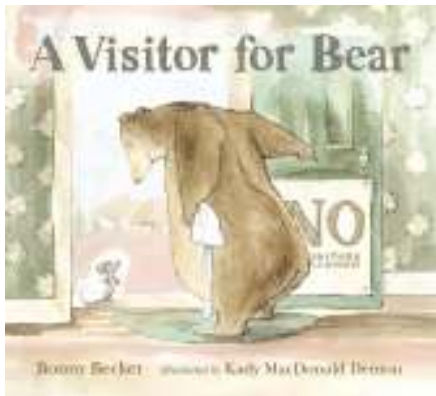


## Writing Trait: Voice and Organization

Learning Intention: understanding and writing dialogue

S.D. #71



By Bonny Becker

### Before Reading

Learning Outcomes: A1, B5,

Using the title and pictures, predict what this book might be about. Turn and talk to a partner, then share ideas with the class.

Tell students that there is no such thing as prediction that's wrong as long as the evidence (title and illustrations) are used in your thinking. Some predictions may simply require adjustments once the story is read.

### During Reading

Learning Outcomes: A2, B6

Explain that the learning intention for today is to look closely at how authors of books like this, get characters to talk to each other. Share the word "dialogue" with them.

### After Reading

Learning Outcomes: C5

Write a simple piece of dialogue on the board for students to see. Highlight what the character says in one colour and the narrator's part in another. Explain the distinction between the two.

e.g. "Didn't you see the sign?" questioned bear.

Write another piece of dialogue on the board and ask students to determine which part of the character's words and which are the narrator's words. Ask how a writer shows the reader that a character is speaking. Explain that these are called quotation marks.

“

means start talking and

”

means stop talking.

On the following pages, students will use highlighters to distinguish between the two parts of dialogue and add quotation marks where needed. Once completed, students will use the blank spaces to write dialogue that bear or mouse would likely say.