

# Minnesota Writing Project

## --- Demonstration Lesson Template ---

**Title of lesson:** Red, Blue, Green Paragraph

**Suggested grade/age:** Middle School, but adaptable for K- 12

**Approximate time needed to complete lesson:** 2- 3 50 minutes classes

### **Learning objective(s) and significance of lesson:**

(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What "best practice" does this lesson incorporate?)

The red, blue, green format teaches students a strategy for focusing their ideas on a single topic and structuring their writing. The paragraph structure can be used for any purpose or genre of writing and across content areas. Students are provided with topic sentence starters and language frames to give them practice using different academic language for different purposes.

#### Example Objectives

- Students will write a red, blue, green paragraph comparing the setting of their book to another setting they know about.
- Students will use topic sentence frames and transition words to write their red, blue, green, paragraph.

### **Brief summary/outline of lesson:**

(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

This strategy is introduced early in the year and then reinforced as new writing projects begin. Students in our classes practice this strategy every two weeks throughout the year.

Topic Sentence  
Red detail  
Blue Detail  
Green Detail  
Conclusion

#### Lesson Sequence

1. Pre-write for 2-3 minutes about topic-in this example, the setting of the book students are currently reading.
2. Share writing with a partner (2-3 minutes).
3. Teacher models how to use the topic sentence structures to begin their paragraph. The topic sentence and conclusion are written in black ink.

#### Topic Sentences (pick 1)

- The setting in \_\_\_\_\_ is like \_\_\_\_\_.
- The setting in \_\_\_\_\_ reminds me of \_\_\_\_\_.
- The location of \_\_\_\_\_ makes me think of \_\_\_\_\_.

4. Teacher models how to use sentence frames to develop supporting details. The first detail is written in red ink, the second detail in blue ink and the third detail in green ink.

<u>Detail Frames (choose 3)</u>
<ul style="list-style-type: none"><li>• They both _____.</li><li>• Both _____ and _____.</li><li>• While _____ is _____, _____ is _____.</li><li>• Another thing they have in common is _____.</li><li>• One thing that is similar about both is _____.</li><li>• Another similarity they share is _____.</li></ul>

5. Students write their own red, blue, green paragraph, using the sentence frames for topic sentences and details to help them organize their ideas. When finished, they can read their paragraph to a friend or partner.

Conclusion sentence frames can also be added and modeled or taught as a separate lesson.

**Related Resources:**

(What technology, articles, books, or supplies do you recommend?)

Materials

- Red, blue, and green pens or colored pencils
- Students may also use computers and change ink color
- A journal or some kind of writing format that is habitually used
- Sentence frames for topic sentences and details

In the 6<sup>th</sup> grade language arts classes where this is taught, students use a google doc to write their paragraphs and then share it with the teacher for assessment and feedback.

**Possible extensions or adaptations for different purposes/student needs:**

For lower English proficient students, the sentence frames can be simpler, or teachers can include a word bank of additional content words for students to use to create their paragraph.

For students who can create academic paragraphs using their own language, provide extensions by giving them a mentor text that matches the academic purpose of the writing assignment and ask them to identify what kinds of sentences they could use from that text to create a paragraph.