

Projects 3 & 4: Original Dialogue Essay

Between Two Toys in a Victorian Nursery

Overview of Original Dialogue Essay

Earlier in this book, you learned about quotation marks. In this essay, you will be writing a dialogue. A **dialogue is a conversation between two or more people.**

Your Dialogue Essay will be a dialogue between two toys in a Victorian England home. These are two toys that could be found in the Darling nursery from the story of *Peter Pan*.

I. TOPIC OF DIALOGUE ESSAY

You will be **writing a Dialogue Essay between two toys in a Victorian England home.** You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

- | | |
|------------------|-------------------|
| A. hoop | B. toy wagon |
| C. kite | D. spinning wheel |
| E. puppet | F. board game |
| G. jigsaw puzzle | H. cards |
| I. ball | J. blocks |
| K. marbles | L. yo-yo |
| M. rocking horse | N. tea set |
| O. toy soldiers | P. kaleidoscope |
| Q. books | S. quilts |

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR DIALOGUE ESSAY

- A. **Basic** students will write 10 paragraphs for the body (P'soB).*
- B. **Extension** students will write 12 paragraphs for the body (P'soB).*

***Roughly--see III. Paragraphs vs. Sentences--count sentences!**

III. PARAGRAPHS VS SENTENCES

The paragraphs assigned here are **the minimum that you should plan to write.** If each of your paragraphs only contains one or two sentences (since they are nearly all dialogue), you will have more paragraphs than ten or twelve. So, instead of paragraphs, count your sentences for this essay:

Basic: 32-40 sentences

Extension: 40-46 sentences

IV. OPENING PARAGRAPH

All students will write an **Opening Paragraph.**

V. CLOSING PARAGRAPH

Students will not write a **Closing Paragraph.**

VI. SOURCES

You are **not** required to use sources or cite sources in this dialogue essay. If you would like to use a quote for your Opening Paragraph, and you need to use a source for this, you may desire to get a source.

VII. QUOTATIONS IN YOUR DIALOGUE ESSAY

All students will include **direct quotations.** You will be given instructions on how to do this within this writing lesson.

VIII. WRITE ON/ADDITIONAL SKILLS

You will learn for work on these skills during this project:

- Directed Brainstorming
- Writing Dialogue
- Creating Interesting Speech Tags
- Colon Use in Speech Tags
- Opening Paragraph

Note: This Overview Box, which is provided at the beginning of each assignment, is here to give students (and teachers) an at-a-glance look at the entire composition project. Each step of each lesson is assigned and detailed throughout the week(s).

Lesson A. Study Skills/Prewriting: Directed Brainstorming Box for a Dialogue Essay

<> A-1. Read the Sample Dialogue Essay found in Box B-1.

<> A-2. Jot down notes in the Brainstorming Box provided about what you think you could include in your essay--ideas about what caused the two toys to come alive in your story, character, personality notes about your main character, describers that you might want to use, etc.

Directed Brainstorming Box	
<u>My Characters</u>	<u>When/Why They Come to Live</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<u>Personalities</u>	<u>Describers</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Box A-2

Lesson B. Write On: Dialogue Writing

<> **B-1.** In the dialogue provided, highlight the speaker of each paragraph (when speaker is given in the speech tag).

Student Sample

The Rocking Horse and the Toy Soldier

Brady Fox

There are many different types of toys in Victorian England. Two of the many toys children of this era had were toy soldiers and the rocking horse. In the eighteen hundreds, a boy would use his imagination to have battles with his toy soldiers. There were no cars in Victorian times so horses were the main source of transportation. This made the rocking horse extremely popular. Wealthier Victorian children could afford a rocking horse, but poorer children could only afford a hobby horse (a stick with a horse's head on it). **(Paragraph 1)**

One night in Victorian England, a small nursery was coming alive. Two of the toys, Sergeant the toy soldier and Bucky the rocking horse, were especially happy to be alive. It had been a long time since Bucky and Sergeant had seen each other. **(Paragraph 2)**

"Hello Sergeant. It's good to see you!" shouted Bucky happily. **(Paragraph 3)**

"Hello Bucky. It's good to see you too!" exclaimed Sergeant. They were both happy that they got the chance to see each other again. **(Paragraph 4)**

Bucky asked, "Remember the time when Wendy was rocking back and forth so fast that she flew right off of me? She rocked so fast, that even I fell over!" **(Paragraph 5)**

"Oh yes, I remember. That was hilarious! But it looked very painful! Remember when Jonathan and Michael played army with me?" Sergeant asked. "It was very fun!" **(Paragraph 6)**

"The first time Jonathan and Michael played army, you got to be the general!" exclaimed Bucky. **(Paragraph 7)**

"My men won most of the time because Jonathan is very smart. Poor Michael lost most of the battles," added Sergeant. **(Paragraph 8)**

"Do you know what happened to Wendy, Jonathan, and Michael?" **(Paragraph 9)**

"Yes, I saw everything. My men and I were lying on the ground after battling all day," explained Sergeant. "Suddenly, some magical dust was sprinkled over us. I then saw Wendy, Jonathan, and Michael flying out the window with someone I didn't recognize," continued Sergeant. "Instantly, all of my men stood up to their feet! I looked around and saw other toys come to life!" **(Paragraph 10)**

"The only thing I remember was being able to rock myself," Bucky added. "It was amazing! It was more fun to move myself than someone else doing it for me. I believe that the person that Wendy, John, and Mike went with was a boy named Peter Pan." continued Bucky. **(Paragraph 11)**

"And I think that dust that he had was called Pixie dust, I wish I had some Pixie dust," added Sergeant. **(Paragraph 12)**

"I do too!" shouted Bucky. **(Paragraph 13)**

"I'm still confused though, I wonder where Wendy, John, and Mike disappeared to? I also wonder why the pixie dust is working now?" asked Sergeant who was still confused. **(Paragraph 14)**

Bucky agreed, "Yes, it is all very strange. We haven't been alive for over five years, but now we are!" **(Paragraph 15)**

"Oh no, some of my men are turning back to normal toys," Sergeant interrupted. "Well, I'll see you next time, Bucky!" **(Paragraph 16)**

"Yes, hopefully we will see each other again soon. Goodbye, Sergeant!" **(Paragraph 17)**

Box for B-1

<> **B-2.** Go through each paragraph slowly with the list provided.

Note: Learning dialogue writing is hard work! This Write On! lesson will be laborious and long--but it will help you understand dialogue writing. Do not skip the steps. Your teacher might want to do this lesson with you.

Did you find the following:

1. In **Paragraph Three**, the speaker is given—*shouted Bucky happily.*
2. In **Paragraph Four**, the speaker is given—*exclaimed Sergeant.*
3. In **Paragraph Five**, the speaker is given—*Bucky asked.*
4. In **Paragraph Six**, the speaker is given—*Sergeant asked.*
5. In **Paragraph Seven**, the speaker is given—*exclaimed Bucky.*
6. In **Paragraph Eight**, the speaker is given—*added Sergeant.*
7. In **Paragraph Nine**, the speaker is not given, but you know that the speaker is Bucky because a new paragraph was started—and the previous speaker was Sergeant.
8. In **Paragraph Ten**, the speaker is given—*explained Sergeant and continued Sergeant.*
9. In **Paragraph Eleven**, the speaker is given—*Bucky added.*
10. In **Paragraph Twelve**, the speaker is given—*added Sergeant.*
11. In **Paragraph Thirteen**, the speaker is given—*shouted Bucky.*
12. In **Paragraph Fourteen**, the speaker is given—*asked Sergeant.*
13. In **Paragraph Fifteen**, the speaker is given—*Bucky agreed.*
14. In **Paragraph Sixteen**, the speaker is given—*Sergeant interrupted.*
15. In **Paragraph Seventeen**, the speaker is not given, but you that the speaker is Bucky because a new Paragraph was started—and the previous speaker was Sergeant.

Do you see how **the speech tag tells who is speaking?**

Do you see how you can skip the speech tag sometimes if there are only two speakers and you can clearly see who is talking?

You will be writing dialogue soon!

↔ B-3. Study the three basic rules of writing dialogue box (Box B-3):

Three Basic Dialogue Rules

1. **Each time the speaker changes, a new paragraph is started.**
 - a. This means that the person switched.
 - b. Do not change paragraphs if the same person is saying more than one sentence.
 - c. **All of one person's words at that given moment go in one paragraph** (until another person begins speaking).
 - d. When a different speaker talks, a new paragraph is started (even if the "new speaker" spoke earlier).
2. **When a speech tag comes at the beginning of the sentence, do the following:**
 - a. **Start the speech tag with a capital letter** since it is the first word of your sentence.
 - b. **Put a comma after it**, then begin your quote with a quotation mark-capital letter:
Bucky agreed, "Yes, it is all very strange."
3. **When a speech tag comes at the end of the sentence** (following the words that were spoken), do the following:
 - a. **If your quote is a statement, put a comma then quotation mark** at the end of it:
"Poor Michael lost most of the battles," added Sergeant.
 - b. **If your quote is a question or exclamation sentence, put that end mark (? !)** inside the quotation mark (since it is part of your sentence): "I do too!" shouted Bucky.
 - c. **Start the speech tag with a lower case letter** (since it is not a new sentence but part of the sentence you are now writing).

Box for B-3

<> **B-4.** When the speech tag comes at the end of the sentence, students often get confused as to how to end the quotation. Keep these tips in mind (Box B-4):

Speech Tag at End of Dialogue

1. You cannot have two periods in the same sentence.

- a. You may have an abbreviation that uses a period and an end mark that is a period in the same sentence (though not one right after the other)—but **you may not have a period to end your quote and a period to end your sentence**--all in the same sentence.
- b. Because of this, **you must put a comma following your quote (inside the quotation marks because *commas and periods always go inside quotation marks*)—not a period.**
- c. **Then your period at the end of your sentence (following your speech tag) ends the entire sentence.**
 - i. “Poor Michael lost most of the battles,” added Sergeant.
 - ii. “Oh no, some of my men are turning back to normal toys,” Sergeant interrupted.

2. If your quote ends in an exclamation point or question mark, you may include that “end mark” at the end of your quote—then end your entire sentence with a period.

- a. In **this case, your sentence has two end marks**—the question mark or exclamation point for your quote and the period at the end of your entire sentence (following the speech tag).
- b. This is acceptable as the **exclamation point or question mark indicates the type of quoted material—questioning or exclaiming:**
 - i. “I do too!” shouted Bucky.
 - ii. “I also wonder why the pixie dust is working now?” asked Sergeant who was still confused.

Box for B-4

At this level, you will want to learn some other ways to say *said*, *asked*, or *exclaimed*. When your writing has a lot of dialogue, it can become laborious for a reader to keep reading *said*, *said*, *said* or *asked*, *asked*, *asked*.

<> **B-5.** Look up the word *say* or *said* in a thesaurus, and write three words to replace that word.

a. _____ b. _____
c. _____

<> **B-6.** Now look up one of your “replacement” words for *say/said* in a thesaurus, and write three words to replace your “replacement” word.

a. _____ b. _____
c. _____

<> **B-7.** Look up the word *ask* or *asked* in a thesaurus, and write three words to replace that word.

a. _____ b. _____
c. _____

<> **B-8.** Now look up one of your “replacement” words for *ask/asked* in a thesaurus, and write three words to replace your “replacement” word.

a. _____ b. _____
c. _____

<> **B-9.** Look up the word *exclaim/exclaimed* in a thesaurus, and write three words to replace that word.

a. _____ b. _____
c. _____

<> **B-10.** Now look up one of your “replacement” words for *exclaim/exclaimed* in a thesaurus, and write three words to replace your “replacement” word.

a. _____ b. _____
c. _____

When you write dialogue this week, consult the Speech Tag Words boxes following the next assignment to keep from using the same speech tag over and over again.

Lesson C: Outline Dialogue Essay

<> C. Follow these instructions to prepare to outline a Dialogue Essay about two toys found in the Darling Family nursery.

- (1) Each paragraph will contain at least one sentence, but may contain more than one to fully develop your dialogue.
- (2) Your dialogue will need to **have at least two toys speaking**, although you may choose to include more than two toys if you want to write a much longer essay.
- (3) Take notes about quotes in the following way:
 - a. Plan each paragraph according to **who is going to speak and generally what that toy will say**.

For example:

Paragraph 1: Bucky: Hello good to see you!

Paragraph 2: Sergeant: Hello good to see you too!

- b. If you want to have a paragraph containing a few sentences of dialogue, that is fine, as long as it is still the same toy speaking:

Sample Paragraph:

Bucky asked, "Remember the time when Wendy was rocking back and forth so fast that she flew right off of me? She rocked so fast, that even I fell over!"

Note that when one toy speaks more than one sentence, you just place the opening quote marks before the toy's first sentence and the ending quote marks following the last words it spoke--just one set of quotation marks for all the sentences that one toy spoke.

- c. **Each time a new toy begins speaking, a new paragraph should be started.**
- (4) Remember these general outlining tips:
 - a. You may write down more information than you need and omit some of it later when you are writing.
 - b. Take notes on the lines provided, planning for each paragraph to begin a new speaker and each sentence line to contain notes for one sentence of spoken words.
 - c. You may or may not use all of the sentence lines according to your teacher's wishes and the nature of your dialogue. Your entire dialogue will be 32 to 46 sentences, depending on your level.
 - d. You may re-label and/or re-number the outlining lines to fit your dialogue.

Note: If this is your first LAL writing or language arts book and you are not familiar with dialogue writing, you may desire to outline your essay after you complete Step Two: Dialogue Writing (the next assignment). Feel free to flip over to that lesson then come back to this outlining assignment, if needed.

All--Paragraph of Body A

Topic of Paragraph One _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body B

Topic of Paragraph Two _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body C

Topic of Paragraph Three _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body D

Topic of Paragraph four _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body E

Topic of Paragraph Five _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body F

Topic of Paragraph Six _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body G

Topic of Paragraph Seven _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body H

Topic of Paragraph Eight _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body I

Topic of Paragraph Nine _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body J

Topic of Paragraph Ten _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Extension--Paragraph of Body K

Topic of Paragraph Eleven _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Extension--Paragraph of Body L

Topic of Paragraph Twelve _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____