

Miss Lindsay Anderson
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5th Grade Language Arts Lesson Plan

Lesson Title: Dialect & Register: Day 1

Standards:

- L.5.3.B- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Essential Skills/Questions: When it is appropriate to use informal versus formal register? What is an author's purpose for including dialectal word choice in their writing?

Learning Outcomes: As a result of today's lesson, Students will be able to...

- identify that register is the way that someone uses their language, whether formally or informally
- identify that dialect is a form of language that is specific to a particular region

Vocabulary: dialect * register * slang * formal * informal

Resources Needed:

- Student notes about dialects in their ELA binders
- SmartBoard and Dialect document
- Pencils
- Mini whiteboards
- Expo markers
- Erasers

Teaching Strategies:

- Brainstorming
- Engaging Prior Knowledge
- Independent Practice

Instructional Sequence:

1. Teacher will read questions and answer choices aloud and give students a chance to write their answers on their whiteboard. (e.g., soda vs. pop, creek vs. crick)
2. Teacher will reveal the survey results on the board. Teacher could call on two opposing students and ask them to defend their answer.
3. Teacher will present that these 7 example questions are all examples of DIALECT.

4. Teacher will briefly show the enormity of the concept of dialect in the United States with a visual diagram.
5. Teacher will give students directions to brainstorm examples of slang. (e.g., LOL, OMG, fleek)
6. Teacher will ask students to erase after the time is up and quiz students on a list of slang words while revealing what they generally mean.
7. Teacher will explain and define what slang is and when it is appropriate.
8. Teacher will give directions on board and verbally for students to return their materials and take out their notes.
9. Teacher will hand out additional notes and review with students.
10. Teacher will ask students to practice saying example statements in different dialects.
11. For practice, the teacher will have students match 12 words with a dialect to similar words in dialect in their notes.
12. For the final step, they will complete the Day 1 exit ticket, using notes as needed to complete.

Independent Practice/ Student Assessment: (Formative) Students should be able to complete the Day 1 exit slip given in class individually to demonstrate their understanding of designating between register and dialect and informal and formal register. To clearly demonstrate their understanding, they should answer 4 of 4 blanks correctly, using the word bank and their notes.

Classroom Resources: Common Core State Standards are posted on the cabinets to show students what the learning focus is for the week.

Technology Integration: Teacher will use the Smart Board to display questions and visuals for student engagement.

	Smart Board					
Teacher's Desk	Abby Brimberry	Landen Tombaugh	Nick Dickson	Genesis Moran	Carson Miller	5M
	Grayson Dougherty	Gabi Kirgan	Isaiah Bohlmann	Sunny Hall	Parker Nightingale	5A
Jack Gentle						Lilliana Seldat
Hayden Schlag						Cameron Paczak
Brooklyn Patterson						Miguel Austin
Brady Schrock						Ashley Hetherington
Lucas Duzan						Avery Braden
Trista Pryde						Jacoby Lane
Abby Brunner						Jacob Wade
Josh Lewis						Lily Ringler
Klaire Eighner	Avery Parrott					
Madisyn McCammack	DeAngelo Owen					
	Arnav Kolluru					

						Ashley Schelling
Gracey Huffman	Aubree Berg	Enrico Abe Generoso	Rebecca Riley	Tommy Werkheiser	Saarah Qureshi	Door
Isabella Donaker	Alex King	Kylie Morris	Lillian Hutt	Diya Parekh	Kannon Grubbs	