Grade: 7	Subject: English
Materials: Computer/Projector, pencils, paper	**Technology Needed:** Computer/Projector

Instructional Strategies:	Guided Practices and Concrete Application:
☐ Direct instruction ☐ **Guided practice** (highlighted) ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ **Technology integration** (highlighted) ☐ Other (list) ☐ Peer teaching/collaboration/ cooperative learning ☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	☐ **Large group activity** (highlighted) ☐ Independent activity ☐ **Pairing/collaboration** (highlighted) ☐ Simulations/Scenarios ☐ Other (list) Explain: ☐ Hands-on ☐ Technology integration ☐ Imitation/Repeat/Mimic

Standard(s)	Differentiation
CCSS.ELA-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Below Proficiency:** These students will be paired with an above proficiency student to work with during the partner work time (they will likely already be sitting next to each other according to the seating chart). **Above Proficiency:** These students will be encouraged to come up with their own example sentences using correct dialogue and punctuation if they finish the activity with time to spare. **Approaching/Emerging Proficiency:** These students will also be encouraged to come up with example sentences of their own for their stories to deepen their understanding of dialogue. **Modalities/Learning Preferences:** This will be a good activity for visual learners insofar as I will be going over examples of dialogue on the board, students will be writing their answers on the board, and the correct answers will be displayed visually on the board. Also, interpersonal learners will benefit from the partner work time.
Objective(s) Students will understand and be able to utilize the rules of dialogue and the punctuation involved. Students will be able to fill in the correct punctuation of example sentences. **Bloom's Taxonomy Cognitive Level:** Knowledge, application, analysis	

Classroom Management- (grouping(s), movement/transitions, etc.) The students are seated at tables of 3-4 people, sitting 2 across from the other 2. During note-taking, I will have the students sit in their normal spots. After notes, I will have the students turn and work with the person they are sitting next to. If their partner is not there, I will pair them up with someone who also does not have a partner.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will be expected to adhere to the everyday rules of class regarding respecting their classmates and their teachers, being prepared, and participating in the lesson.

Minutes	Procedures
5-10	**Set-up/Prep:** Before class, I will set up the computer and projector to display the lesson on the board when I need it to. Also, I will have 10-12 hard copies of slide number 5 printed out for each pair to write their answers on.
3-5	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Anticipatory set: I will ask: "Has anyone heard of a silent movie? What is it?" "Right, it is a movie where the characters don't speak. There are no words." "Now, think of books. Have you ever read a book where the characters never speak? If you have, what did you think of that book? Is it very interesting? Would you rather read a book or watch a movie where the characters talk to each other?"

	Dialogue is an important part of stories, and we will be using dialogue in our short stories. Therefore, it is important that we learn how to use it properly.
10-15	**Explain: (concepts, procedures, vocabulary, etc.)** **Punctuating Dialogue (1).pptx** This is the time I will use to go through the dialogue powerpoint with the students. I will answer any questions the students have about the rules of quotation marks, tags, question marks, exclamation marks, etc.
20-30	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** This is the time I will give the students to work as partners. I will also pass out the hard copies of slide 5 at this time. After everyone has completed the sentences (or most of them, depending on time), I will ask for a volunteer pair to come up to the board and write their answers. After they write their answers, I will ask: "Does everyone else agree with their answers? Does anyone have anything different? Why do you think that is correct/incorrect?" After finishing sentence 1, I will ask for another volunteer pair. If no one volunteers, I will go around the room in a circle. I will make sure that each pair gets the opportunity to go up to the board and present their answers.
5	**Review (wrap up and transition to next activity):** To wrap up the lesson, I will tell the students that tomorrow, we will take what we learned about dialogue today and implement it into the short stories they are writing. They must have at least 3 pieces of correctly punctuated dialogue within their short stories.

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying questions, check- **in strategies, etc.** As the students work, I will walk around the room clarifying answers, answering questions, and asking probing questions like, "Why do you think that is correct? What else could be used there? Would ___ make more sense?" etc. **Consideration for Back-up Plan:** Instead of doing notes and then the activity, I could intertwine notes and examples, so the students get a rule and then an example right away.	**End of lesson:** Students will be graded based on their participation in the activity and their adherence to the general class rules and expectations. **If applicable- overall unit, chapter, concept, etc.:** Short story unit - dialogue

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
The lesson went well, overall. However, after feedback from Mrs. Kuhn, I would change a few things. I would assign each partnership one of the example sentences to show on the board. For example, I would tell them, "You will be showing the class your answer to number 1, so make sure you are ready to get up and explain it to us!" This way, each partnership must be involved in the activity instead of letting one person write all the answers on the board because they are the only ones volunteering.