Optional Extension Lesson

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Writing Personal Recount
Deconstruction and Joint Construction: Adding Dialogue

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Content Objectives	I can discuss how Karen Hesse uses dialogue. (R.9.2.a) I can decide when to add dialogue to writing. (W.3.2, W.2)
Language Objective	I can dramatize a story, adding dialogue.
Vocabulary	**dialogue**: conversation between two or more characters **entice**: to draw the reader in; make the reader want to know more
Materials and Preparation	Select one child's work to use in modeling inserting dialogue. Identify a child who would be comfortable with receiving support and feedback from the group to improve their work. Check in with the child first to make sure they are comfortable with the process that will be used. Choose a selection from the child's personal recount that does not include dialogue, but in which dialogue could be easily inserted. Write the selection on chart paper or project it, for the class to practice inserting dialogue. ● Personal Recount anchor chart, from Week 1, Day 1 ● projector and screen ● Dialogue slides ● class list for keeping track of work shared, from Week 1, Day 3 ● sticky notes
Opening 3 minutes	*Writers make their stories more interesting and tell more about their characters by adding dialogue.* **Dialogue** *is a conversation between two or more characters in a story.* *We are going to look at a selection from* Come On, Rain! *to see how Karen Hesse uses dialogue.*
Deconstruction 10 minutes	Read the paragraph beginning with "I am sizzling…" *As I reread the passage, think about how Karen Hesse uses*

slide 1	*dialogue. What does the dialogue show? How much dialogue does she use? How does Karen Hesse show that dialogue is happening?* Reread the passage. Discuss the questions with children. • *What does the dialogue show?* [the relationship between Tessie and Mamma; what Tessie wants to do; why Mamma does not want her to put on her bathing suit] • *How much dialogue does Karen Hesse use?* [In this selection, the dialogue and the rest of the text are about equal. The selection switches between dialogue and other text and the character's statements are brief.] • *How does Karen Hesse show in her writing that dialogue is happening?* [quotation marks; verbs like "asks" and "says"]
Joint Construction 16 minutes	*Now we are going to take a look at _____'s writing and help them add dialogue to their personal recount.* Have children sit in a circle on the rug, leaving space in the middle for a stage. Read the selection from the child's writing. Ask several children to dramatize the selection, taking on the roles of the characters and inserting dialogue for each character according to the scene. Repeat the process two or three times, with different groups of children using different dialogue. Reread the child's selection and decide together the most effective way to insert dialogue. • Are there descriptive sentences that could be replaced with dialogue? • Where does it make sense for characters to speak? • Are there times where dialogue can provide more information about the characters and their relationships? Record children's feedback on sticky notes. Attach these to the appropriate pages in the presenter's notebook, to use for future revisions.
Closing 1 minute	*Today we practiced using dialogue to make a personal recount more interesting. Writers do not always need to include dialogue, but it is one tool we use to improve our writing. Next week we are going to work on revising and publishing your work to make it more enticing. You might choose to add dialogue to your personal recount.*
Standards	**R.9.2.a:** Acknowledge differences in the points of view of characters. **W.3.2:** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. **W.2:** Develop, strengthen, and produce polished writing by using a

	collaborative process that includes the age-appropriate use of technology.
Ongoing assessment	Consider the following questions: How comfortable are children with creating dialogue? Which verbs do children choose to indicate characters are speaking? How does the dialogue enhance the writing?

Notes