

Sample Lesson Plan Sixth Grade Language Arts Class

I. Objectives:

- A. Students will be able to use quotation marks correctly to signal direct dialogue.
- B. Students will be able to use paragraphs to signal a change in speaker.
- C. Students will be able to use articulate respect and appreciate diverse language practices.
- D. Students will be able to use consider audience effects that differing dialects have in different circumstances.

II. Materials: Soup by Robert Newton Peck

III. Procedures and Sequence of the Experience:

- A. As an introduction to this activity, students will freewrite on one or more of the following topics. In writing about the topic, students are to capture a conversation they had with their friends about the particular incident. (10 minutes)
 1. A memorable time they spent with their best friend.
 2. A time that they and their best friend got into trouble.
- B. Read aloud from Soup by Robert Newton Peck (15 minutes)
- C. Large group discussion: (10-15 minutes)
 1. What about the story did you especially like?
 2. Do you think that this is a true story? Why or why not? What evidence is there?
 3. What does Peck do to make you feel a part of the story?
 4. How did Peck and his friend talk to each other?
 5. Did that seem like real children would talk? Did it sound like conversation you would hear in your neighborhood?
 6. Notice how the author signals that someone is talking. How does he do that? Is it ever confusing as to who is talking? How do you know who the speaker is?
- D. Individual Seat Work: Ask student to go back to their stories and add snippets of dialogue and details. (5-10 minutes)
- E. Extensions and Adaptations
 1. Reread sections of "Soup" while students write down particular specific snippets of dialogue.
 2. Ask students to rewrite Peck's dialogue the ways that they would have said it.
 3. Ask student to read their story starter with a partner so they can hear the dialogue.
 4. Ask for some volunteers to read to the whole class.

IV. Check for Understanding

- A. Students' participation in class discussion.
- B. Focus class discussion on the writing assignments on students' use of dialogue and detailed scenes.
- C. As students are writing, I will circulate around the room to see if they are using paragraphs and quotation marks.

V. Self-Reflection/Evaluation of the Experience