions. Okay. Give them a hand. Thank you, thank you, Student-4, thank you. Now, my next question, so I will take this. My next question to you is about the word "said."

Student: "Said" is dead.

Student: "Said" is dead.

Mrs. Teacher: What does Student-9 always say? Actually Student-9's teacher from last year says that.

Student: [Inaudible 00:13:30].

Mrs. Teacher: Your second question is this one. Let me zoom in on this. I'll leave this up for a while, and then I'm going to put the conventions back up.

Student: What?

Student: [Inaudible 00:13:42].

Mrs. Teacher: Synonyms are?

Student: Words that mean ...

Mrs. Teacher: Student-1, what are synonyms?

Student-1: Different words that mean the same thing.

Mrs. Teacher: Different words that mean the same thing.

I have a larger piece of paper, so you guys can all get in there [00:14:00]. For this one, adding dialogue, yeah, it's one way to enhance your writing. When adding dialogue it's important to vary your use of dialogue tags. Student-9? Focus. Okay. Dialogue tags are phrases used to explain who is speaking. For example you look at the line from ["Flipped" 00:14:21]: "No, no, no."

"Yeah," my dad says, then pulls her up by the arm. The dialogue tag in the phrase is "my dad says," so for this task is you're going to brainstorm words other than "says" or "said" that you can use as a dialogue tag. Categorize them by the beginning letter. Now these verbs should be vivid and more descriptive than "said," so you can start off, not start off. You're going to categorize them. You have A through D. You have E through K. You have L through P. You have Q through Z. For example, if I want to write "explained." "'Something, something, something,' explained Mrs. [Teacher 00:15:01]." I would write "explained" over here. Does that make sense? Because it would.

Student: Yeah.

Mrs. Teacher: If I have something like ... I think somebody in another class said "queried" ... I would write over here. Does that make sense?

Student: Yeah.

Mrs. Teacher: Okay, now what kind of map are you going to use for this?

Student: Circle.

Student: Tree map.

Mrs. Teacher: Agree? Tree?

Student: No.

Mrs. Teacher: No?

Student: A circle.

Mrs. Teacher: Bubble?

Student: Circle.

Student: No.

Mrs. Teacher: Circle?

Student: Circle.

Student 2: Tree.

Mrs. Teacher: Who says tree? Good, you guys all get As.

Student 2: Yay! Really?

Mrs. Teacher: Tree map.

Student: I said tree map.

Mrs. Teacher: For that particular one.

Student 2: Wait, really?

Mrs. Teacher: Yeah, for that small little portion.

Student 2: Still, that's an A.

Mrs. Teacher: That's still an A. Send one person up to get your paper and you're going to do a tree map. Oh, shucks, I forgot. Wait! Back up. No, go to your tables. Wait [00:16:00], wait, wait.

Before you guys start, where can you look ...

Student: Thesaurus.

Mrs. Teacher: ... to get help?

Student: In your thesaurus.

Mrs. Teacher: Thesaurus. Where is that?

Student: Over there.

Student 2: Over there.

Mrs. Teacher: They're all over there. Where else can you ... Whoa, sit. Where else can you look to get help? Where else?

Student-11: Dialogue rules and writing [inaudible 00:16:26].

Mrs. Teacher: Why? Because ...

Student-11: At the bottom there's ...

Student-1: [Inaudible 00:16:30].

Mrs. Teacher: Student-1, shh. Sorry, Student-11.

Student-11: At the bottom, there's a bunch of other words to say.

Mrs. Teacher: Yeah, so those of you who have your original one. Where's your original one? This one. You don't have it? Oh, here we go. At the bottom, we started writing them out. Yeah, we did it as a class. Okay, where else can you look?

Student: A dictionary. No, never mind.

Student: [Inaudible 00:16:54].

Mrs. Teacher: Where would you find dialogue all the time?

Student: In your mind.

Student: Experience.

Mrs. Teacher: Where? Student-11? Yeah, where are your books? Where can you find books?

Student: Right here.

Student: In your bag.

Student: Right there.

Mrs. Teacher: In your bag right there, so if you want, you can pick up a book. You can look in here, and you can find ...

Student 2: A comic?

Mrs. Teacher: If you have a comic. Yeah.

Student: That's [inaudible 00:17:15].

Mrs. Teacher: You can use this.

Student 2: [Student-12 00:17:16], she said that.

Mrs. Teacher: See? She pulled out her book. Make sense?

Student 2: She said that.

Mrs. Teacher: Question?

Student: No, no questions needed.

Student 2: No. We do not have a question.

Mrs. Teacher: Get started.

Student: To myself.

Student: No, too big.

Student: No.

Mrs. Teacher: What else?

Student: I'm going to stand over here, or on the table, if I have to.

Student: Wait, can you stand over here on the other side so I can go to my ...

Mrs. Teacher: Is it easier just to think of the words and then put them down, or?

Student: Yeah, that's what ...

Mrs. Teacher: Okay, okay. Don't worry about this part. Just think of all the words ...

Student: I want to ...

Mrs. Teacher: ... synonyms for "said."

Student: I wanted ...

Mrs. Teacher: Think of all the synonyms for "said."

Student: I was thinking of a word, but I can't remember it [crosstalk 00:17:57] now. It started with [00:18:00] ... "answered," "answered."

Mrs. Teacher: "Answered," okay. "Answered."

Student: "Answered."

Mrs. Teacher: Write "answered."

Student: The actual ...

Mrs. Teacher: How else can you ask a question?

Student: "Wondered."

Mrs. Teacher: "Wondered."

Student: [Singing] A, B, C, D, E, F, G. I put [Y 00:18:20].

Student: I'm looking for [crosstalk 00:18:22].

Mrs. Teacher: Yeah, you can categorize all these if you want, or you come up with more.

Student: Other words for "said." A [crosstalk 00:18:31]. I ...

Mrs. Teacher: "Shouted" would go ... Why don't you guys get up out of your seat and come on this side and start writing things, instead of just sitting there?

Oo, good one.

"Explained," "inquired." Where'd you get these from? From here?

Student 2: Yeah. And from my head.

Mrs. Teacher: Oh, and from your head. Then you're looking in here ...

Student 2: Yeah.

Mrs. Teacher: ... for examples?

Student: "Questioned."

Mrs. Teacher: "Questioned."

Student 2: Can I [inaudible 00:19:14]?

Mrs. Teacher: [Student-10 00:19:17], where else can you look? Where else can you find tags? Dialogue tags?

Student-10: In a book?

Mrs. Teacher: Okay, do you have a book? You have your RC book?

Student: I will if I have to.

Student-1: I have "explained," "gagged," "hollered," "giggled," "hacked." That's pretty good.

Mrs. Teacher: That is good. Make sure you do not get ...

Student-1: "Asked." I got it.

Mrs. Teacher: Student-1.

Student-1: Yeah [00:20:00]?

Mrs. Teacher: Student-1.

Student-1: Yeah.

Mrs. Teacher: Make sure you don't get any ink on that book. Like, hello.

Student: Yeah, she liked to ...

Student-1: I color it and then ...

Mrs. Teacher: Which is that what you're supposed to be doing?



Student-1: No.

Mrs. Teacher: Come on, come on, come on.

Student-1: [After my fingers 00:20:15] is ...

Mrs. Teacher: Come on.

Student-1: ... really good. It's like ...

Mrs. Teacher: Sorry.

Student: I know.

Mrs. Teacher: Oh, that's a good one. Was that on the list?

Student: Yeah.

Mrs. Teacher: Oh. Somebody in another, or this, before, came up with a good one.

Student: "[Exposed 00:20:38]," "[grince 00:20:40]," "whispered."

Student: "Stuttered." [Inaudible 00:20:42] stupid.

Student: I felt.

Student-6 Oh wait, do you [feel like 00:20:50] "toasted" counts or no?

Mrs. Teacher: How would you use that in a sentence?

Student: What about "murmured"? I put that.

Student-6 Used to make a toast?

Mrs. Teacher: How would you use it?

Student-6 He toasted ...

Mrs. Teacher: He toasted to the bride and groom, "Congratulations!" Can you use "toasted"?

Student-6 Yes.

Mrs. Teacher: If people were to see that, what would they think?

Student-6 Toast?

Mrs. Teacher: Yeah, like bread, but I see what you're getting at.

Yes, bring it. Okay, finish up. Actually, don't finish up. Stop! Cap, cap, cap, cap it up.

That's okay.

Okay, the pens. Can you please put the pens back in the [00:22:00] ...

Student-6 You never gave me back my paper.

Mrs. Teacher: Oh, yeah. Is it nice and neat? I told them, "Don't write on it."

Student-1.

That's you. You did that. Actually, we're running out of time, so going to adjust a little bit. I thought it would be a little faster, but you guys take so long to just draw your tree map or your circle map. It took longer, so, your ticket out of the door instead of developing properly formatted dialogue ... We're going to work on that tomorrow ... you need to come up with dialogue that is improperly formatted, okay?

Student: Oh yeah. I can so do that.

Mrs. Teacher: What you're going to do is ... Focus. Zion. Zion. Zion. Student-1.

Student-1: Yes?

Mrs. Teacher: Waiting. Your ticket out of the door is you're going to fold this in half, and you're going to come up with some kind of dialogue. You have to stay at the top of this fold, because what you're going to do is, we're going to trade it afterwards. When you write this, put your name ... I'll put my name, okay, and then you're going to write your improperly formatted dialogue. An example would be like this. I fold it. I have my name, okay? Then I wrote, "Why are you late for school? asked Miss Kato. Now you're going to have to make up a test." No punctuation, no commas, yeah? Not capitalized. It might be capitalized. Then we're going to trade this out afterwards, so your ticket out the door is this, yeah? "I really love fish sticks said Kim." Easy-peasy [00:24:00]?

Student: Lemon ...

Mrs. Teacher: Lemony-squeezy, so again, fold it. You're going to write your name, and you're going to write a dialogue. Grab a paper.

Student: Oh my God.

Student: Do it at home.

Mrs. Teacher: A paper. Get a paper. I'll come ...

Then tomorrow we'll trade them up and then you guys can correctly format them. Come up with your own dialogue. It can be as funny as you want. Please be appropriate. Appropriate. You can use the word "said" because the person who's correcting it is going to change it up. Where's your name? Put your name.

Put your things away, and you are out of here.

Wrong way.

No, no, no, no. You can't fix it. You have to write it incorrectly because they're going to fix it.

Student 2: What? How are you supposed to fold it?

Mrs. Teacher: At the top. You write it at the top.

Thank you.

Thank you.

Thank you.

Thanks.

Thanks.

Wait, wait, wait, wait. You have to write it wrong. Don't fix it for them.

Student-10: Oh yeah.

Mrs. Teacher: Don't write the correct one. You have to write it wrong so that they can fix it.

Student-10: No [00:26:00] punctuation or quotes?

Mrs. Teacher: Yep. And you have your dialogue tag.

Yes.

Put your name on it. Even though you have who said it, it might not have been written by you.

Leave it. Thank you.

Yeah, I'll have the other class put it back.

Student 2: I keep messing up.

Mrs. Teacher: Do you need another paper?

Student 2: Yeah. I keep spelling "there" wrong.

Student-11: Bye, Miss .

Mrs. Teacher: Bye, Student-11.

Student: Should I just go [crosstalk 00:26:33] ...

Mrs. Teacher: Yes.

Student: ... right now?

Mrs. Teacher: Let Mrs. know.

You guys are good?