

# Lesson Plan

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**Title:** Using Dialogues in Narratives

**Subject:** Creative Writing

**Source:** [www.JournalBuddies.com](http://www.JournalBuddies.com)

**Grade Level:** Third

**Time Duration:** 50-60 minutes

Materials: Chart paper, markers, paper, pencils, storyboard handout

Objective: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CCS W3.3

Anticipatory Set:

Ask students if they have ever seen these marks "". Do you know what that means? Chart student answers.

Ask if they can think of an example when they saw "" in their reading.

Ask if anyone knows what these marks are called (quotation marks).

Direct Instruction:

Dialogue: conversation. Dialogue can add interest and excitement to your stories. The characters talk and the reader learns about them and feels like they are part of the story.

Narrative: A story, fiction

We use quotation marks to show that someone is talking in a story.

Repeat after me "In the US, commas and periods go inside the quotation marks, always."

Example: Brenda said, "I love to watch TV on my laptop."

Ming Lee cried, "Help! I do not like snakes, rats, or possums."

**Sequence:** The order that events happen in a story.

When you write a story, you want to think about what happens first, in the middle and last.

Think about the story \_\_\_\_\_ we read. What were the three main events? Which came first? In the middle? At the end?

**Guided Practice:**

- Select a student to say a sentence they would have a character in a story of theirs say. Write it on the board. Have the student come up and put the quotation marks.

Teacher writes this on board:

- The dragon ran away
- Paul saw the dragon
- Paul yelled to his friends "Hey, check it out!"

Ask: What do you think is the best sequence for these sentences.

Students complete their story board handout with teacher help.

**Independent Practice:**

Students write their own story with a beginning, middle, and end. Stories must have two characters and two examples of dialogue.

**Closure:**

One or two students share their story. Class debriefs about the sequence and the dialogue (strengths, growth opportunities).

**Assessment:**

Students illustrate the beginning, middle and end of their stories.

