## Writing Trait: Organization
Learning Intention: finding examples of dialogue leads among library books;
writing dialogue leads; and co-creating criteria

Carol Walters S.D. #71

Why Do I Have to Make My Bed?
OR, A HISTORY OF MESSY ROOMS
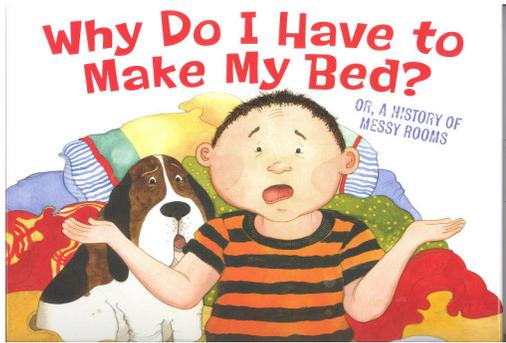
by Wade Bradford

Before Reading:
Learning outcomes: A1, A4, A5, B5

Begin with this Youtube clip:
http://www.youtube.com/watch?v=U7Mn8Mg5x9w

Next, give students a few minutes to turn and talk to a partner about what they see on the front cover of this book. There re lots of images and inferences to be made.

Ask students to predict what this book might be about. Ask them about the "history" part of the title.

Have students make connections to the title and illustration. What child cannot connect to this?

During Reading:
Learning outcomes: A1, A2, A3, A9, A10, B8, B9, B10, B11

This lesson is designed to unfold in your school's library. While there, read the first sentence only of this book. Ask students what they notice about the first sentence. Continue to prompt with more questions until someone notices that the book begins with dialogue. Define the word dialogue for those who may not know this term. Beginning a book with dialogue is a technique found in only a few picture books. Challenge students to find other examples in the library. Using shelf markers, students can pull out a picture book, read the first sentence trying to find one that starts with a dialogue lead. Hint: novels tend to have more dialogue leads than picture books, so you may want to send them to that section of the library.

When students have had a chance to find a few examples, bring them back to a central area and share examples found. Then, read Why Do I Have to Make My Bed? to them.

After Reading and Writing Extensions:
Learning outcomes: C3, C5, C6, C8, C9, C10

After reading the book explain that dialogue leads are a great way to begin a story because they pull the reader in. The job of the first sentence in any piece of writing is to hook the reader and convince them to read on.

Create a chart with the examples students have found. Ask them what they notice about how dialogue is written. Co-create criteria about strong beginnings by using the partial rubric on the next page. You may want to break apart this task further by isolating the dialogue and dialogue tag. Using colours makes these elements pop off the page!

Challenge students to write dialogue leads for their stories that hook the reader and provide a hint of the problem yet to come!

The Traits of Writing	... coming along	... that's it	... Wow!
... a start			
Organization • strong story beginnings	•	•	•
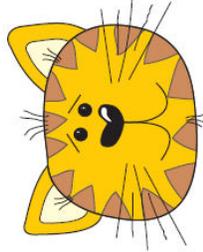
Students also need to learn that there are usually two parts to a piece of dialogue.

1. The actual dialogue (what the character says): "Why do I have to make my bed?"

2. The dialogue tag (what the narrator says ~ usually the speaker is identified)

e.g.   "Why do I have to make my bed?" questioned Sam.

The dialogue tag, when written carefully can also accomplish two things.

1. They can give more information about a character. From this dialogue tag we can infer that Sam is headed towards his room, but isn't too happy about it!

e.g.

"Why do I have to make my bed?" questioned Sam as he stomped up the stairs.

2. A dialogue tag may also help move the plot of the story along. In the example below, the tag tells what happened next in the story… Sam actually began picking up toys and clothes from the floor in his room.

e.g.   "Why do I have to make my bed?" questioned Sam as he began to pick up the toys and clothes from the floor of his room.

As students collect examples of stories that begin with dialogue, write them on a big chart and examine them carefully. Look to see if the speaker is identified. Look to see if we learn anything about the character from the tag and check to see if the tag moves the plot along. Pick out dialogue within the body of the story and analyze it the same way.

Here's a dialogue tag from Portus Potter Was Loose! by Patricia Seeley:
"Time for school!" yelled Mrs. Potter as she opened the front door, drove behind the sofa, piled pillows on her head, jammed Kleenex in her ears and shut her eyes tight.

How's that for a dialogue tag?

Examples of Books With Dialogue Leads

Cover Picture	Author	Title
	Leo Lionni	Alexander and the Wind-Up Mouse
	Julie Lawson	Whatever You Do, Don't Go Near That Canoe!
	Julie Lawson	Emma and the Silk Train
	Long-Long's New Year	Catherine Grower
	Ruth Brown	The Ghost of Greyfriar's Bobby
	Patricia Seeley and Michael Martchenko	Portus Potter Was Loose!
	Robb Scotton	Scaredy-Cat, Splat!
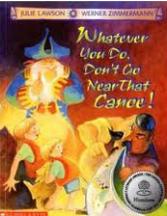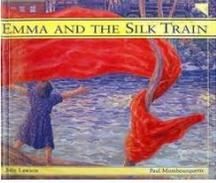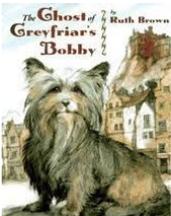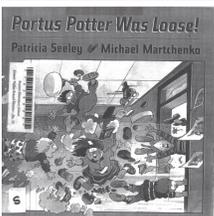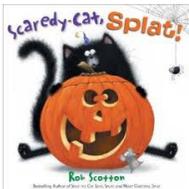
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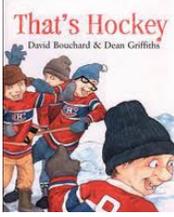
Cover Picture	Author	Title
	David Bouchard and Dean Griffiths	That's Hockey
	Kate Duke	Aunt Isabel Tells a Good One
	Jo Ellen Bogart and Barbara Reid	Gifts
	Klaus Baungart	Laura's Star
	Michael Coleman	Ridiculous
	Arthur Dorros	Tonight is Carnaval
	Paul Fleischman	Westlandia
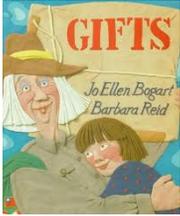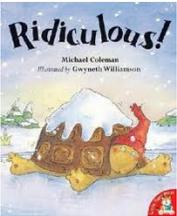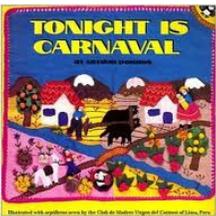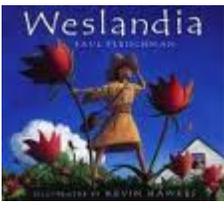
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