Grade 3 - Lesson 6

Uses quotation marks in dialog (part 1)

The following description of this lesson activity can be done in the classroom before beginning to use the computers.

1. Begin lesson by discussing what *dialog* is. Clarify for students who are unclear about dialog, and what it looks like in written language. Emphasize that there are important standard rules for the way dialog is written for the reader, that an author must use, in order to make clear who is speaking, and what words are spoken. Since this is a first lesson in the use of quotation marks in dialog, the examples will be simple. Using the following sample sentences on the board or chart, point to a sentence and ask a student to read.

<u>Sample Sentences</u>

I am hungry.

I like the color of your shirt.

May I go to the bathroom?

Hurry, we're going to be late!

What time is it?

You are the best teacher ever!

My favorite show is Curious George. I am going to watch it when I get home.

For each example, write in another location on the board, the name of the child who read the sentence followed by the quote, in this form:

Freddy said, "I am hungry."

Sheryl asked, "May I go to the bathroom?"

Point out the organizational features of these sentences, and repeat this process with each example. When students have the idea, have them create their own.

2. Using the same example sentences, but using different students to voice

them, have students speak the sentences, then write the sentence followed by the quote tag, in this form:

> *"I am hungry," Freddy said.*
>
> *"May I go to the bathroom?" Sheryl asked.*
>
> also in the form…
>
> *"I am hungry," said Freddy.*
>
> *"May I go to the bathroom?" asked Sheryl.*

Point out the organizational features of these sentences, and repeat this process with each example. When students have the idea, have them create their own.

3. Use the same procedure in the computer lab for this first experience, reviewing where the comma, quotation mark, apostrophe, question mark, exclamation mark, and period are. Tell students to press **return** after each example.

4. Have students copy several examples with you, then on their own, and finally create their own examples independently. Save the document, if desired, using established procedure. This lesson should be followed by a similar one where the characters' quotations alternate (take turns talking) with proper carriage returns and indents. (See following lesson)

Grade 3 - Lesson 6 (Part 2)

Uses quotation marks in dialog

1. Call two students to the front of the room. Hand them each a copy of a script from a familiar play or a scene you invent. Have them read their parts aloud, taking turns, without stopping.

2. Explain to the class that what the two students just did is called a *dialog*.

3. Pass out copies of the script to all students (the copies can be shared by students to save paper).

4. With the remainder of the students seated at their computers, model the *transposition* of the first speaker's voice into the correct quotation with tags using the projected computer. Model the pressing of **return key → tab**, then begin *transposing* the next quotation, again using the projected computer.

5. Ask for clarifying questions, and then allow students to begin working on their own, and remind them that they can assist their neighbor.

6. Stop students periodically as you notice mistakes in form. This skill should be practiced precisely, so that variations do not occur. Keep in mind that this is a frequently tested Language Arts skill, and attention to detail is important.

7. There are even chants you can practice with students to get them to internalize the pattern, such as this one: "*comma→ quotation mark→ capital letter*"

8. End lesson with enough time to save (if desired), and quit.