Lesson 16: Dialogue

Essential Question
How can authors use dialogue in their writing?

Materials
mentor text
dialogue anchor chart

Mini Lesson
Read the lesson 16 mentor text to students or have them read it with partners.

Reread some examples of dialogue.

"When an author shares the exact words that a character said, we call this dialogue. Using dialogue helps readers to better understand the story and feel like they were there!"

If students have a copy of the mentor text, have them highlight or underline examples of dialogue. Otherwise, project the mentor text and work together to find examples of dialogue.

Add a definition and examples of dialogue to the top of the dialogue anchor chart.

Tag at the End

"I baked some cookies," said Mom.
"I love when you bake cookies!" I exclaimed.
"Can I have two cookies?" I asked.

Tag at the Beginning

She whispered, "Don't wake the baby."
I asked, "Can I hold the baby?"
She exclaimed, "Of course you can!"

Work Time
Students will go back to their draft and add dialogue. Have them close their eyes and hear exactly what might have happened during the story. Don't worry about punctuation at this point. They can use a carrot to add the dialogue where they skipped lines or arrows to add it to the bottom of their paper if they left space.

Closing
Students will share examples of dialogue that they added to their masterpiece with their partner.

Intervention
Ask questions to encourage students. "What would your character have said about this?"

Extension

Lesson 17: Punctuating Dialogue

Essential Question
How can authors use dialogue in their writing?

Materials
dialogue anchor chart from lesson 16

Mini Lesson
"Tell your partner what dialogue is and why writers use dialogue."

"Today we are going to learn how to properly punctuate dialogue in our stories."

Start by labeling the quotation marks and tag on the dialogue at the top of the chart.

"Sometimes writers put the tag at the end and other times, they put it in the beginning. The way that the dialogue is punctuated changes based on where the tag is."

Add examples to your chart. Be sure to add questions and exclamations as they are punctuated differently. Point out where the quotation marks go, where the commas go and when to capitalize and add periods. It is helpful to have students use a different color marker, crayon or highlighter for all of the punctuation so that it stands out.

Examples of dialogue with the tag at the end:
"It's time for bed," said Mom.
"I wish I could stay up all night!" I exclaimed.
"Can I stay up for five more minutes?" I asked.

Examples of dialogue with the tag at the beginning:
She announced, "Tomorrow is field day."
I asked, "Can I be Jack's partner?"
Sara exclaimed, "You're always Jack's partner!"

Work Time
Students will go back to the dialogue they added to their masterpiece and properly punctuate. Students should reread their masterpiece and make sure they have added all of the necessary dialogue.

Closing
Write an example of dialogue on the board, but do not include any of the punctuation. Students should teach their partner how to properly punctuate.
Example: Cats make me sneeze she informed us.

Intervention
Allow students to just use dialogue with tags at the end. Be sure that students are using their anchor chart as a reference.

Extension
Encourage students to edit their masterpieces so that they vary where the tag is in their dialogue.

Lesson 18: Word Choice: Strong Verbs

Essential Question	Materials
How can writers make their words more interesting?	mentor text strong verbs anchor chart

Mini Lesson

"Today we are going to be learning how to add more interesting verbs to our writing. As we read our mentor text, listen for places that the author uses strong verbs to show the action in the sentence."

Read the lesson 18 mentor text to students or have them read it with partners. Ask students to share some examples of places in the text that the author used strong or interesting verbs. (Examples: begged, hustled, questioned)

Work together to fill in more specific verbs on the anchor chart.

run	dart dash scurry raced
look	glance glare stare survey
said	announced replied whispered uttered

Work Time

Students will go back through their masterpiece and underline the action verbs. Then they will decide which verbs need to be revised. Remind students that all verbs don't have to be strong! Writing is more interesting when it is varied. So just choose the verbs that are especially boring or repetitive.

Closing

Give students a sticky note and have them write one boring verb and how they made it more interesting. If you use a hard copy anchor chart- have students stick their notes to the chart. Alternatively, you can call on students to share one verb they revised.

Intervention	Extension
Look at students' writing and highlight several verbs that you want them to revise to be more interesting.	When students finish making their verbs more interesting, have them make their nouns more detailed. Example: Instead of book, replace it with the full title of the book.

Lesson 19: Paragraphs

Essential Question
How do writers organize their thoughts into paragraphs?

Materials
mentor text
paragraph anchor chart

Mini Lesson
Give students a copy of lesson 19 mentor text or display it on the board so that they can see it. Read the text together.

"Why does the author have blank lines between text?"

"Writing is broken into smaller chunks, called paragraphs, to give readers a chance to pause and keep the story organized."

Give students the paragraph anchor chart and review what each one means. Each reason is numbered. Go back through the mentor text and decide why the author changed paragraphs. Use the number from the anchor chart to label them.

Show students the paragraph editing sign so that they can use it when editing their masterpieces.

Work Time
Students will go back through their masterpiece and determine where they need to change paragraphs. They will insert the paragraph sign where needed. I suggest giving them color pens so that the signs don't get lost in their writing. If they are doing this on the computer, they can just add the paragraph break.

Closing
Students will teach their partner about the times that a writer needs a new paragraph.

Intervention
Have students focus on one type of new paragraph at a time. "Go through your dialogue. Every time a new person talks, add a paragraph sign." When they finish, give them a new task.

Extension
Encourage students to vary the length of their paragraphs. Some paragraphs are only a sentence (dialogue), while others are 5-7 more detailed sentences. Mixing the paragraph length makes your story more interesting.

Lesson 20: transitions

Essential Question
How can transition words and phrases help a reader?

Materials
mentor text
transitions anchor chart

Mini Lesson
"It is important that we help our readers to follow our stories from beginning to end. Writers use transition words to help their readers understand the order of the events in their story. Listen to the mentor text and see if you can hear any transition words."

Read the lesson 20 mentor text to students or have them read it with partners.

Make a list of common transition words and phrases on the anchor chart.

First, second, third, etc.
Then
Next
Finally
Afterwards
Meanwhile
All of a sudden
At the same time
After
Later

(I recommend keeping the transition words fairly simple and relating to time, but if you have writers that are ready for a challenge, you might suggest more complex transitions.)

Work Time
Students will go back through their masterpiece and look for places where they need transition words or phrases to help readers know the order that events happen. Remind students that every sentence should not have a transition. Reference the mentor text as an example.

Closing
Students will share a few of the sentences that they added transitions to. They can share with a partner or quickly go around the classroom and share with the whole class.

Intervention
Highlight just a few of the transition words from the anchor chart and ask them to find places in their stories where these words would help a reader.

Extension
Meet with students and add more transition words to their list. Examples: however, therefore, although and never the less.

The Tiniest Helper

Day 16: Adding Dialogue

"Alright everyone! Let's get moving! Rabbits, collect all the berries that you can find. Squirrels, you're in charge of the acorns and the walnuts. Raccoons, gather some berries as well, and see what fruit you can find. We can all meet back here, when we're done to check and see what food we'll still need," ordered the great horned owl. He was always in charge of the small forest animals preparing the food for the long winter ahead.

"Well, what about me? I'd love to help with something," cried the tiny green hummingbird.

"Oh, we do so appreciate you offering. However, I'm not too sure you'd be able to carry more than a small berry at a time. We need to gather and store as much food as possible," replied the owl.

The other forest animals were all nodding their heads in agreement. They loved the little hummingbird, but none of them could understand how he could be of any help in getting their food ready for the winter.

The hummingbird fluttered off as sad as could be. Each year as the leaves began changing color and dropping from the branches, he'd quickly go to meet with the animals, as they made their plans for the upcoming season. Each year, he'd also offer to help, and the answer was always the same.
"We'd like the extra help but, we don't see how a tiny bird like yourself, can help us."

He watched the animals scurrying about and placing their food in the giant cave that hid behind the giant pines trees. The rabbits were searching in logs and around other grassy clearings. The raccoons were down by the stream, searching for fruits. The squirrels scampered up and down the trees. The hummingbird just became more and more upset, watching the animals work together.

It always made him feel better to fly way up high, above the forest and look down over the beautiful trees. As he flew up higher and higher, he saw something in the distance. He squinted his beady eyes to get a better look, but all he could see was gray. He decided to fly in closer and investigate. That's when he realized he was flying through smoke. Lots and lots of clouds of thick gray smoke. Suddenly, he could see that it was a nasty forest fire. The hummingbird panicked, as he watch the flames dance all over the trees.

"Oh no! I need to hurry and warn all the others," he cried out. It didn't take him long to get back to the others. He swooped down to the great horned owl.

"OWL! OWL! There is a horrible fire in the distance! It's coming this way!" warned the worried hummingbird.

"How can you be so sure?" asked the owl.

"I flew right over it. I could see it from all around," answered the hummingbird.

"Then we must go gather the others and get them in the cave to safety. The good news is we'll have plenty of food, while we're waiting out the fire," explained the owl.

Hummingbird and owl worked hard to warn all the animals and get them into the cave. When they were all in the cave and safe, owl knew he had something important to say to the hummingbird. "My tiny feathered friend, I have completely underestimated your ability to help others. For this, I am sorry. I hope you can forgive me and each year we will need your help as lookout, while we gather food for the winter. What do you say?" asked the owl.

"I thought you'd never ask!" laughed the hummingbird. He couldn't think of a time where he felt more proud.

Toy Trouble

Day 18: Word Choice

"Please Jacob! Please can I take your new Robo Hero action figure to school to show my friends?" begged Henry, Jacob's older brother.

"Will you be very careful with it? I mean, I just got it yesterday," Jacob explained.

"Yes, I'll be so careful! I promise!" replied Henry.

"Well, I guess that's okay, then," answered Jacob.

When Henry arrived at school, he immediately took the action figure out of his backpack to show his friends at morning recess. The toy traveled all over the playground with Henry and his friends. They sat on a bench to take a break and play with the toy a little more.

"Henry, play tag with us!" Henry's good friend Jack called out. Henry jumped up and hustled over to play tag with another group of friends.

A little later the whistle sounded and recess was over. Everybody including Henry hurried to get in line quick. Henry forgot all about the Robo Hero until after school when it was time to go home. "Oh no! I left Jacob's toy at the bench on the playground," Henry thought to himself.

In a panic he rushed to the playground, but it was too late, the action figure wasn't there. He checked the front office and the lost and found as well, but no Robo Hero there either.

When Henry got home his head hung low, and his heart literally hurt. He didn't want to break the horrible news to his brother that trusted him so much. He decided to tell his mother instead. She always knew what to do when he had a big problem.

"Mom? Can I talk to you? I have a problem and I don't know what to do," said Henry hopelessly.

"Sure, sweetheart! What's on your mind?" Henry's mother answered.

Henry explained the whole story to his mother. He told her how Jacob trusted him, how he took the action figure to school, and how he left it on the playground. He even told her how he looked everywhere for the toy after school. His mother sat and thought for a moment.

"Well Henry, I know Jacob will be very hurt and disappointed, which I understand. Let's think of some things you could do to try and solve this problem. Any ideas?" she questioned him.

"I was thinking, maybe I could give him one of my toys?" Henry responded.

"Yeah, maybe. However, Jacob's toy was brand new," she reminded Henry.

"Then maybe I should give Jacob some of my allowance, so he can buy a *new* Robo Hero?" Henry said.

"As much as it hurts, Henry. I really think that's a better solution. I know some lessons can be hard, but they can also be very valuable ones. I'll go with you to tell your brother." encouraged Henry's mother.

"Thanks Mom! You're the best!" Henry smiled and hugged his mother, as they headed to Jacob's room.

Problems on the Farm

Day 19: Paragraphs

It was finally spring and the weather was amazingly fresh and cool. There were breezes blowing through the dark green pastures and over the hills. The birds were out tweeting their sweet songs and the animals were happy to be out of the barn. The horses were galloping about the meadow, the geese were swimming in the pond, and the pigs were trotting out to splash around in their mud pit. Well, that is all of the pigs, except for one.

"Max! Are you seriously going to lay out in the sun again without getting in the mud?" asked Harriet one of the other pigs on the farm.

"As I've told you before, I don't enjoy the mud Harriet. It dries on me and cracks. It feels yucky too," explained Max.

"Yes, uh Max, I hate to break it to you, but you're a pig and pigs love the mud," teased Rex another one of the pigs that lives on the farm.

"Plus without the mud to protect your skin you're going to get a sunburn," laughed Harriet as she rolled over and over in the mud pit with Rex.

Max tried to act like their constant teasing didn't bother him. He sadly walked over to the shade of the barn and laid down by the door. He had never liked mud, not even as a piglet. He remembered how much he was made fun of by his brothers and sisters for thinking the mud was gross. He didn't understand why it was such a big deal to be unlike the other pigs. It was always confusing to him that his friends and family couldn't just accept that he was a different kind of pig.

Suddenly a blue pick-up truck pulled up to the barn door Max was laying in front of. A large man in suspenders got out and took a crate out of the back of the truck. He set the crate down by the barn door and opened its door. The man got back in the truck and took off down the road. Max slowly approached the crate, as a concerned rooster waddled out.

"Hey there! Are you from around here?" Max called out to the rooster.

"How do you do? Yes, I am from around here. I used to live on a farm down the road. The farmer there wasn't very pleased with me, so they got rid of me. This must be my new home," replied the Rooster.

"Wow! Bummer! What did you do that they didn't like?" Max asked.

"Well, I don't exactly cock-a-doodle when the sun comes up. I mean, I'd like to. I know that's what roosters are supposed to do. However, I sleep right through the sunrise. I can't seem to wake up for it. The other animals on my old farm, would make jokes and ask me why I can't just be like the other roosters. I just can't help it, you know what I mean?" The rooster told Max.

"Actually, I know just what you mean. I really think you and I are going to get along great here! Like two peas in a pod. I'm so happy you're here! Come on, let me show you around the farm," Max said happily.

"Well that's awesome! It's nice to be welcomed and accepted, you know?" asked the rooster.

Max began feeling hopeful and excited about having the rooster join him on the farm. He felt like there may be a few changes coming their way, as he and the rooster walked towards the other farm animals.

The Flood

Day 20: Transitions

Boom! Boom! The thunder blasted through the sky, as the rain continued drumming on the roof top. "Chase? I'm kind of scared," admitted Kelsey as the thunder continued rolling and the rain pelted the window pane of their house.

"Don't worry Kelsey. Mom and Dad will be home in a few hours. It's just a thunderstorm, we get them all the time," he told her, trying to reassure himself at the same time.

Chase noticed as he looked outside through the living room window, that the water was spilling over the gutters of the street and into their front yard. He felt like the water was getting a little high as he continued to watch. His parents were trusting him to watch his little sister while they were at work.

A little later, Chase checked out the window again. The rain hadn't stopped, in fact it seemed like it was heavier. Chase noticed the water was creeping up to the entrance of their front door. He began thinking about what he should do if the rain continued and the water began seeping through their front door. He was beginning to worry. He decided to call his parents at work, but here was no answer.

"Chase, what's wrong? Are you worried? You seem like you're worried," Kelsey said as she began to cry.

"Kelsey it's okay. I'm just getting a plan together. We're going to be just fine," Chase said comfortingly.

Next, water came trickling in through their front door. Now, Chase began to worry. He knew Kelsey couldn't swim. He was concerned if he waited for his parents to get home, the house may have a foot of water in it by then. He couldn't' believe how fast the water rose from the street to the house.

"I've got it! Kelsey, let's take Alexander our donkey! He's used to carrying things around the fields for Dad. You can ride on his back and he can wade through the water. I'll guide him up the hill towards the grocery store. When we get there we can try to call Mom and Dad again," Chase laid out the whole plan.

"I don't care what we do, Chase. Let's just get out of here!" Kelsey cried as they walked through the puddles that had formed in their house. Kelsey followed Chase out to the barn where Alexander, their donkey, stood in a foot of water. Chase boosted his sister up on the donkey and they set off, up the hill. The rain poured down on them, and they fought it all the way up the hill. Alexander kept getting his hooves stuck in the mud.

Finally, they made it to the top of the hill. They could see the grocery store.

Suddenly, their Mom and Dad came running up to Chase and Kelsey, throwing their arms around them. "Oh my goodness! I'm so glad we've found you two," shouted their mother excitedly.

"I tried to call you and Dad so many times!" Chase said.

"Chase! We were trying to get home to you, so we left work knowing the storm was getting really bad. Then the cops weren't letting anyone down the hill for safety reasons. They were sending rescue workers to help people in our neighborhood. I'm so sorry you guys must have been so scared!" Mom explained.

"I was extremely scared, but it was Chase's idea to grab Alexander and get us to safety," Kelsey wept.

What a great idea to use Alexander! You're pretty brave Chase! Come on, let's get out of here. Grandma is expecting us at her house."

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Punctuating dialogue with the **TAG AT THE END**	Punctuating dialogue with the **TAG AT THE BEGINNING**

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She exclaimed, "Of course you can!"

STRONG VERBS

USE INTERESTING WORDS TO MAKE YOUR WRITING MORE INTERESTING!

WEAK	STRONG
run	
look	
said	

STRONG VERBS

USE INTERESTING WORDS TO MAKE YOUR WRITING MORE INTERESTING!

WEAK	STRONG
run	dart dash scurry raced
look	glance glare stare survey
said	announced replied whispered uttered

NEW PARAGRAPHS

1
anytime someone new starts talking

2
the setting changes

3
time moves forward a lot

4
a new character is introduced

TRANSITION WORDS

KEEP YOUR WRITING

START	CONTINUE	END

TRANSITION WORDS

KEEP YOUR WRITING ORGANIZED

START

first
first of all
in the beginning
to begin with

CONTINUE

next
then
later
afterwards
eventually

END

finally
in the end
last
lastly