Writing Trait: Organization
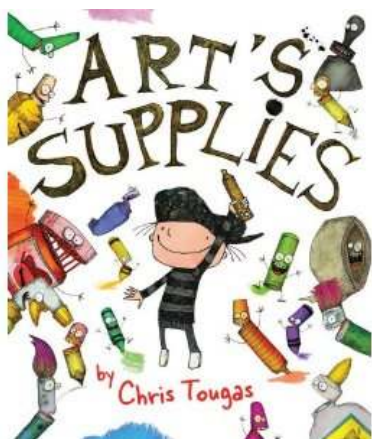### Learning Intention: finding examples of dialogue leads; writing dialogue leads; and co-creating criteria
S.D. #71

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by Chris Tougas

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

There are so many images to discuss on the front cover of this book. Give students a few minutes to turn and talk to a partner about what they see.

Ask students to predict what this book might be about.

Ask what the difference is between "Art's Supplies and Art Supplies".

During Reading:
Learning outcomes: B6

While in the library, read the first sentence only of this book. Have students notice that this 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 Art's Supplies to them.
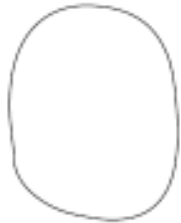

After Reading and Writing Extensions:
Learning outcomes: C5, C6, C10

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.

Co-create criteria about strong beginnings using the partial rubric on the next 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	... a start	... coming along	... that's it	... Wow!
Organization <u></u> • strong story beginnings	•	•	•	•