





Lesson Topic : Writing	
Year Group : 7/8	
Learning Outcome	<ul style="list-style-type: none"> We are learning how to include dialogue in our writing, with correct punctuation. We are learning to set the scene around the dialogue.
Links with the New Zealand Curriculum 	<p>English Level 4</p> <p>Processes and strategies</p> <p><i>Students will:</i> Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</p> <ul style="list-style-type: none"> uses an increasing understanding of the connections between oral, written, and visual language when creating texts seeks feedback and makes changes to texts to improve clarity, meaning, and effect <p>Purposes and audiences</p> <p>Show an increasing understanding of how to shape texts for different purposes and audiences. express ideas.</p> <ul style="list-style-type: none"> constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form conveys and sustains personal voice where appropriate <p>Structure</p> <p>Organise texts, using a range of appropriate structures.</p> <ul style="list-style-type: none"> organises and sequences ideas and information for a particular purpose or effect
Key Competencies 	<ul style="list-style-type: none"> Thinking - Students are thinking about what is happening around them while they speak and transfer this to their writing Using language, symbols and texts - Students will use a range of punctuation to indicate dialogue Participating and contributing - Students will share what they hear people say in different situations Relating to others - Students will help the audience relate to their writing
Prior knowledge 	<p>Students have seen dialogue in reading, and hear people speaking to them everyday. They recognise that speech marks indicate a person or character is talking.</p>
Lesson Sequence	<div> Session Outline This session is the first in a series to help students to identify dialogue in writing and </div>

	<p>how it is structured.</p> <table border="1"> <thead> <tr> <th data-bbox="347 344 917 409">Learner Activity</th><th data-bbox="925 344 1485 409">Teacher Activity</th></tr> </thead> <tbody> <tr> <td data-bbox="347 416 917 797"> Learn Actively share ideas about dialogue and what the characters in the slides are saying. Think about how a sentence is structured and identify how dialogue is structured. Discuss the scenes with dialogue in them and pull out what is being said. </td><td data-bbox="925 416 1485 797"> Before lesson: Create Slides Activity with characters talking and scenes they may know with characters' empty speech bubbles. During lesson: <ul style="list-style-type: none"> • Prompt students with questions • Collect student voices and ideas • Step learners through their follow up activity. </td></tr> <tr> <td data-bbox="347 804 917 1055"> Create Students engage in changing the slides and then create their own story with dialogue. </td><td data-bbox="925 804 1485 1055"> Teacher monitoring and moving around students. Listening to ideas and offering support. </td></tr> <tr> <td data-bbox="347 1061 917 1299"> Share Learners share their learning on their blog. </td><td data-bbox="925 1061 1485 1299"> Teacher comments on learner blogs. </td></tr> </tbody> </table>	Learner Activity	Teacher Activity	Learn Actively share ideas about dialogue and what the characters in the slides are saying. Think about how a sentence is structured and identify how dialogue is structured. Discuss the scenes with dialogue in them and pull out what is being said.	Before lesson: Create Slides Activity with characters talking and scenes they may know with characters' empty speech bubbles. During lesson: <ul style="list-style-type: none"> • Prompt students with questions • Collect student voices and ideas • Step learners through their follow up activity. 	Create Students engage in changing the slides and then create their own story with dialogue.	Teacher monitoring and moving around students. Listening to ideas and offering support.	Share Learners share their learning on their blog.	Teacher comments on learner blogs.
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<h2 style="text-align: center;">Reflection and Analysis</h2>									
	<p>Lesson Content - Students enjoyed the examples and I could see when students had the got it moments with the structuring of sentences using dialogue.</p> <p>Lesson Pacing - I feel the first part was very teacher directed and rushed. Next time I would like to have students act out parts so they can see how dialogue works.</p> <p>Lesson Delivery - I did a lot of the initial chat and wanted to move on to where the students had the opportunity to use and create dialogue for themselves</p> <p>Student Understanding - Student understanding varied, although there were many who grasped the idea of using dialogue to include paragraphs and a range of punctuation. There were some who still ran the dialogue together.</p>								