

14: 6th ELA WrittenDialogue PostInt

Teacher: The purpose of the lesson in the beginning of the class, I had the learning targets up, and then the students read the learning targets, so they knew what was expected of the, so that was their learning outcomes. The students knew that this would be used for ... They were doing dialogue, writing properly formatted dialogue, and they knew that that was going to be used for their editing of their narrative piece that they'd been working on.

Students were working in groups in creating dialogue tags because that was my learning objectives. Working in groups worked well. They took a part in adding to their dialogue tags, they were supposed to come up with synonyms for the word said. Those students who weren't participating, I kind of gave them some hints of where to turn, or actually I threw the question at them, "What can you use in order to help you generate?" One student, he said, "Oh, yeah. I can use my reading book," so he was digging in his backpack and looking for his reading book, and he pulled that out and then they can use that as a source to add on to their thinking map.

Since our periods are only 45 minutes long, it's important that we use the time wisely, so having all the materials prepared ahead of time will lessen the amount of time of me running around looking for ... "Oh wait, I need this, I need this, I need this." Then the kids won't have to wait and be off task. [00:02:00] Being organized helps the class flow easier, so if I know what the learning targets are, and I have a plan in mind, it just makes everything run smoother. The kids have less wait time, and they'll have more opportunities to use for learning.

I gave them my expectations. In fact, they gave me the expectations, because they knew what I expected, but I still needed to go around and monitor students because there was still some off task behavior. I had a student using the markers, and drawing instead of adding to their thinking maps. In that sense, I would tell them, "Focus, what should you be doing?" Management is really important because it ... The kids learn more, they learn from each other, and it just makes everything flow better.

The students were engaged. Most of them were able to complete the task. I did have to guide some students on staying focused, I did have to guide some students on where to turn for additional resources. One group, none of them had their previous worksheets, so I went to another group and I took one of the worksheets because they had extra, and then I gave it to them and so they were using that as part of their resource. Just working in groups, and then using the colored pens, and they were familiar with the thinking maps. They already had done a little bit of brainstorming on synonyms for the word said, so they were able to categorize that. It was a little bit more in depth.

[00:04:00] They knew that they were going to use this for their editing of their narrative paper, and I'm going to have all their thinking maps posted around the classroom so they can use that as a reference. They can go up, and check out some synonyms for said instead of always saying, "He said, she said," or, "He asked, she asked, he replied," so the kids came up with some really good synonyms like pondered, and queried, and

hopefully they can know what those definitions are and use it properly in their narratives.

They are going to be using it in future writings, and in terms of adding to this lesson, I'm not sure if I'm going to add to it. I think I need to tweak how I presented the lesson because I think I gave them too much time on working in their groups. Prior to the activity, I think I should have told them, "You have a time limit, and this is all the time you have," because some kids were still drawing their circle, and took some time. I did this a second time with my other class, and because I kept track of the time it worked better. My first class I didn't have enough time for them to complete the activity where they were going to edit each others work. They only created improperly formatted dialogue. My second class were actually able to create a whole bunch of improperly written dialogue, and they were able to edit their [00:06:00] work.

Sometimes I put the time up on the board just to keep them on track, yeah. It depends, I forgot about it. Well actually, I was letting them choose, so when I told them, "How many, show of hands how many more minutes you need," and some kids went two, and some kids went five, so I said, "Okay, well I'm going to give you guys four minutes." They knew this is it. It's not like they just keep going, and I lose track of time. That kept me focused, too.