

**LLED 367: LESSON PLAN ON DIALOGUE TAGS**

<b>Subject:</b> English	<b>Grade:</b> 8	<b>Date:</b> October 12, 2016	<b>Duration:</b> 60min
<b>Lesson Overview</b>	Students will learn how a variety of attributions (dialogue tags) can be used to make a story more effective, creative and revealing. Students will examine a dialogue without tags and assess what is missing and which attributions should be added to better describe who is speaking and how they are speaking. Students will create their own dialogue with varied dialogue tags to guide us through a short fairytale. Students will present their story in pairs		
<b>Class Profile</b>	A class of 26 students. Five of them are EL learners.		

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<b>Big Idea(s)</b>	<ul style="list-style-type: none"> <li>• Language and text can be a source of creativity and joy</li> <li>• Texts are socially, culturally and historically constructed</li> </ul>
<b>Curriculum Competencies</b>	<ul style="list-style-type: none"> <li>• Recognize how literary techniques and devices enhance and shape meaning</li> <li>• Assess and refine texts to improve their clarity, effectiveness and impact according to purpose, audience and message</li> <li>• Use an increasing repertoire of conventions of Canadian spelling, grammar and punctuation</li> <li>• Transform ideas and information to create original texts</li> </ul>
<b>Content Objectives</b>	<ul style="list-style-type: none"> <li>• Students will be able to identify how dialogue in texts propels the story forward by revealing specific information about characters; their style of speech and their inner thoughts</li> <li>• Students will understand the importance of a variety of dialogue in their narrative writing</li> <li>• Students will be able to place dialogue tags in different parts of the sentence (beginning, middle and end) for a more varied effect</li> <li>• Students will practice using dialogue tags in an original text they will write in pairs</li> </ul>

<b>Language Objectives</b>	<ul style="list-style-type: none"> <li>• students will identify that dialogue tags are verbs (action words)</li> <li>• students will produce a variety of different verbs describing one action (eg. “said” - whisper, shout, respond, inquire, ask, etc...)</li> </ul>		
	<b>Lesson Stages</b>	<b>Learning Activities</b>	<b>Time</b>
1	<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Attendance, announcements and/ or reminders</li> <li>• Read prepared dialogue on white board - without tags (write lines in alternate colours to identify different speaker)</li> <li>• As a class identify as much information as possible (who’s talking, what are they talking about, where are they?)</li> </ul>	3 min 7 min  Total: <b>10 min.</b>
2	<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Fill in the missing information by using “said” (write on board) and refer to it as a <b>dialogue tag or attribution</b></li> <li>• Identify the part of speech the tag is (<b>verb</b>)</li> <li>• Referring back to the dialogue on board, ask students: 1) What kind of info is “said” giving us, is it enough? 2) What more do we need and how can we achieve this? (<b>how</b> is it being said)</li>   <li>• As a class identify 5 other words instead of “said” (web diagram on board with “said” in the middle. Remind students there are over 250)</li>   <li>• Ask students to individually write down 10 other words instead of “said” (not repeating examples on board)</li>   <li>• Share results and add to board web.</li> <li>• Using examples from board, fill in the dialogue</li>   <li>• Next discuss where dialogue tags are used - before, middle or after the dialogue.</li>   <li>• Together as a class, go over the story and move the dialogue tags according to instructions from students (ensuring they are following punctuation rules from previous class)</li> </ul>	4 min  4 min  1 min  2 min  3 min  6 min  <b>Total:  20 min</b>

3	<b>Practice and Production</b>	<ul style="list-style-type: none"> <li>• Handout assignment with instructions on it. Display/read assignment - in pairs students will write a brief dialogue including: minimum 10 exchanges between 2 characters (20 lines), can only use the word “said” once, must show a dialogue tag at least once in the beginning, once in the middle and once at the end of a sentence, must have proper punctuation.</li> <li>• Ask students get in pairs, choose one of the 5 fairy-tale choices (summaries on back of sheet) and write a dialogue between two of the characters.</li> <li>• Student volunteers will be asked to share their dialogue aloud. Encourage students to act and/or use proper inflection according to dialogue tags they used.</li> </ul> <p>** students are allowed to include minimal narration to move story forward, but will not be assessed on that.</p>	<p>3 min</p> <p>18 min</p> <p>6 min</p> <p><b>Total: 27 min</b></p>
4	<b>Closure</b>	<ul style="list-style-type: none"> <li>• collect stories from students</li> <li>• remind them to include their names</li> <li>• on the board write 3 more verbs and ask students to write down as many different ways they can come up to say that word (walk, eat, look) - will discuss next class.</li> <li>• repeat reminders/announcements from the beginning of class</li> </ul>	3 min

<b>Adaptations for English Language Learners</b>	<ul style="list-style-type: none"> <li>• Ensure students are engaged in activity and understand key instructions</li> <li>• students should focus on writing dialogue using variations of the dialogue tag “he/she said”, but do not need to move dialogue tag to different locations in the sentence.</li> </ul>
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<b>Assessment/ Evaluation of Students' Learning</b>	<ul style="list-style-type: none"> <li>• collected dialogues will be assessed based on the criteria outlined in the instructions: 1) at least 10 exchanges between characters 2) using “said” only once 3) dialogue tags are shown in the beginning, middle and end of the sentence.</li> <li>• will be marked for completion and will be used to assess understanding of lesson on effective dialogue tags</li> </ul>
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<b>Reflection</b>	<ul style="list-style-type: none"> <li>• I envision this lesson as part of a series of lessons on dialogue, within a creative writing unit. The first lesson will focus on punctuation. In this particular lesson we will continue to build on the idea of dialogue reveals important information, and that dialogue tags work to complete that reveal.</li> <li>• I believe by encouraging students to explore more dynamic and descriptive language, they will become more confident in expressing their thoughts in more complex and creative ways</li> <li>• I have included a mix of class discussion, group work and oral presentation to enhance overall learning within the lesson</li> <li>• The in-class assignment incorporates multiple constraints: Time (15 mins) Subject (fairytale) and specific criteria (using said only once, and showing dialogue tags throughout various parts of the sentence)</li> <li>• The assignment will be for completion marks, but more importantly it is a formative assessment determining students' understanding of the lesson objectives</li> </ul>
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**Assignment:**

In partners, write out a dialogue between two characters in a fairy tale. You can look on the back and choose one of the following fairytales or you can choose your own. The dialogue must take the reader from the beginning all the way to the end of the story. Your dialogue must include the following:

1. There MUST be at least 10 exchanges of dialogue between at least 2 people (minimum 20 lines)
2. You can only use the dialogue tag *he/she said* one time in the dialogue exchange. Please circle the *he/she said* dialogue tag.
3. You must show variation of where the dialogue tags are located within a sentence (at the beginning, middle and end). Please underline dialogue tags (you can use a small amount of narration to help move the story along) ( write 15 mins)

## Fairy Tale Summaries

### The Three Little Pigs

In this fairy tale, three little pigs live in houses made out of 3 different kinds of material; straw, twigs and bricks. A big bad wolf comes to each of the pigs homes and threatens to blow down the house unless the pigs answer the door. The pigs refuse to open so he blows down the first straw house, then he blows down the second twig house, and finally he tries to blow down the third house but is unsuccessful because it is made of bricks.

### Little Red Riding Hood

Little Red Riding Hood's mother asks her to take some freshly baked food to her Granny who is sick with a cold. Along the way Little Red Riding Hood meets a sly wolf. She tells him where she's going and the wolf runs up ahead of her to Granny's house. Wolf eats Granny and then waits for Little Red Riding Hood to arrive. When he sees her he is dressed in Granny's clothing as he is trying to trick her into coming closer to him so he can eat her too. Little Red Riding Hood is smart and recognizes the trick and is able to escape.

### Hansel and Gretel

This is a fairy tale about two children, a brother and a sister who overhear a plan that they are to be taken into the forest by their stepmother to be abandoned. They leave a trail of crumbs to find their way home, but the birds eat the crumbs and they are lost. They eventually discover a house made of candy deep in the woods. Inside the house lives a witch who catches children and gives them candy to fatten them up and eat them. Hansel and Gretel are caught, but eventually outsmart the witch. The witch prepares the oven to cook Hansel and she decides to cook Gretel first. Gretel sees what is happening and pretends not to understand what the witch wants her to do. The witch bends into the oven showing Gretel what she is asking and Gretel kicks her into the oven, unlocks Hansel from his cage and the kids travel back home happy to see their father.

Exemplar:

Mr. Wolf's Little Problem (using dialogue in fairytales)

“Hey, Little Pig, I know you’re in there!” shouted Mr. Wolf.

“No I’m not,” replied Little Pig, rather sarcastically.

Mr. Wolf was not having it. “Hey Pig, I need some advice!” he pleaded, “please come out!”

Just then, Mr. Wolf felt a little tickle in his nostril. He huffed and he puffed and he sneezed that little tickle right out of his nose.

“AAAAACHOOOOOOO!” he bellowed.

And with that, Little Pig’s house crumpled in a pile of straw and sand.

“Oops,” admitted Mr. Wolf, a little embarrassed.

Little Pig was nowhere to be found.

Mr. Wolf then walk down the street to the next pig’s house.

“Hey Piglet, I need to ask you something. Come out!” he shouted once more.

“Can’t hear you!” mocked Piglet.

“Yes you can,” Mr. Wolf responded irritated, “you just heard me ask you to come out!”

“No I didn’t,” replied Piglet.

“How annoying,” murmured Mr. Wolf to himself.

Just then, Mr. Wolf felt a little snuffle in his nostril. He huffed and he puffed and he sneezed that little snuffle right out of his nose.

“AHHHHCHOOOOO!!!” he sneezed. “Ah, that felt good,” he announced to nobody in particular.

He looked down and saw the house of twigs in a pile on the ground.

“Oops,” Mr. Wolfe whispered to himself, “not again.”

Piglet was nowhere to be found

Reluctantly, Mr. Wolf went to Boss Hog’s house.

“Hey, Boss Hog! Open up. I’ve got a question you might be able to help me with!” shouted Mr. Wolf, with a little less confidence than before.

“Whaddya want, Wolf?” bit back Boss Hog.

“I’ve got a cold,” cried Mr. Wolf, “and I don’t know what to take for it.”

“Ahhhh! How’s about some tea with ginger and lemon and honey, followed by a little bit of pink medicine and a good night’s sleep.” said Boss Hog thoughtfully.

“Great idea!” shouted Mr. Wolf. “Wow, that was really good advice, Boss. I knew I could count on you pigs.”

Just as Mr. Wolf was turning to leave, he felt a little flutter in his nostril. He huffed and he puffed and... and... and... “AHHHHHCHOOOOOOO!”

Mr. Wolfe sneezed that flutter right out of his nose. He also blew the roof off of Boss Hog’s big brick house.

“My bad,” said Mr. Wolf with a sly grin.