

# *Unit 1*

# *Personal*

# *Narratives*

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Lesson 6: Dialogue



# Vocabulary

## VOCABULARY

### Core Vocabulary

**pores, n.** small openings

**scored, v.** cut a line on the surface, often in preparation of cutting through

**forget-me-nots, n.** small blue flowers

**plow, v.** break up earth in preparation for planting

**plunge, v.** jump or dive energetically

**striding, v.** walking with long steps

**chuckled, v.** laughed quietly

**lugged, v.** carried heavy thing with great effort



# A Girl from Yamhill

## The Farm

by Beverly Cleary

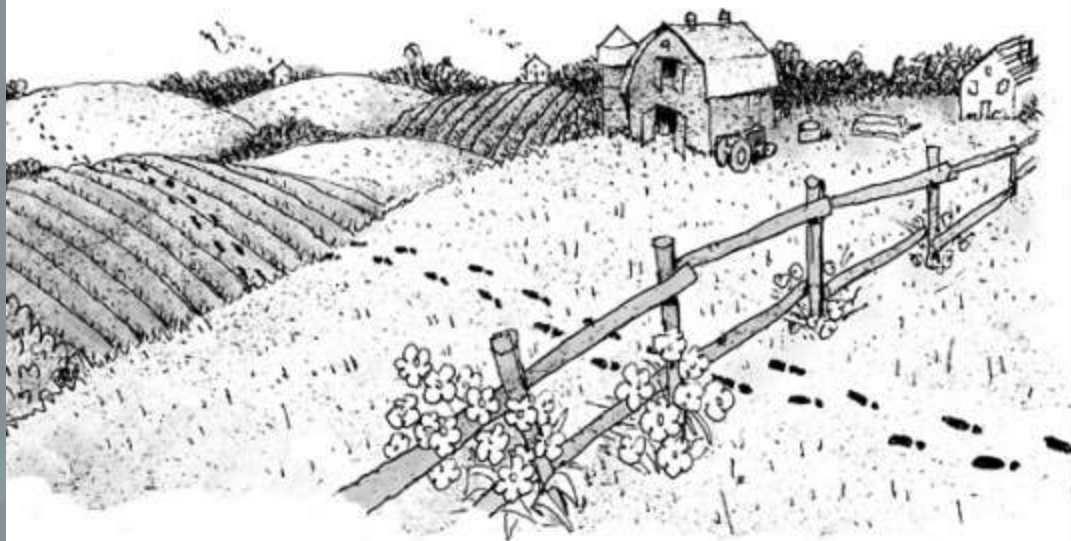
*Beverly Cleary is the award winning author of more than twenty books for children, including the Ramona books.*

*This passage is from her memoir, A Girl from Yamhill, in which she tells the true story of her childhood. She was born on a farm in rural Yamhill Oregon in 1916 and lived there until she began school. In this excerpt, she is a young girl and lives with her mother and father on the farm.*

At Christmas I was given an orange, a rare treat from the far-off land of California. I sniffed my orange, admired its color and its tiny **pores**, and placed it beside my bowl of oatmeal at the breakfast table, where I sat raised by two volumes of Mother's *Teacher's Encyclopedia*.

Father picked up my orange. "Did you know that the world is round, like an orange?" he asked. No, I did not. "It is," said Father. "If you started here"—pointing to the top of the orange—"and traveled in a straight line"—demonstrating with his finger—"you would travel back to where you started." Oh, My father **scored** my orange. I peeled and thoughtfully ate it.





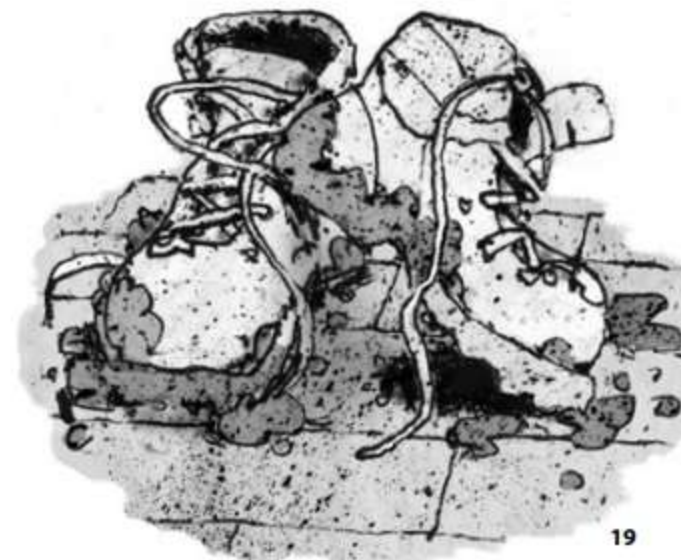
I thought about that orange until spring, when wild **forget-me-nots** suddenly bloomed in one corner of our big field. The time had come. I crossed the barnyard, climbed a gate, walked down the hill, climbed another gate, and started off across the field, which was still too wet to **plow**. Mud clung to my shoes I plodded on and on, with my feet growing heavier with every step. I came to the fence that marked the boundary of our land and bravely prepared to climb it and **plunge** into foreign bushes.

My journey was interrupted by a shout. Father came **striding** across the field in his rubber boots. "Just where in Sam Hill do you think you're going?" he demanded.

"Around the world, like you said."

Father **chuckled** and, carrying me under his arm, **lugged** me back to the house, where he set me on the back porch and explained the size of the world.

Mother looked at my shoes, now gobs of mud, and sighed. "Beverly, what will you think of next?" she asked.





Character Traits

As a group, reread the excerpt from *A Girl from Yamhill* and complete the following exercises.

Character	Character Traits or Description	Support from the Text
Father		
Mother		
Narrator/Beverly		

# The Farm

## Activity 6.2

In this excerpt from *A Girl from Yamhill*, the narrator tries to walk around the world. If that is an effect, what is the cause? In other words, what made her decide to walk around the world?

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# Writing with Sensory Details

## Planning 5.2

- A. Choose one of the topics from your brainstorming on Activity Page 4.3. Then list the events that make up the food experience. These events can include what you or others thought, said, and did.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

- B. Why was this experience memorable? For example, was the food especially good? Especially bad? Especially messy?

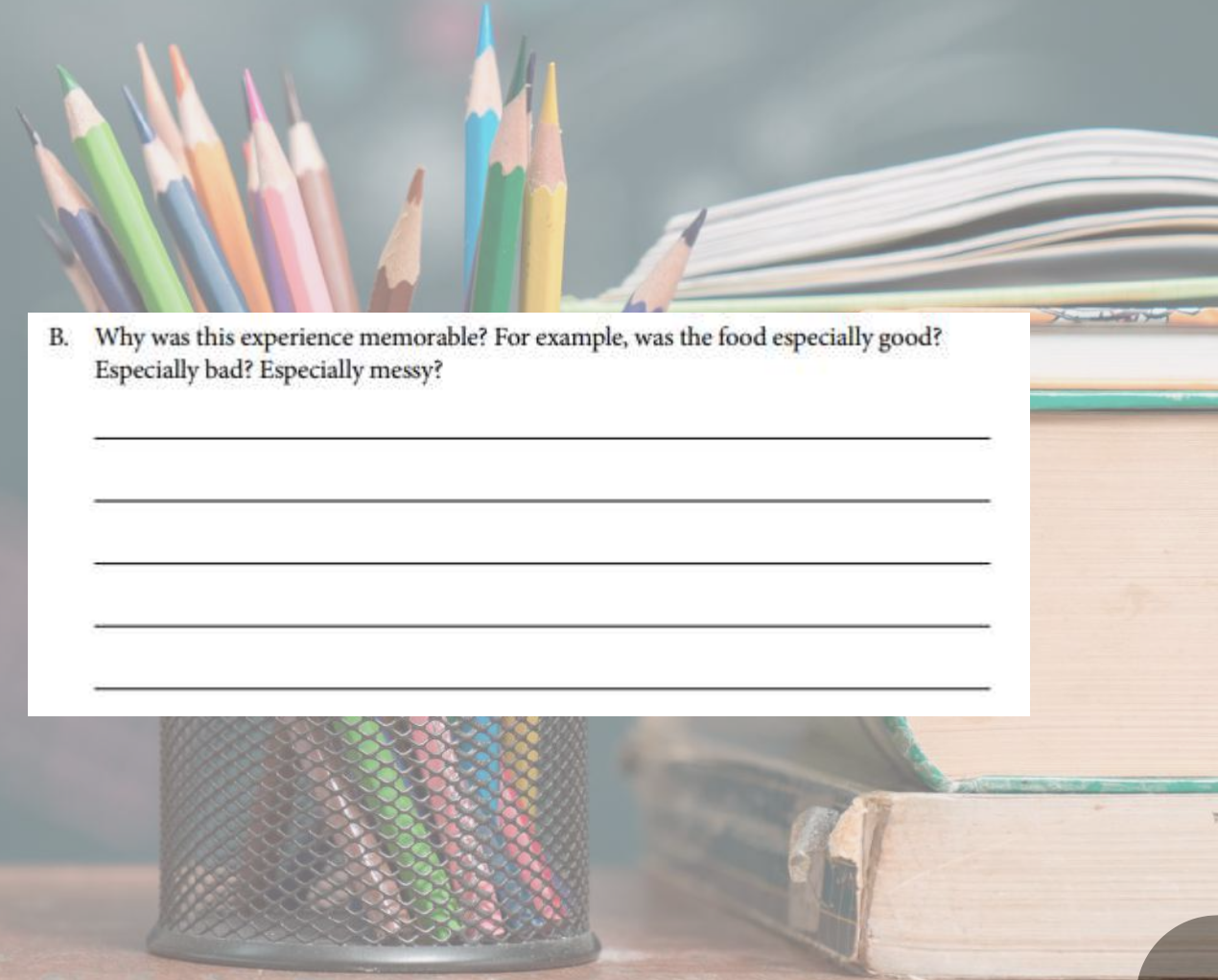
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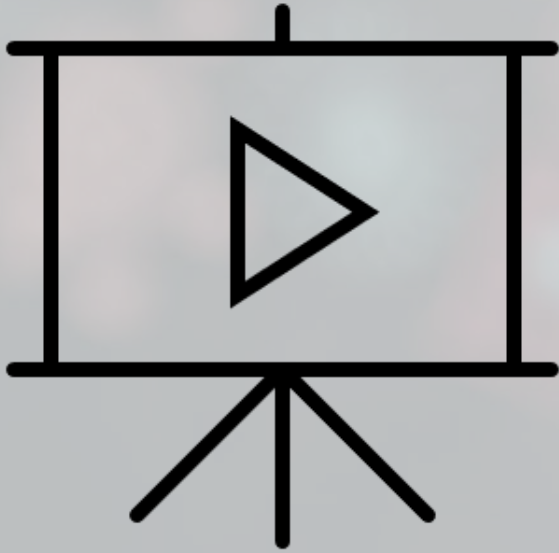
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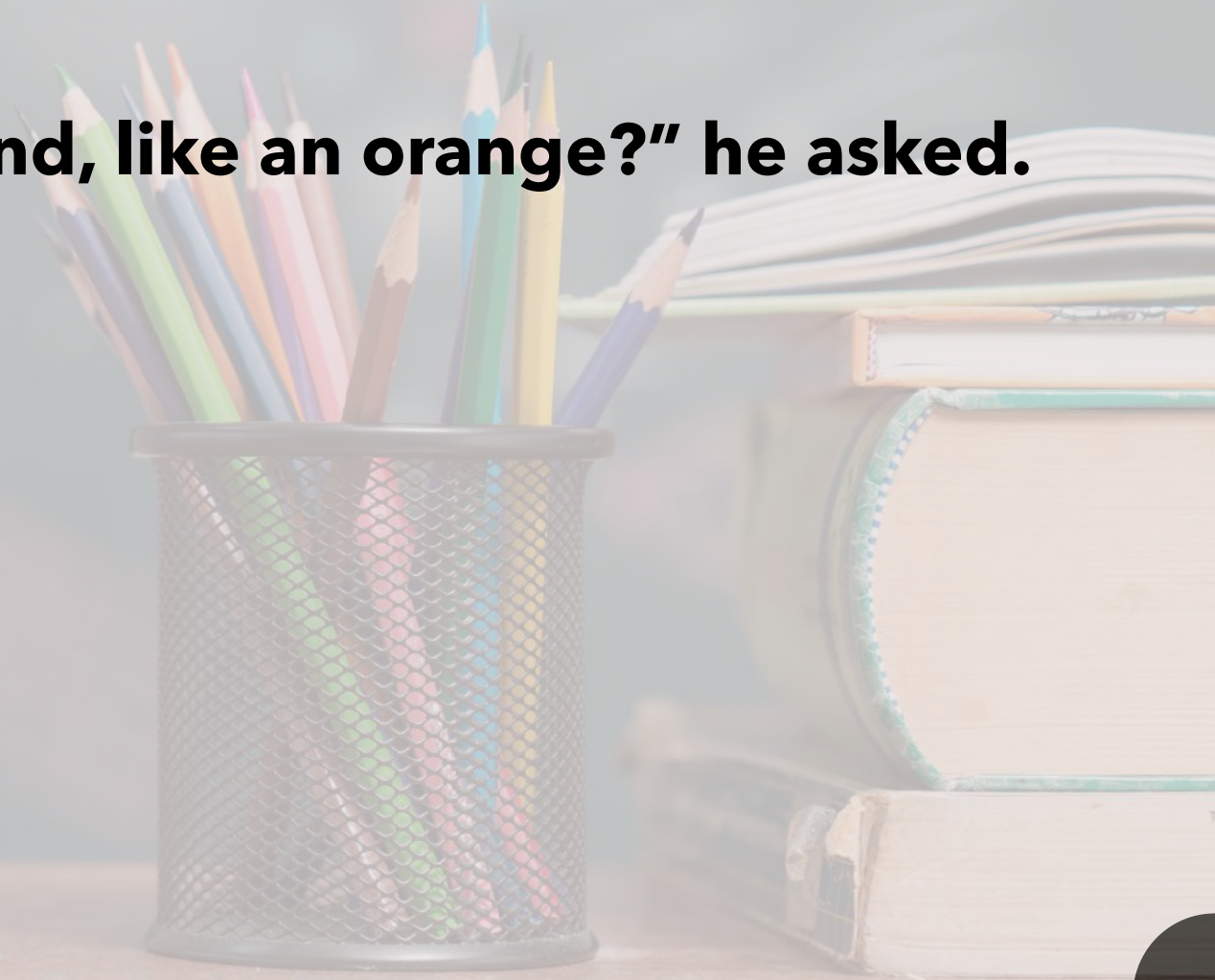
# Language - Introduce *Dialogue*





# Language - Practice *Dialogue*

**"Did you know the world is round, like an orange?" he asked.**

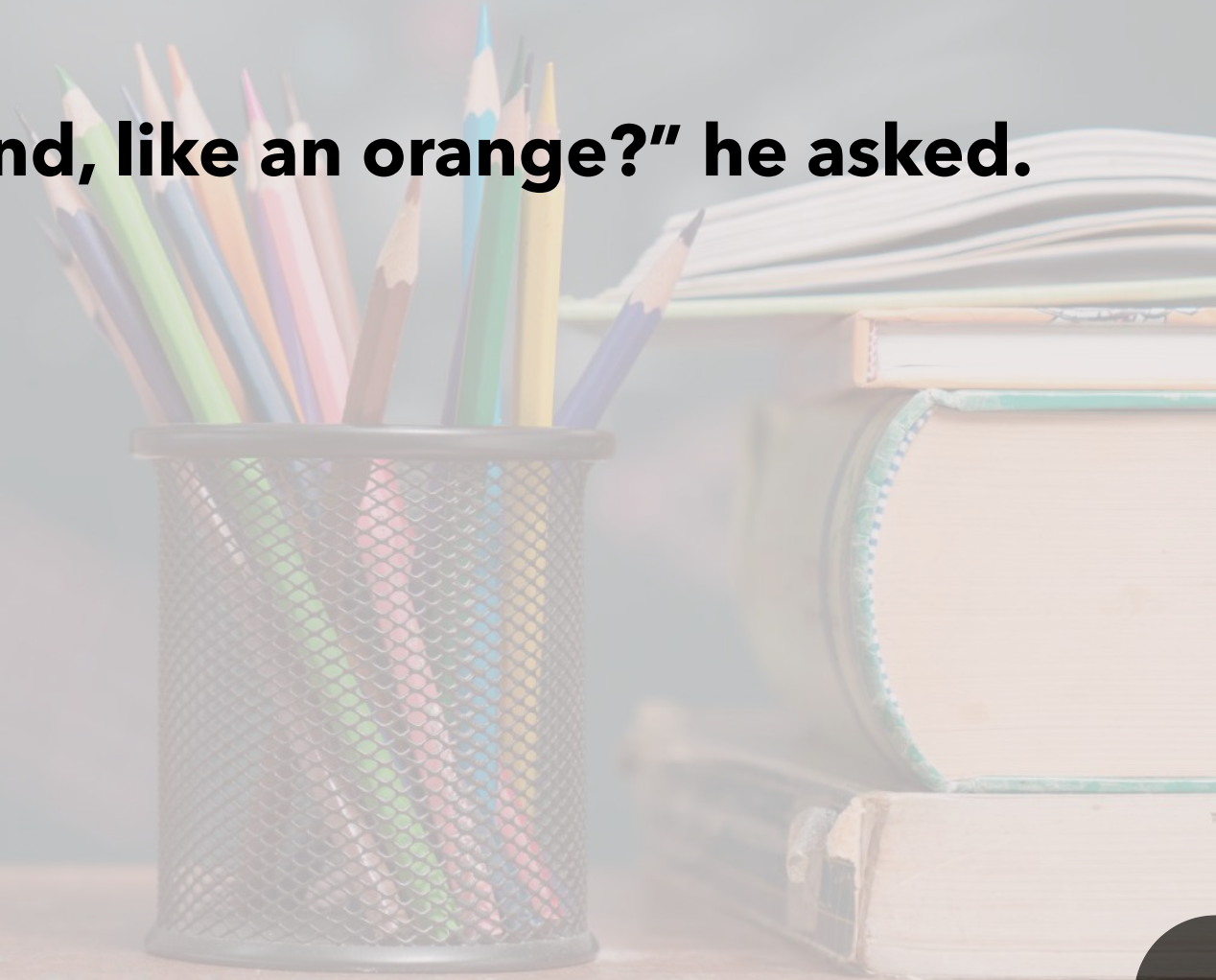




# Language - *Dialogue*

**“Did you know the world is round, like an orange?” he asked.**

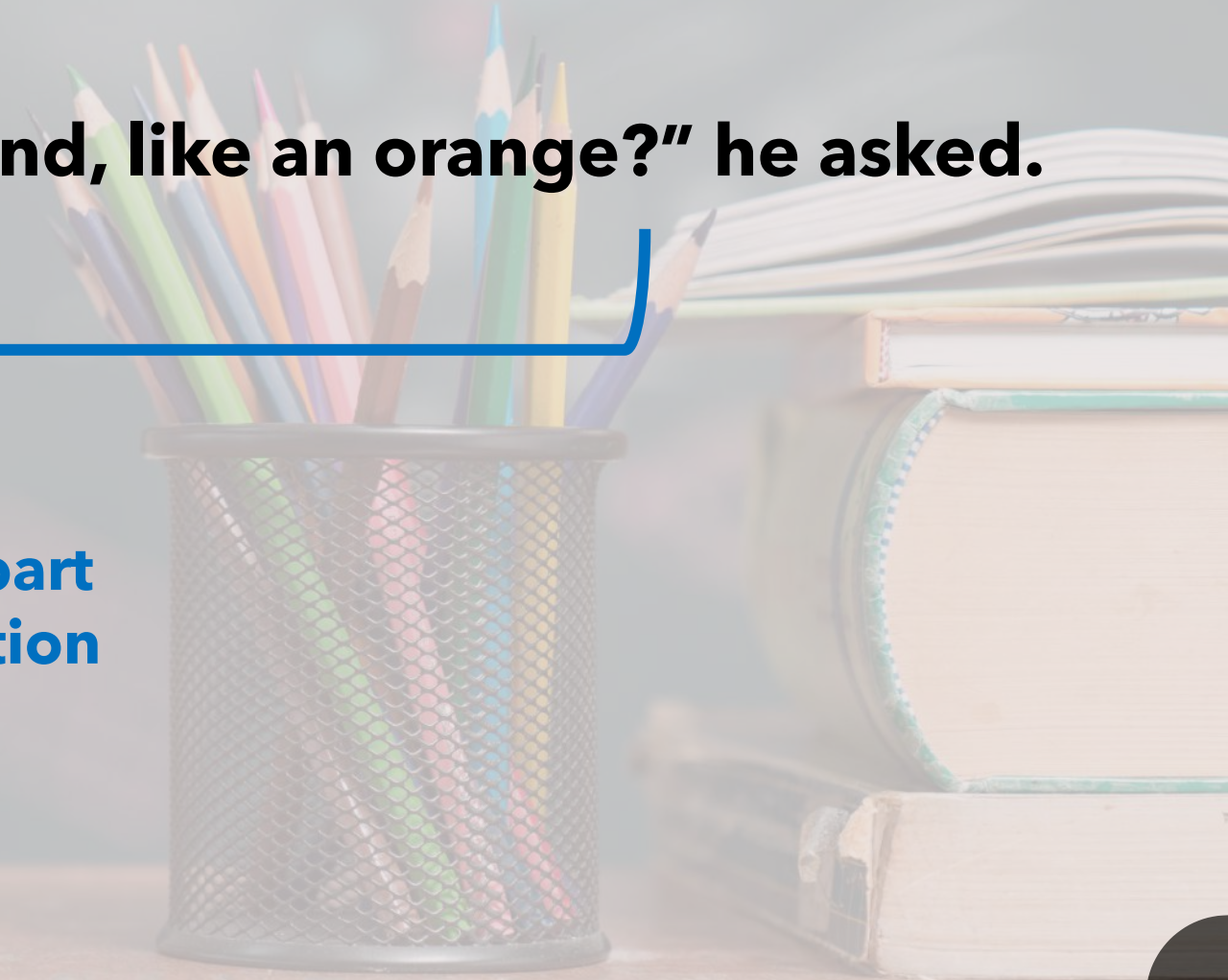
**Which part  
is *dialogue*?**



# Language - *Dialogue*

**"Did you know the world is round, like an orange?" he asked.**

**Dialogue is the part  
inside the quotation  
marks!**

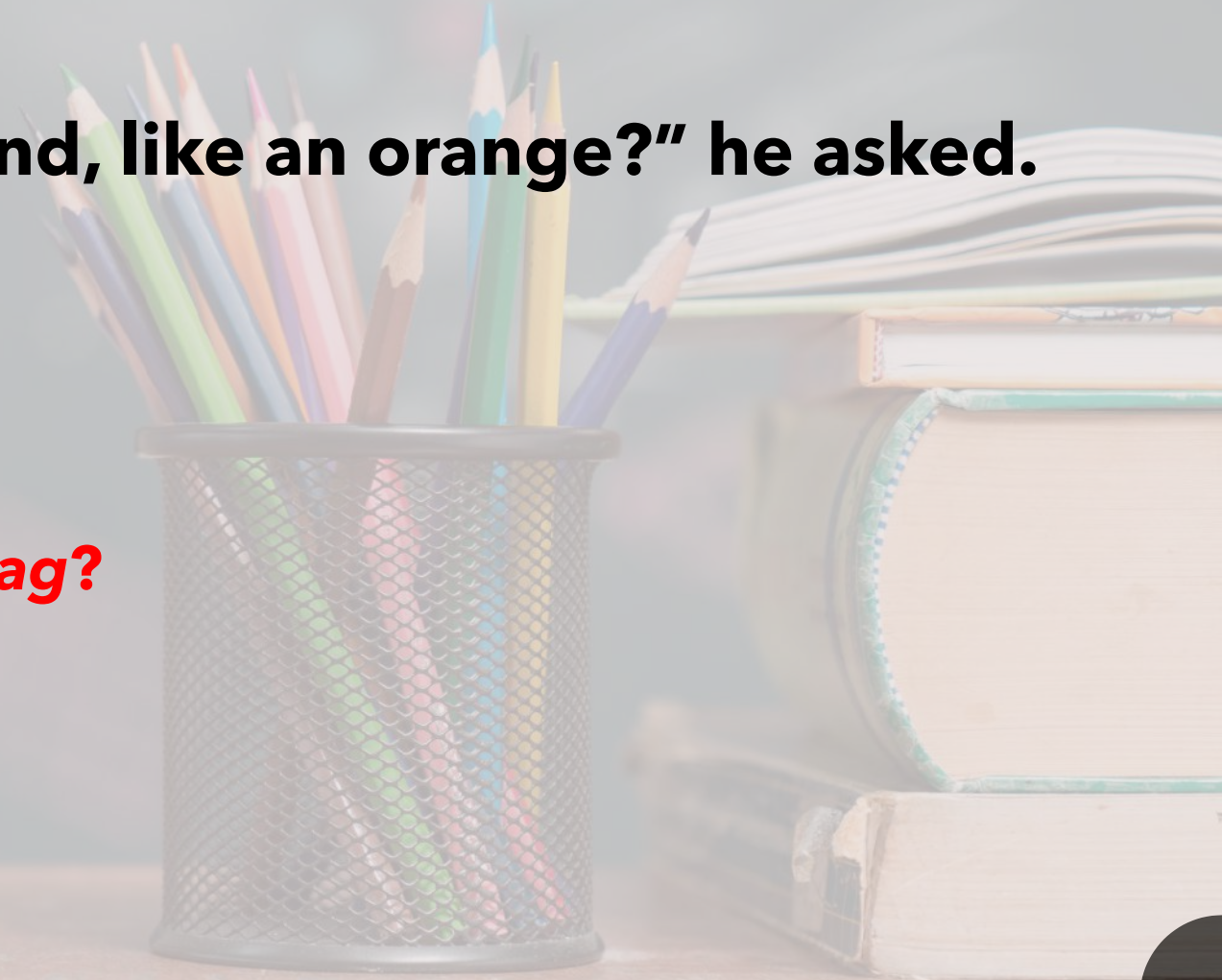




# Language - *Dialogue*


**“Did you know the world is round, like an orange?” he asked.**

**What part is the *tag*?**



# Language - *Dialogue*

**"Did you know the world is round, like an orange?" he asked.**



**The *tag* is the part of the sentence not in quotation marks that tells who is talking.**



# Language - *Dialogue*

**"It is," said Father.**

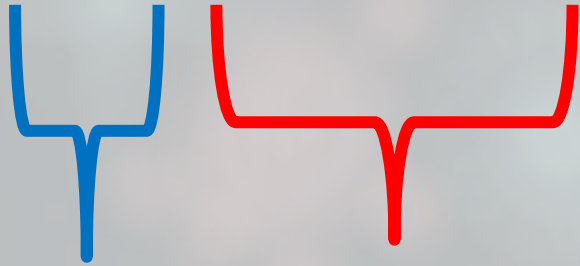
**Which part is *dialogue*?**

**What part is the *tag*?**



# Language - *Dialogue*

**"It is," said Father.**



**Dialogue**

**Tag**



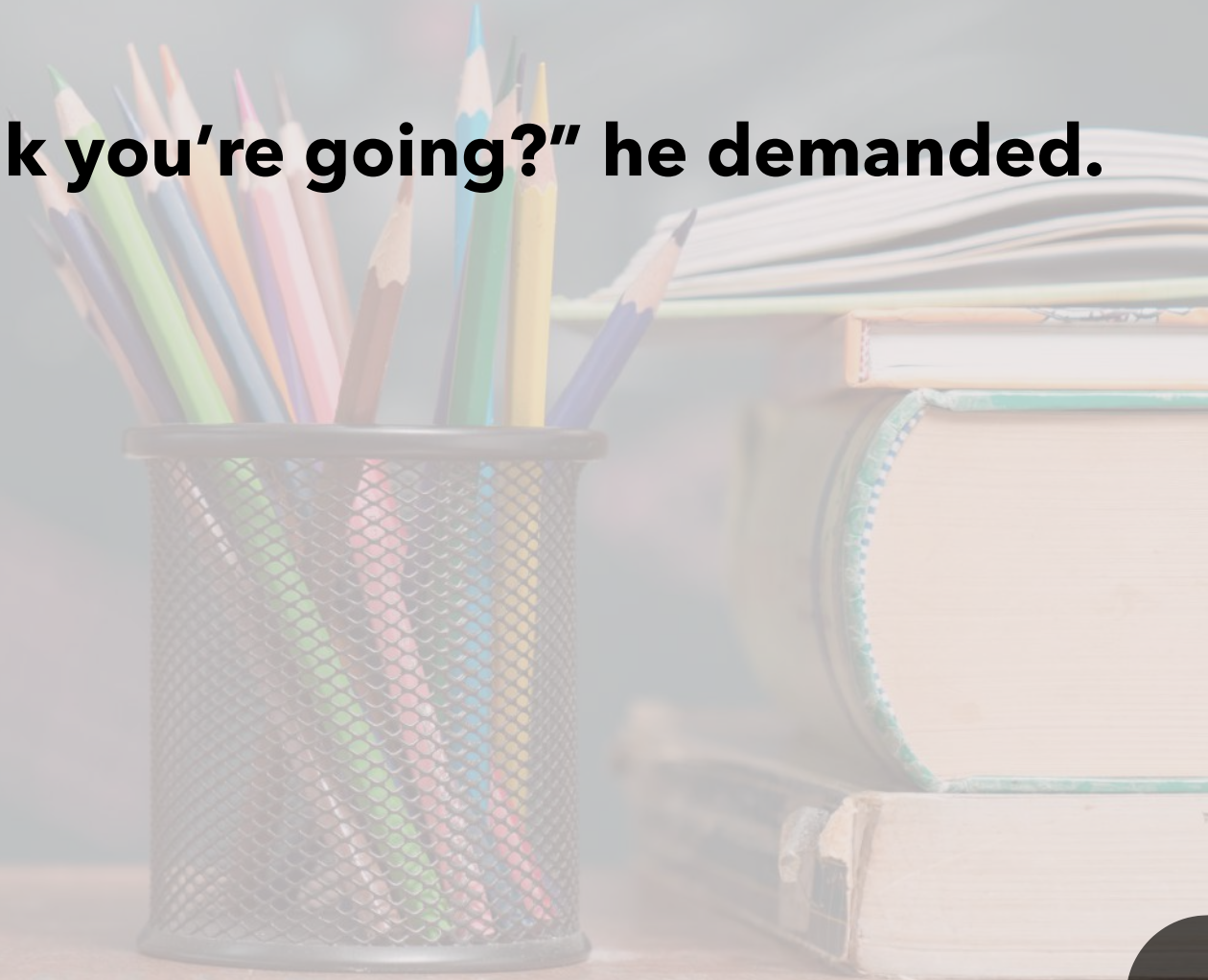


# Language - *Dialogue*

**“Just where in Sam Hill do you think you’re going?” he demanded.**

**Which part is *dialogue*?**

**What part is the *tag*?**



# Language - *Dialogue*

**"Just where in Sam Hill do you think you're going?" he demanded.**

**Dialogue**

**Tag**

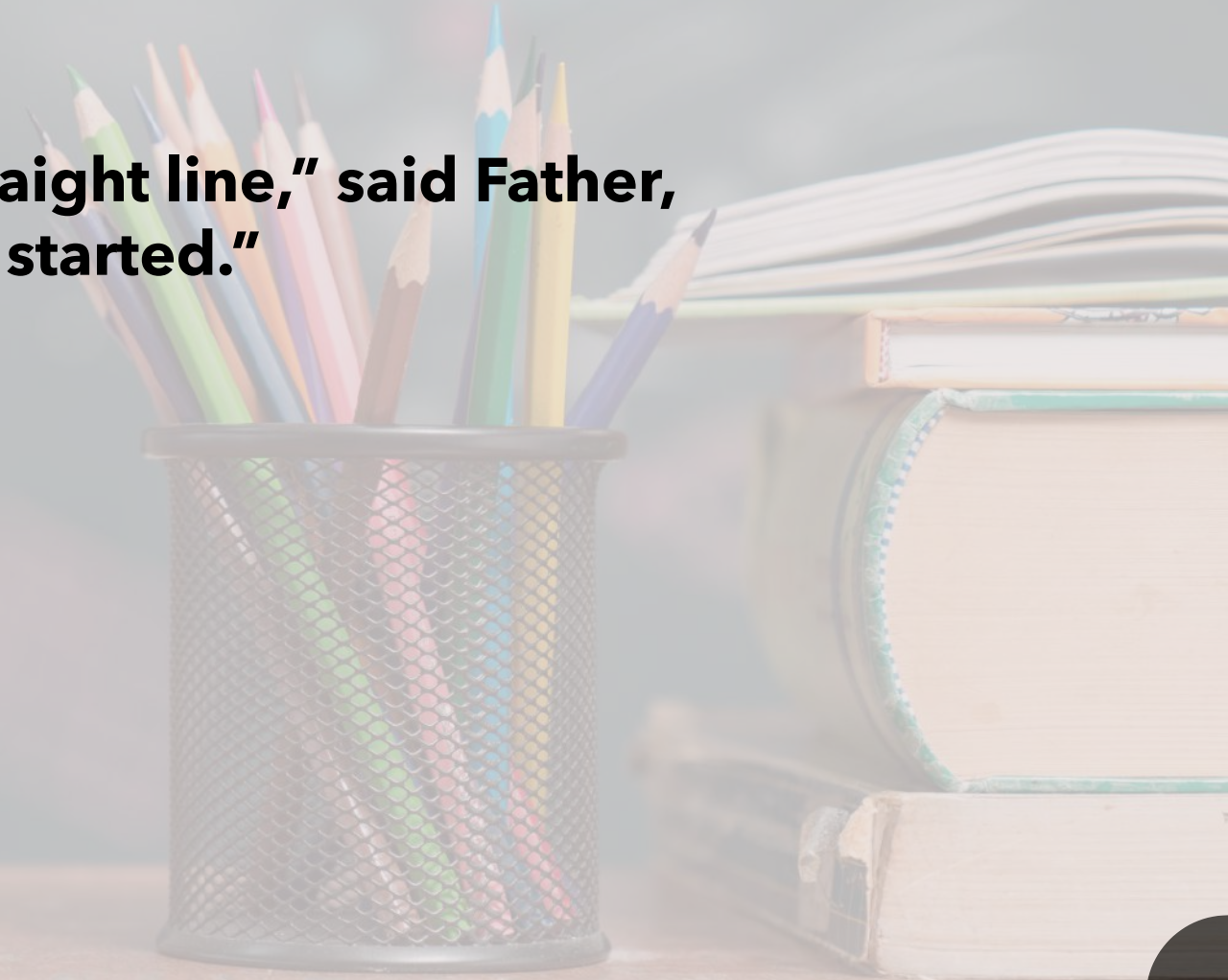


# Language - *Dialogue*

**"If you start here and traveled in a straight line," said Father,  
"you would travel back to where you started."**

**Which part is *dialogue*?**

**What part is the *tag*?**



# Language - *Dialogue*

Dialogue

**"If you start here and traveled in a straight line," said Father,  
"you would travel back to where you started."**

Dialogue

Tag



# Language - *Dialogue Rules*

## Activity 6.3

1. Quotation marks are placed before the first word of the dialogue and after the punctuation mark that ends the dialogue.

Example:

"It is," said Father.

Father said, "It is."

# Language - *Dialogue Rules*

## Activity 6.3

2. When the tag follows the dialogue, it ends in a period. When the tag precedes the dialogue, it ends in a comma.

Example:

"It is," said Father.

Father said, "It is."



# Language - *Dialogue Rules*

## Activity 6.3

3. The punctuation that ends a line of dialogue is written inside the quotation marks.

Example:

"Just where do you think you're going?" Father demanded.

Father demanded, "Just where do you think you're going?"

# Language - *Dialogue Rules*

## Activity 6.3

4. When the tag follows the dialogue, quotes that do not end in an exclamation point or question mark end in a comma instead of a period.

Example:

Correct: "It is," said Father.

Incorrect: "It is." said father.



# Language - *Dialogue Rules*

## Activity 6.3

5. When writing dialogue between two or more speakers, begin a new paragraph each time the speaker changes.

Example:

Viola jealously stared at Ollie's pudding. She had not had pudding in weeks.

"Give me a taste," she said.

"I paid for this. Go buy your own," Ollie answered.

"Pleeease," Viola begged. Ollie did not answer for a few seconds. He looked back and forth between his pudding and Viola.

"Fine," Ollie gave in, handing Viola the pudding. "You can have one bite, but that's it."

# Language - *Dialogue Practice*

## Activity 6.4

### Practice Punctuation

*Insert quotation marks, commas, periods, and question marks in the correct locations in these sentences. Use Activity Page 6.3 as a guide.*

1. I understand you are very upset said the mayor

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2. Wait for me Emma called

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3. Geraldine opened the door and asked May I come in

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4. Please stop staring at me said Pierre

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# Writing - *Speech and Dialogue*

## Activity 6.5

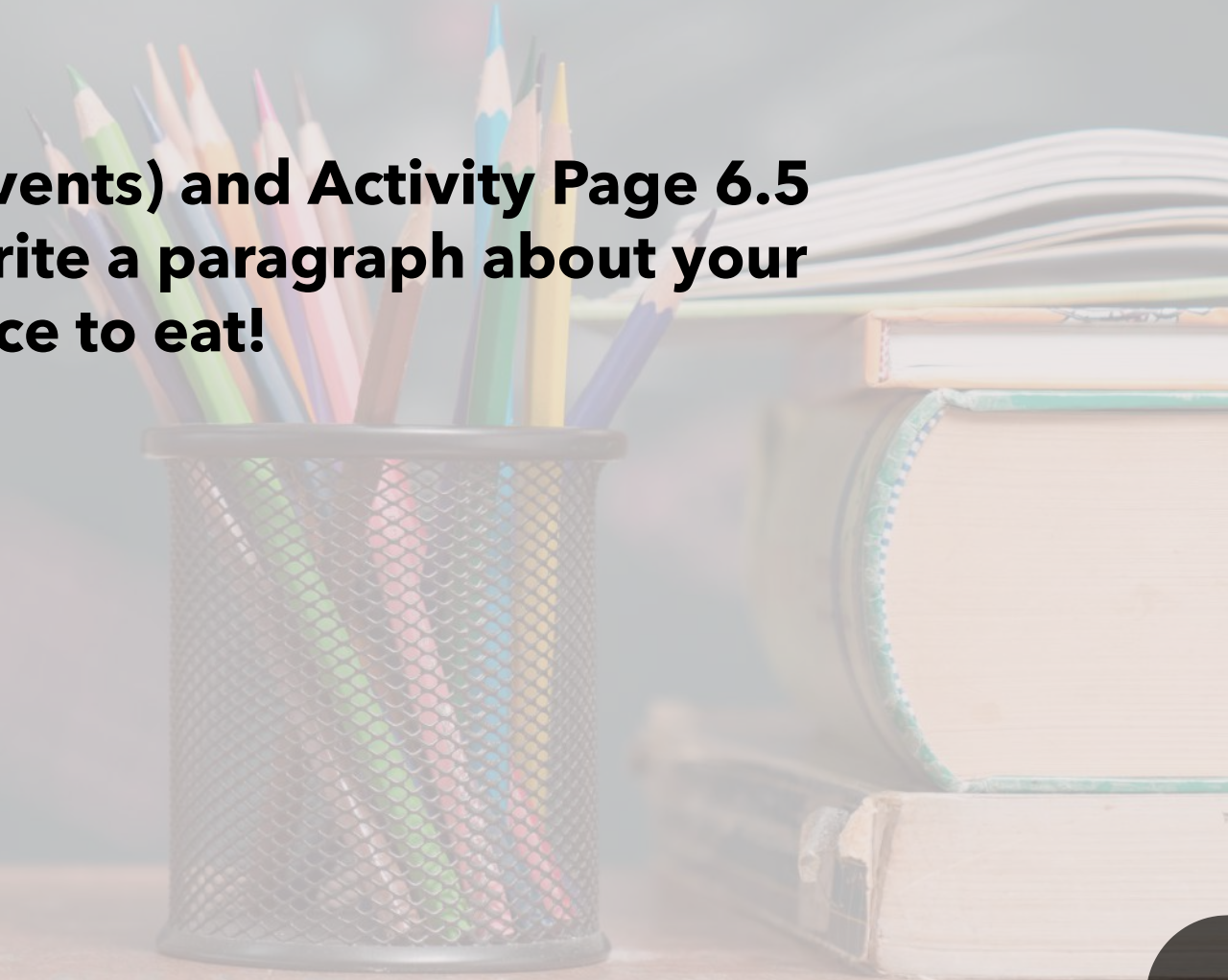
**Now let's write dialogue to include in our narratives!**

- **Dialogue spoken while serving the food**
- **Dialogue commenting on how the food tastes**
- **Dialogue spoken while cooking the food**
- **Dialogue spoken before, during, or after a meal**



# Writing - Favorite Place to Eat Narrative

**Using Activity Page 5.3 (the events) and Activity Page 6.5 (2 lines of speech), you will write a paragraph about your favorite place to eat!**



# Writing - Favorite Place to Eat Narrative

- **When typing a paragraph, press *tab* to indent your first line! Then begin typing. You do not need to press enter or tab again!**
- **Start with your topic sentence!**
- **Continue the paragraph with your events in order!**
- **Add your 2 lines of speech in the paragraph where they make sense!**
- **Finish the paragraph with your concluding sentence!**