



**Grade:** 5

**Genres:** Creative Writing and Theater

**Date:** November 22, 2014

**Teaching Artists:** Tiffany Nesbit & Kadeem Gayle

**Lesson #: 5**

**Objectives:**

- 1) To write realistic sounding dialogue and find emotional trust that can be revealed through dialogue.
- 2) To use gestures and movements to reinforce and reflect dialogue.

**Inquiry Questions:**

- 1) How can we create realistic dialogue in writing scenes?
- 2) How can we use our bodies to convey emotion?
- 3) How can we make sure an audience knows what are character are feeling?

**Opening Ritual:**

Free Write [5 mins]-

Compose an argument between two people.

**Intro Activity:**

“Come Here” Game [5 mins]-

Students pair up and stand across from each other. Students are prompted to say “Come here” to each other in several different manners: happy, mad, glad, and sad.

**Main Exercise:**

Secretly Recorded Discussion [5 mins]-

**K** asks: If we didn't tell you to say “come here” happily, would you still have known your partner was happy? Why or Why not?

**T** disagrees with whatever student says.

**K** says- Well what about when your partner said it madly (takes an answer from another student)?

**T** also disagrees.

Recording Playback- [7 mins]

**K** says: Okay, I guess we should tell them we've been recording this conversation, why don't we play it back for them to listen to...

**T** plays back tape. Prompts: Take a look back at the argument you wrote for your free write.

What are some similarities you notice between when I was arguing with \_\_\_\_\_ or \_\_\_\_\_, and the characters you wrote? What are some differences?

\*\* If students do not point out *speaking over each other, ums, huhs, “like,” tone, body movements* **K** will ask about them.



Revision- [5 mins]

**K** says: Take five minutes to revise your argument. Be sure to incorporate some of the verbal, and non-verbal aspects we just spoke about into it.

Act Out- [10 mins]

**T** says: Can I have a volunteer who wants to act out their scene, and someone else to act it out with them?

**\*\*Pair acts out scene.**

**K** says: Lets have one more group.

**\*\*Pair acts out scene.**

Discussion- [5 mins]

**K** says: What did \_\_\_\_\_ do with his/her body while he was acting out the argument? What about with his/her words?

**T** says: How did those choices show you what he/she was feeling?

**K** says: Going forward, what are some things we can try to do when writing dialogue to make it feel more realistic?

**T** says: What about with our bodies when we are acting out a scene?

**T** says: Why do you think we made this assignment center around an argument? Do you think it would have worked as well if the characters were speaking about something else? Or showcasing another emotion?

**\*\* If students do not answer *people talk over each other when they're mad, their tone is really noticeable, facial expressions are easy to read*, **K** will ask about them.**

Closing Ritual:

Peak and Pit- [3 mins]

**K** takes the Peak (favorite moment) and Pit (most challenging moment) from two students.

Multiple Intelligences Addressed: Intra-personal Intelligence, Bodily-Kinesthetic Intelligence, and Linguistic Intelligence

**Creative Elements:**

Dialogue, characterization, anger

**Common Core Anchor Standards:**

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.5



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With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.