

14: 6th_ELA_Dialogue_Classroom

Teacher: [00:00:00] Let's 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? So before, well, actually we'll move our tables after I give all the instructions. Okay so. Moving up to page 41 in your spring board. You are prepared! You knew what I was going to be doing. Because it was on the overhead. Okay, so creating a narrative. You actually started creating your narrative, right? We started with the memory map. Before we get into this, my expectations. Since I said we were going to be as a whole class, what are my expectations as a whole class? Yes, Student-1.

Student-1: Not to talk loud.

Teacher: Not to talk loud. Unless we're sharing, because you want to project. Yes.

Student 3: Work together.

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

Student 4: Listen?

Teacher: Listen! That's a good one.

Student 5: Be respectful?

Teacher: Be respectful!

Student 6: No playing around?

Teacher: No playing around. So actually, pretty much, showing respect and focusing and following directions. Right? So, starters. When we're working in small groups, now, sharing, working together, what else? Student-1.

Student-1: Don't go with any other groups?

Teacher: Okay, so pretty much focus on your own group. Student-2?

Student-2: Contribute to what you're doing?

Teacher: Definitely contribute. That means to participate, take an active role in your group participation. Yes?

Student 6: Don't be bossy?

Teacher: Don't be bossy. Showing respect, how's that? Yeah. Student-3?

Student-3: Let other people talk?

Teacher: Let other people talk. That's showing respect also.

Student-1: Don't be the only person that's doing all the work. Let others contribute. [00:02:00]

Teacher: Which goes back to ... Contribute, active participation, last one?

Student-2: Raise your hand?

Teacher: Well, if you're working in a small group do you have to raise your hand? No. You should respect and kind of converse with each other and take turns and what not. So not only conversing, giving feedback, you need to listen. Right?

Student-1: I have a question. How many people are going to be in our group?

Teacher: In your cluster. So three or four.

Student-1: Although that excludes my other question.

Teacher: All right. Okay? Taking care of that? So you know my expectations, and now your learning targets. So actually, at the top, review the top one. So common course state standards, who can read that for me? Student-4.

Student-4: Write narratives to develop real or imagined, wait, yeah, experience or advanced using an effective technique that's relevant, descriptive details and well-structured event sequences.

Teacher: Okay. So the focus on today will be effective technique. So this one: Because you guys already started writing ...

And so now dialogue, I noticed yesterday that many of you from your memory map, 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. [00:04:00] Right? Some of you didn't even have your capitalization, and your punctuation, and your commas and all, everything in the right order. So your learning targets, who can read that one? Student-5.

Student-5: I can develop properly formatted dialogue.

Teacher: Okay. And then the other one, Student-6?

Student-6: I can generate a list of dialogue tags.

Teacher: Yeah. So we are going to ...

I know these learning targets, they're kind of broad, so instead I kind of made it more narrow. And we're not going to get the transition and sensory details yet. So this revision strategies, so that's developing properly formatted dialogue and generating dialogue tags. So! A strategy would be [added 00:04:44]. So follow along in your book as I read aloud.

The added 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 [insions 00:05:01] 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.

So one of them would be adding dialogue, okay? So before I read this I want you guys to turn your desks into your group configurations, remember how?

Okay so. The key question you are going to focus on in your group: What are the conventions of dialogue? What are conventions? It was one of your vocab words last week. Last week. What's conventions?

Student 6: The rules?

Teacher: Yeah, the rules. What are the rules of the dialogue? How, 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. Where are you going to go? Okay, dictionary could be one, [00:06:00] but that's not what we use.

Student 5: Your vocabulary?

Teacher: Your vocabulary, but we know a convention's rules, but dialogue.

Student-2: Your springboard folders?

Teacher: In your springboard folders. You guys remember those? Okay, thank you Student-2 for helping us. Remember these?

Student-2: Yes.

Teacher: Oh yeah! Okay. So if you need to refer back to these, pull them out. If not, then where can you go?

Student 5: Tree.

Student-2: Circle!

Teacher: Who says tree? Who says circle? Who says bubble? What's the difference between a circle and a bubble? [crosstalk 00:06:51]. Who said bubble? Circle?

Student-2: Do we use markers?

Teacher: Yes, grab a set of markers, Student-1 since you're up there can you hand out markers. Questions? Questions, questions, questions? Okay, no questions. [crosstalk 00:07:54]

[00:08:00] [crosstalk 00:08:01]

[00:10:00] What did you say? [crosstalk 00:10:04] And what the person says, right? And did before, okay that's two things. You can write about and did before, when the person speaks and you can write down quotation marks..before, some of it's written. What is your[crosstalk 00:10:28], your conventions, your dialogue. What does that make up?

We are waiting until you guys cap your pens and you need to stop, and we're waiting until everyone's focused. Okay, have a seat. Student-3's team do you think you guys got a real clear one? Okay, bring [00:12:00] them up. [inaudible 00:12:14] Okay, you guys can share.

Student-3: One of the rules is, if it's interrupted the second part begins with a lower [case 00:12:27].

Teacher2: One of the ways to avoid using the word said.

Student-3: Another one is invent making a new paragraph.

Teacher2: A direct quotation begins with a capital letter. [crosstalk 00:13:02]

Teacher: They gave examples too, which is [inaudible 00:13:18]. Is there anybody who has one that's [crosstalk 00:13:24], no?

I'm going to leave this one up so you guys can understand [indentions 00:13:31], give them a hand. Now my next question for you is about the word said, what is [Dabney 00:13:49] always say? [crosstalk 00:13:52] Okay well actually Dabney's teacher from last year [inaudible 00:13:53].

Your second question is this one, [00:14:00] let me zoom in on this so I'll leave this up for awhile then I'll put the [convention 00:14:03] back up. Okay and synonyms are? Student-2 what are synonyms?

Student-2: Different words that mean the same thing.

Teacher: Different words that mean the same thing. In your book, if you look in your book, or if you look in your neighbors book it has added dialogue. [crosstalk 00:14:33] In this particular one I have larger pieces of paper so you guys can all get in there. For this one

added dialogue is one way to enhance your writing. If added dialogue is important to vary your use of dialogue tags. Dialogue tags are phrases are used to explain who is speaking, for example you look at the line from flip "no, no, no, yet my dad says and pulls her from the arm". Dialogue tag and the phrase is my dad says.

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. You can 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 00:15:43]. I would write explained over here, does that make sense? If I have something like someone in the other class said weary, I would write it over here. Does that make sense? Okay, what kind of map are you going to use for this one?

Student-2: [00:16:00] Tree map. [crosstalk 00:16:06]

Teacher: Agree, tree? No? Bubble? Circle? [crosstalk 00:16:15] Who say's tree? Good, you guys all get A's. Tree map, that particular one.

Student-2: Really?

Teacher: Yeah, that small little portion. All right send one person up to get their papers. Wait, back up. Okay go to your tables. Where can you look to get help? Thesaurus, where's that? Over there, where else can you look to get help, what else?

Student-7: Dialogue rules and ready assignment papers?

Teacher: Why because?

Student-7: At the bottom there is a bunch of other words for said.

Teacher: Yes so those of you who have your original one, so at the bottom we started writing them out. Yeah we did as a class, where else can you look? Where would you find dialogue all the time? Where, Student-7?

Student-7: In a book?

Teacher: Yeah, where in your books? Or where can you find books? In your bag, right there. If you want, pick up a book and you can look in here. [00:18:00] Okay, finish up. I need your..cap, cap, cap. You're going to come up with some type of dialogue, you have to stay at the top of this. Because what you're going to do is, you're going to [trade 00:19:56] after this. So after this, put your name [00:20:00], and then you're going to write your improper formatted dialogue. An example would be like this, I fold it and I have my name. Then I wrote why are you late for school ask Ms. [inaudible 00:20:13], now you're going to have to make up the test. No punctuation, no commas, not capitalized. Then we're going to trade these out after this, your ticket out the door is

this. I really love fish sticks, says student. Easy peasey, lemon squeezey? Again fold it and you're going to write your name, and you're going to write a dialogue.

Fold it in half hot dog style, put your name at the top. Then you guys can correctly format them, how about your own dialogue. It can be as plenty as you want, please be appropriate. And you can use the word said, because the person correcting it will change it up.

So you need to say who said it. [crosstalk 00:21:53] [00:22:00] You need another paper? [crosstalk 00:23:20] Okay, you guys good?