

Lesson #3- Working with Dialogue

Date: 10/8/18

Grade: 4 th		Subject: ELA
Materials: Analyzing biographies worksheet, reading binders, pencils		Technology Needed: Computer, chromebooks, projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 4.RI.9- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		Differentiation Below Proficiency: Students will have more one-on-one guidance from the teacher. If necessary, students will be asked to include fewer elements from the analyzing biographies worksheet instead of four. Above Proficiency: Students will incorporate even more facts and elements from the analyzing biographies worksheet into their dialogue interview. Approaching/Emerging Proficiency: Students will be able to complete the assigned task with some help and guidance from the teacher and his or her peers. Modalities/Learning Preferences: visual, auditory, kinesthetic (hands on)
Objective(s) By the end of the lesson, students will be able to create a short, fictional dialogue between two people by analyzing information from two biographical texts. Bloom’s Taxonomy Cognitive Level: Analyze & create		
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Students will sit in their assigned seat on the imaginary carpet, criss-cross applesauce. - Teacher has students taking notes on vocabulary. - Teacher has students turn-and-talk to help them be more engaged and included in the conversation. - Students will have opportunities to ask questions throughout the lesson. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students will come to the carpet prepared with their reading binder and Chromebook. - Chromebooks remain closed until the teacher instructs the students to use them. - Students get set up on google classroom at a level zero voice. - Students participate respectfully in classroom discussion and with their partners during the activity. - Students sit quietly in imaginary carpet unless the teacher says otherwise. - Students work quietly on their assignment. - Students finish up the assignment and start cleaning-up when the teacher gives the 5-minute warning. - Students move around the room in an appropriate, walking-feet manner.
Minutes	Procedures	
5	Set-up/Prep: <ul style="list-style-type: none"> - PowerPoint set-up, google classroom, audio - Online links prepared in separate tabs - Students have chromebooks and reading binders with them. - Students each have a printed copy of the Oprah Winfrey and Michael Jackson biographies 	
2 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - “You are probably all masters on the elements of a biography by now, but we are going to review, anyways, to make sure everything is fresh in your minds for today’s activity.” - Teacher shuffles the elements of a biography actions and does them for the students. After each action, students raise their hands to answer what element’s action the teacher is doing. <ul style="list-style-type: none"> o Hook: hooking action with arm 	

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5-7	<ul style="list-style-type: none">- “Our interviews will be much like the video clip we just watched, but they will be way better because we will be using the information in our analyzing biographies worksheet that we just reviewed to come up with the questions and answers in the interview.- Go to google classroom assignment where the students’ dialogues will be created. Walk through the directions, model for students how to process the conversation, show them how they ask and answer questions back and forth, show them how to include information using the analyzing biographies worksheet.- “Now that we are looking at the assignment, let’s go over the instructions.”<ul style="list-style-type: none">o Read the directions on the top of the assignment. Read through the beginning that the teacher has started for students. Explain to them that they should try to include four facts from the analyzing biographies worksheet for each person, Oprah and Michael Jackson. Students continue and finish the conversation.- “Make your dialogue/conversation creative! Maybe Michael Jackson likes to brag a lot, or maybe, Oprah has some really funny jokes that she likes to tell in her interviews. You can include more than four pieces of information for each person, just make sure the information is factual and from your analyzing biographies worksheet.”<ul style="list-style-type: none">o For example, I might want to include events, something about their families, their impact on the world, and their personalities in the interview. If I have time, I might include even more elements.o The elements of a biography are written in your reading binder where you should have your analyzing biographies worksheet from yesterday. Reference your notes and the worksheet for more information to help you. The information is also on google classroom.”- “Any questions on the assignment?”- “Before we move to our smart seats and get started, let’s do a quick review of what we learned today.” <p>Mad-Minute Review</p> <ul style="list-style-type: none">- “Can someone tell me what dialogue is?”- “Why do you think dialogue, or conversation, is an important part of stories?”- “Beautiful job.”- “Ok, you will be working on this assignment alone, and it should be finished and turned in in roughly 20 minutes. A timer will be up on the board. Find a smart seat to work quietly.”- “Once you are finished, you will “turn in” this assignment. Make sure you include all the elements required before you submit. 4 facts about Oprah and 4 facts about Michael Jackson intertwined into the interview.” <p>“Now please, find a hard surface smart seat in the room to complete your assignment. You will need to go to Bismarck Schools homepage, google classroom, and then click on the Oprah and Michael Jackson interview assignment. You have 1 minute to transition at a level zero to your seat and begin working. You will have 20 minutes of work time and then you must turn it in to google classroom. This is done individually and with a level zero voice. I will pass out the hard copies of the Michael Jackson and Oprah Winfrey biographies to each of you.”</p>
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">- Direct instruction is wrapped-up with reflective questions before work time.- Students have roughly 30 minutes of work time before they move on to Daily Five.- The review is intertwined inside the assignment, where the students have to create dialogue using 2 different texts.- To wrap-up, give students a five-minute warning to submit their assignments on google classroom and clean up their space.
Formative Assessment: (linked to objectives, during learning)	Summative Assessment (linked back to objectives, END of learning)

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- **Progress monitoring throughout lesson (how can you document your student's learning?)**

- Teacher will observe who is taking notes, participating in turn-and-talk, and answering and asking questions in class.
- Fist-to-three to assess understanding during the lesson.
- Students will turn-in their dialogues/interviews on Google classroom, so teacher will be able to see who can create a dialogue by integrating information from two texts.

- There is no summative assessment because this is not the end of the learning.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson was one of my favorites to teach. Everything went off without a hitch. In the beginning, I did a review about the elements of a biography that I taught about on Monday and Tuesday. The kids remembered the elements so well, and they were all engaged in the process. It was amazing to see the kids really retaining and absorbing what I have been teaching them. After that, we reviewed the information from our analyzing biographies worksheets that we did on Tuesday. This was an important step in today's lesson, for the information was needed in order to complete the assignment for the day. This portion went extremely well because I uploaded the information that the students should have had onto Google Classroom for them to reference as they need it, especially if any of the students were missing information. Most of the students had the information sheets finished, though, so that was great. The technology for my presentation worked perfectly, too. The links worked well, and the videos in my PowerPoint played seamlessly.

After review, I introduced the students to the element of dialogue, or conversation. I tried to keep it very simple and straightforward as to not confuse anybody, for I noticed as the students told me what they already knew about dialogue that they did not have a lot of previous knowledge on the subject. Amazingly, they caught onto the information very well. I knew this because when I did a fist-to-three the students all gave a three, meaning they were very comfortable with the information. The students liked the assignment and thought it was very fun to come up with a conversation using their own creativity. I did notice, though, that many of the students would have liked more than 20 minutes to work on the assignment. I had a feeling that this would happen, but unfortunately, I was not in control of how much time the students were allowed to have. If I were to do it in my own classroom someday, I would definitely try to give the students more work time. In addition, I would have liked for each student to have a printed copy of the information sheets from the Michael Jackson and Oprah biographies. I know that the school district does not appreciate teachers using too much paper, but a paper copy is sometimes best for students with learning disabilities because it is tangible and requires less steps and motions on the computer. It is interesting to notice how some students are really natural with technology while others are not. Everyone always says that students today are born with the natural ability to figure out how to work computers, but I realize that this is not the case and that it is extremely important to work with those students who need help with it. Sometimes I wish there was less of a push on incorporating so much technology into the classroom. It is such a wonderful tool in many ways, and at the same time, it is scary to see how much screen time students have between school and home. On the flip side, Google Classroom was my best friend today, and I am so excited to be able to use this tool when I have my own classroom.

After teaching this lesson, I am confident that the students understand the information and the purpose of the information that I taught them about biographies and dialogue. I incorporated multiple formative assessments that made it quite clear to me who was where in terms of understanding. I am so appreciative of the way the students participated, maintained engagement, and were active listeners during my lesson, as well. Somedays it is a lot harder for this group of students to turn their voices off and their ears on because of the team-teaching situation and the mass number of students in one room. Though I was prepared in terms of classroom management, the only management I really had to do was connect to the students and their interests. Because of the relationship I have formed with them, I can already tell that I have gained the respect of the majority of them. Today was a really great day of bonding for all of us, and I will forever be grateful for that.

Overall, this lesson went very well. Everything was on-time, the students' behavior was spectacular, the technology worked, and the students were active learners the entire time. Other than wishing for more time, I do not feel like there are significant changes that need to be made to this lesson before I teach it again. Many students told me how much they loved it, and it meant so much to see them excited about learning.