

Entry Level – 3.5 – Lesson Plan – How to Read Dialogue

Lesson Objective and Assessment Criteria covered	<p>Lesson Objective: To be able to identify dialogue in a text and practise how to make it stand out to your audience.</p> <ul style="list-style-type: none"> • Make clear contrast between narrative and dialogue.
Delivery	<p>The activities in this lesson aim to give readers strategies for identifying and reading dialogue fluently.</p> <p>Tuning In: Find the Dialogue</p> <ol style="list-style-type: none"> 1. Using EL – 3.5 – Activity - Find the Dialogue, read the passage from ‘The Sheep Pig’ by Dick King Smith. 2. Highlight the dialogue in the story extract. This means the words that the characters are saying. Look for the speech marks to help you. <p>How to Read Dialogue:</p> <p>When reading aloud, guide learners to look out for the speech marks to show where the dialogue is. This means that characters are speaking in the story. Learners will need to think about the tone they use to show what the characters are saying and feeling. They may also be able to change their voice for different characters and use a specific voice for each one.</p> <ol style="list-style-type: none"> 1. Look at the underlined words in the extract from ‘The Sheep Pig’. Point out to learners that they are not dialogue, but ask what can they tell them about the way the dialogue should be spoken? 2. Learners work with a partner or group to decide how each line of dialogue should be spoken based on the dialogue tags. <p>Create Your Own Dialogue:</p> <p>Entry Level 1</p> <ol style="list-style-type: none"> 1. EL – 3.5 – Activity – Reading Dialogue contains a conversation between two characters, but the parts are all jumbled up. 2. Learners sort out the pieces of the conversation and put them in the right order, so they make sense. 3. Learners pick out <i>three</i> words or phrases that show what the character’s voice should sound like in these lines. <p>Entry Level 2</p> <ol style="list-style-type: none"> 1. In pairs, learners write a conversation between two characters. 2. One character should be a calm parent. The other should be an excited child. Think first about what they might be talking about – an upcoming

birthday, getting a new pet, going on a day out.

3. When learners have written the conversation, they can have a go at reading it aloud using changes in pitch and tone to show the different characters.
4. Can they make their voices sound calm? Can they make their voices sound excited? Learners then swap roles so that they have a chance to practise changing their voices in different ways.

Entry Level 3

1. Individually or in pairs, learners write a conversation between two characters.
2. One character should be an encouraging coach. The other should be a nervous competitor. Think first about what they might be talking about – an upcoming race, a match that has just been lost, a medal competition.
3. Learners write a short paragraph about what has happened before the conversation takes place.
4. Then, learners write the conversation. As a challenge, they can also add a short paragraph about what happened after the conversation.
5. Learners have a go at reading the conversation aloud using changes in pitch and tone to show the different characters. Can they make their voices sound nervous? Can they make their voices sound encouraging? Learners then swap roles so that they have a chance to practise changing their voices in different ways.

Further Support: Watch some short clips of film or TV scenes with your learners. As a group, decide what the narration and dialogue tags would be for the spoken lines. You might then compare this to a novel version to see how close they were. This will help learners to see the connection between the words on the page and the vocal techniques they could use to read aloud.

Extension Activity: Learners who are more confident and fluent readers can try using the 'scan ahead' method. This is a really difficult skill and can take lots of practice, but can be very effective in allowing natural and fluent reading aloud.

1. Give learners a piece of text with dialogue that they haven't seen before or haven't been practising with.

2. The challenge is to let the eyes read a little ahead of what the voice is reading aloud – can they spot punctuation and dialogue tags as they read, and modify their voice appropriately?

**Additional
Resources**

EL – 3.5 – Activity - Find the Dialogue
EL – 3.5 – Activity – Reading Dialogue