

Differentiated Instruction Lesson Plan

Grade Level or Course: English III

Content that is focus of discussion: The Formation and Flow of Dialogue in a Short Story

Objectives:

Objective 1: Given – Examples and information about effective dialogue

TSW – In a group, rate, measure, and compare dialogues for their effective or ineffectiveness

With – 90% Completion and at least an 80% accurate demonstration of understanding of the eight aspects of creating effective dialogue.

Given examples and information about effective dialogue, the students will, in a group, rate, measure, and compare dialogues for their effectiveness or ineffectiveness with ninety percent completion and at least an eighty percent accurate demonstration of understanding of the eight aspects of creating effective dialogue.

Objective 2: Given – Examples and activities highlighting effective dialogue

TSW – Write a Dialogue (provided with a writing prompt)

With – Scores at or above three in accord to the grading rubric.

Given examples and activities highlighting effective dialogue the students will, provided with a writing prompt, write an original dialogue with a score at or above three in accord to the grading rubric.

Conducting the Lesson:

Set: **CONNECT:** The instructor will introduce the lesson by providing the definition of dialogue as a continuation of the class's investigation of writing short stories. The class will be shown two different clips; they are to jot notes concerning why and what was effective or ineffective with each set of dialogue. The class will share their opinions about the dialogues afterward. The teacher then reveals the eight aspects of creating effective dialogue in stories as supplementary information to the students' responses.

ATTEND: The students will be broken into small groups of three or four in accord to the directions for composition of and transition to learning teams. The instructor will provide two different dialogues to each learning team where the students will be asked to rate, measure, and compare the dialogues for their effective or ineffectiveness. The students will discuss collaboratively as a team to discuss the strengths and weaknesses of the dialogues. One (or multiple) student(s) will be selected to read the dialogue and explain which, if any, of the eight aspects of creative effective dialogues exhibits.

IMAGINE: The students will remain in their learning teams while the teacher provides a writing prompt to each group. The group will each write their individual dialogues, using the same prompt, and compare afterwards how differently they interpreted the prompt and how the dialogue took various turns in accord to the individual's writing style. The students will be given a chance to voluntarily share their dialogues with the class. After the groups are dismissed, the teacher will inform the students of an upcoming quiz concerning the eight aspects of creating an effective dialogue. The students will also be provided a grading rubric for their dialogues and

told to edit the dialogues as an independent study at home to be brought back the following class period.

Instructions for introducing and explaining the lesson: The teacher will begin by telling the students basic information about dialogue such as, “What is the definition of literary dialogue?” and “What is dialogue used for?” The instructor will express the importance of dialogue in establishing the tone or mood of the story, providing exposition or back story, revealing motivation or attributes of character, creating immediacy and intimacy to draw the reader into the story, advancing plot, creating or adding conflict, serving as a reminder to important details, and foreshadowing, among other actions that are solidified through the use of dialogue in stories. The instructor will also emphasize the particular importance of dialogue in some short stories since there is a limited time and space in which the author has to work with characters and situations. The students will be informed of the basic structure of the activities for the day after the showing of the film clips and the student responses to the clips. Since the student will have taken notes over the aspects and definition of dialogue, they will feel more confident having these concepts reaffirmed in the activities to be quizzed upon the next class period. The teacher must be sure to clarify and elaborate whenever necessary. These activities will be predominantly student-run discussions and writings, and so free thought and conversation are encouraged.

Directions for composition of and transition to learning teams: The groups will be composed randomly by having the students count off. There should not be groups larger than four or smaller than three. After numbering off, the instructor will point out an area for group one to reside and move desks into a circle or semicircle. Following group one, group two, three, four, etc. will be instructed similarly. They will work in their groups, and, after all groups have completed the assigned work, the chairs will be moved back to their original positions.

LEARNING ACTIVITY TO ACCOMPLISH OBJECTIVES:

INFORM: The instructor will begin by defining literary dialogue as “literary vocalization or internalization of one or more characters.” The various purposes of dialogue will be explained as establishing the tone or mood of the story, providing exposition or back story, revealing motivation or attributes of character, creating immediacy and intimacy to draw the reader into the story, advancing plot, creating or adding conflict, serving as a reminder to important details, and foreshadowing. The teacher will provide the basic information concerning literary dialogues including the eight aspects of creating effective dialogue:

1. Listen to How People Speak
2. Be Consistent and Brief
3. Eliminate Adverbs and Unessential Dialogue Tags
4. Break Up Dialogue with Action
5. Don't Rely on Stereotypes, Profanity, or Slang
6. Read Widely and Watch Films
7. Keep In Mind the Functions of Literary Dialogue
8. Grammar Checks

This information may be presented in a PowerPoint, orally, and handed out in worksheets as an accommodation for various learning types.

PRACTICE: After students are enlightened to the basic elements of dialogue, they will watch the movie clips, without knowing the eight aspects of effective dialogue, and comment on what were strengths and weaknesses of the dialogues presented and why. The teacher will then reinforce opinions and elaborate by presenting the eight aspects of writing effective dialogue. The students will, following the initial pre-exercise, perform the same evaluation, in groups, of two dialogues. Knowing the eight aspects of effective dialogue, they will use what they know to support and defend their positions concerning the strengths and weaknesses of the dialogues and why.

ASSESSMENT: Through the student's oral presentations and responses, as well as what notes are written alongside the dialogues, the teacher will be able to surmise what students are understanding the application of the eight aspects. The instructor will also be able to understand the extent to which students choose to participate and interact with their fellow classmates to come to a decisive evaluation concerning the dialogues. Following the group dialogue critique, the students will be given prompts to write their own dialogue. The instructor will follow a pre-written rubric to assess the students on their overall understanding and application of what they learned about writing effective literary dialogues.

EXTEND: The students will be given the assignment to write their own dialogues according to a prompt given to their group as a whole. They will be able to share the differences and similarities of the created dialogues with their teammates. By doing so, the students will lead their own discussions about writing and revising dialogue along with how the author's voice may change how characters are portrayed and plot direction despite being derived from the same prompt. The students will therefore be leading their own investigative study of dialogue and writing.

REFINE: Students will be given the grading rubric for their dialogue before writing. They will also be informed that the dialogue they write in class will be the independent study for the day. They will be told to go home, edit and refine the work in accord to the standards, clarity, and creativity, and bring back the dialogue the next day. They will also be given the chance to share with the class their dialogues at the initial creation in their groups in order to receive feedback and constructive criticism from their peers and instructor.

PERFORM: Throughout the activity, the teacher will be asking the students to respond and elaborate as they learn about the various aspects of dialogue. The students will also be given multiple chances to share their evaluations of the dialogues given as well as their own original dialogues. Towards the end of the unit, students will be given a final time to present a final draft of a short story to the class which will include what they have learned about writing effective dialogue.

Key Questions:

BLOOM'S QUESTIONS/STATEMENTS

Knowledge: Define the term Literary Dialogue

Comprehension: Know and understand the eight aspects of writing effective dialogue.

Application: The students take the eight aspects of writing dialogues and apply it to the team dialogues they are given.

Analysis: The students take the eight aspects of writing dialogues and provide an analysis of how effective the dialogues are in accord to the aspects.

Synthesis: Be able to use the eight aspects to write an effective, original dialogue.

Evaluation: The students will be able to defend their position on a particular dialogue by using the eight aspects of writing effective dialogues along with their own understanding of short

stories (including character, setting, and plot). By doing so, they will also be able to defend their own original dialogues.

Accommodation Considerations for Differentiated Instruction: Since this lesson is based around student-lead discussion groups and activities, students with difficulties will be able to rely on their peers for tutoring, explanation, and providing a less intimidating faculty of evaluation. The information presented by the teacher will be clarified and displayed in a variety of ways: visually through PowerPoint and film, orally through lecture and film, written in worksheets, subtitles, and through practice in the course of the activity, and kinesthetically through the optional performance of the dialogues. Also, since the activity will be graded on understanding and completeness, the students will be able to rely upon one another for obtaining the participation grade. The final independent study, the creation of an original dialogue, will be started in class, which will provide ample resources for evaluation, critique, and refinement. The dialogue will proceed through an individual editing process and be graded through the implementation of a pre-provided subjective but fair rubric. The greatest area of assessment with this practice will be on creativity, understanding, and improvement, and not on strict guidelines or specified limitations. Therefore, students with difficulties will not feel as pressured or stressed to obtain a level of excellence that is above their possible range of achievement. However, the students will be challenged and intellectually stimulated. The teacher will always be available for assistance and supplementary instruction.

Standards INCLUDE SPI:

Course Level Expectations

CLE 3003.2.7 Participate in work teams and group discussions.

CLE 3003.1.4 Consider language as a reflection of its time and culture.

Checks for Understanding

3003.8.5 Analyze the role and function of characters and determine ways in which the author reveals those characters.

3003.2.7 Listen actively in group discussions by asking, clarifying, elaborating, and synthesizing questions and by managing internal barriers and external barriers to aid comprehension.

3003.2.14 Participate productively in self-directed work teams for a particular purpose by adhering to the list specified in the Tennessee Education Standards.

3003.1.4 Be aware of the power of language well-used as a reflection and change agent of its time and culture.

State Performance Indicators

SPI 3003.8.4 Identify and analyze how the author reveals character.

In accordance to the Creative Writing Standards (3012) for grades 9-12, students will be held to these learning expectations:

Develop fluency, logic, clarity, and creativity.

Utilize evaluation and revision skills.

Use available technology in the creative process.

Reflection: Depending on how well the lesson is received in the classroom setting will establish whether the basis of the lesson needs to be changed, the team/individual objectives redirected, or the selections of dialogue altered. Once the teacher receives the students' dialogues and has seen

how well the team members collaborated and discussed the dialogues and writing prompt products, the lesson can be strategically altered or strengthened.

Materials: Pencils/Pens, Paper, Dialogue Writing Prompts, Dialogue Samplings, Dialogue Grading Rubric (on page 6), and Clips from *Memento* (2000) [Part 3 (5:00-6:53) Youtube] or *Rope* [Part 1 (2:00 -6:56) Youtube] and *Plan 9 From Outer Space* (1958) [Part 1 (4:15 – 5:45) Youtube].

Dialogue Grading Rubric

One – Ineffective and Incomplete	Two – Ineffective but Complete	Three – Slightly Effective	Four – Effective	Five – Superior	Totals
<p>Grammar: The assignment is incomplete. May contain rampant misuse of punctuation, a disregard for decent sentence structure, incorrect capitalization, or other offenses to the English language.</p>	<p>Grammar: The assignment is complete, but the grammatical mistakes that qualify a dialogue for a score of one in the grammatical category are still prevalent.</p>	<p>Grammar: The assignment is complete. The grammatical misgivings of the dialogue are evident but show a consistent misunderstanding in particular grammatical rules.</p>	<p>Grammar: The assignment is complete. The grammatical mistakes are sparse and can be corrected with relative ease with a supplementary editing session.</p>	<p>Grammar: The assignment is complete. The grammar is flawless or the piece contains very few grammatical errors.</p>	Grammar Score:
<p>Creativity: The piece shows no effort or individualized thought.</p>	<p>Creativity: The piece shows very little effort and lacks any creative flair.</p>	<p>Creativity: The piece shows an average interest but does not exhibit much evidence of extensive creativity.</p>	<p>Creativity: The piece shows interest in the activity and the presentation of an effective dialogue through creative musings.</p>	<p>Creativity: The piece shows avid interest in the creation of an effective dialogue and presents a unique and engaging representation.</p>	Creativity Score:
<p>Effectiveness: The piece shows a blatant disregard of all the rules and guidelines of writing effective dialogues.</p>	<p>Effectiveness: The piece does not elicit understanding of the guidelines of writing effective dialogues.</p>	<p>Effectiveness: The student shows a basic understanding of the guidelines of writing effective dialogues, but may need clarification on application.</p>	<p>Effectiveness: The piece exhibits some of the elements of an effective dialogue.</p>	<p>Effectiveness: The piece is sensibly superfluous in its application of the elements of an effective dialogue.</p>	Effectiveness Score:
<p>Total Score for All Three Categories:</p>			<p>Average Score:</p>		