

## Write Minilesson #3 here:

**Common Core Standard:** K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Materials:**

- Book: Can I Play Too? By Mo Willems
- Pg. 214 of Writing Strategies Book (Speech bubbles lets your characters talk)
- Sticky Notes

### **Introduction**

- **Objective:**

- I can add different types of speech bubbles to my picture to add detail to my story.

“Class today, we are going to be using the book ‘Can I Play Too?’ to learn about all the different types of dialogue/speech bubbles we can add to your pictures.”

### **Modeling:**

“Today I am going to read you a few different pages from this book ‘Can I Play Too?’ by Mo William. While I read these pages, I want you all to pay close attention to the different types of speech bubbles. How does the writer use different types of speech bubbles to help tell the story?”

I will read pages 6 and 7

“On this page we notice the two are just talking to each other in a normal tone. Gerald and Piggy are talking back and forth. Having a sweet but simple conversation. What are they having a conversation about? That's right these speech bubbles helped let us know that Gareld and Piggy are going to play a game of catch.”

I will read page 18 and 19

“What did we notice about these two speech bubbles? That's right, they are different. Piggy is speaking in a normal voice, but the snake is speaking with expression. We know this because his words got BIGGER, and they are in a different font. Also, the writer used punctuation to help us understand how we should read the story. What else is so different? That's right, the writer used two different punctuations. This helps the reader understand the snake is worried that he doesn't have arms.”

I will read Page 28 and 29

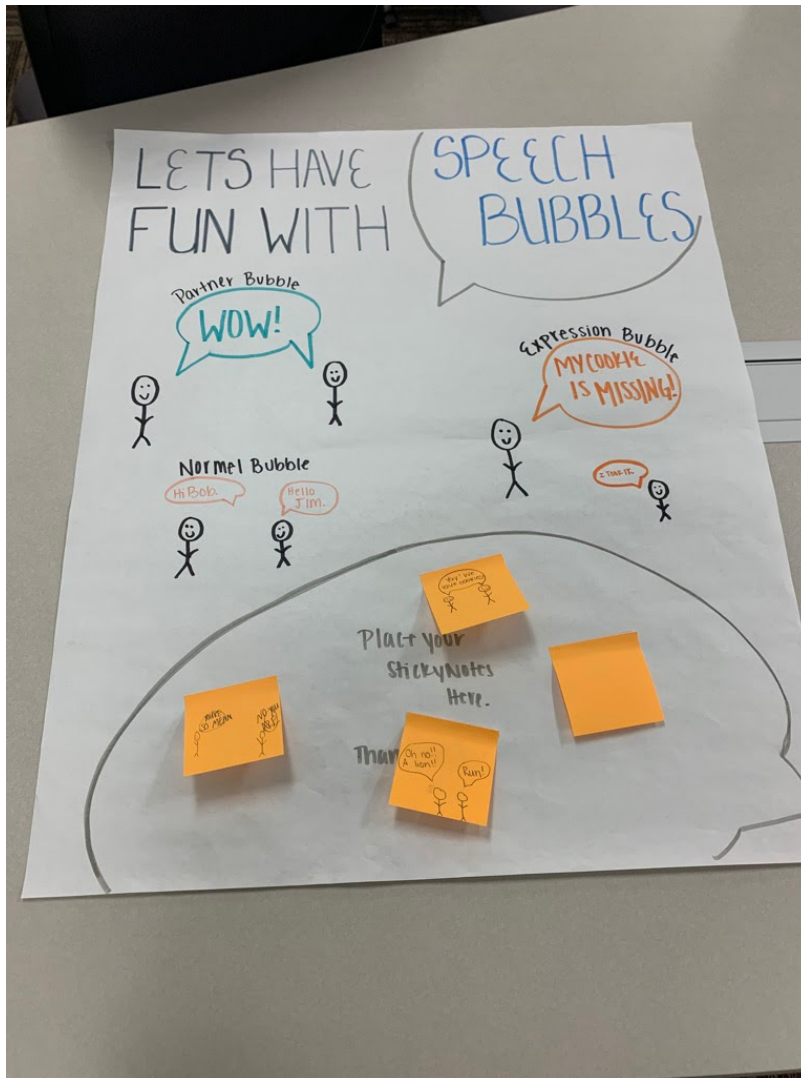
“Can anyone tell me what is so special about this speech bubble on the first page? This speech bubble has two points. One is coming from Gerald and the other is coming from Piggy. I wonder why that is? The reason it had two points is because both Piggy and Gerald have said the same thing at the same time. The writer used one speech bubble to tell us what they both have said.”

I will read Page 54 and 55

“We can use Partner speech bubbles; this is when two people are talking at the same time”

“We can also use Expression Bubbles; this bubble can be used for when people are talking with expression in their voice.”

“Normal bubble, this is when people are just talking back and forth with a normal tone of voice”



### **Students Practice:**

“Now I am going to look at my picture that I have for my story. I already have speech bubbles for what my characters are saying. How can I change my speech bubble to help my reader understand HOW something is being said? First what is happening in my pictures? That's right the sisters are fighting. What speech bubble could I use to better help show that the sisters are fighting? I can use the Expression Bubble.”

- I will have my picture of the sisters fighting on the board, I will already have the speech bubbles ready too. I will change the writing in my speech bubbles as soon as I say I am going to use the expression bubble. No changing the words but just changing how the words are written.

“Now class I want you all to look at your pictures for your story. Now that you all have looked at your pictures, I want you to close your eyes and imagine how your characters in your drawing would say their speech bubble. What are they doing, what is happening in your picture?”

“Let's all open up our eyes, now I want you to share what you have thought of; explain the way your characters would say their speech bubble to your elbow partner.”

5-4-3-2-1

At the bottom on my anchor chart is a big speech bubble. I am going to hand out sticky notes to each of the students in class.

“On that sticky note I want you all to draw or write the speech bubble that you thought of and shared with your elbow partner. Make sure you put your name on the back of the sticky note. Once you are done, I want to come and place the sticky note on the bubble.”

- During this time, I would walk around the room helping the students think of what type of speech bubble they are going to use for their story.
- Asking questions like did your characters say the same thing at the same time? Are they yelling at each other? Or are they just having a simple conversation?

**Closing:**

- Image of your anchor chart you created with the students:

“Now that we have practiced and have thought of which type of speech bubble you are going to use, it is now your turn to edit your speech bubbles just like I did. I want you all to use whatever speech bubble you chose to help add detail to your story. If you need help remembering which speech bubble you choose you can come and grab your stick note from the chart.”

“During this time, you are going to be changing the way the speech bubble looks, adding the details of what your character said and thinking about HOW it was said in their speech bubble. To edit your bubbles, you can use sticky notes to place over your existing ones or you can erase.”

- During this time, I would be conferencing with other students for walking around the room making sure that the students were able to understand and see if they needed help figuring out.