



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 2: Lesson 8**

## **Analysis, Reflection, and Introduction to the Painted Essay: The Invention of Television**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can analyze evidence from the texts I have read and viewed in order to explain if television changed people's lives in the ways Philo Farnsworth hoped it would.</li><li>• I can describe the Painted Essay structure for writing an essay.</li></ul>	<ul style="list-style-type: none"><li>• Analyze and Explain task</li><li>• Painted Essay template, color-coded</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review and Engaging the Writer (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Analysis and Reflection: Did Television Change People's Lives in the Way Philo Farnsworth Hoped It Would? (20 minutes)</li><li>B. Informational Writing: The Painted Essay® (30 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Independent reading.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• The work students complete in this lesson is a scaffold toward the end-of-unit assessment essay students will write to explain why Philo Farnsworth invented television and the ways in which television changed people's lives. Based on the needs of your class, this lesson may take longer than 60 minutes. Consider extending the time or stretching it across two days.</li><li>• In this lesson, students synthesize their learning about the invention of television and how it changed people's lives, then move on to learning the Painted Essay® structure for informational writing in preparation for the End of Unit 2 Assessment, Parts I and II (in Lessons 12 and 13).</li><li>• Students are introduced to the Painted Essay® structure as a means for developing their understanding of the parts of an essay and their purposes. The Painting an Essay lesson plan and Painted Essay® template (in the supporting materials) were developed by Diana Leddy and the Vermont Writing Collaborative and are used with permission.</li><li>• Review the Painting an Essay lesson plan in the supporting materials. Become familiar with the terminology related to parts of a Painted Essay® as well as their purposes. Get a general sense of the flow of the lesson and the ways students will use the various materials they need to complete the Painted Essay® activity.</li><li>• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to <a href="http://EngageNY.org">EngageNY.org</a> or <a href="http://commoncoresuccess.elschools.org">commoncoresuccess.elschools.org</a> and search for 5<sup>th</sup> grade, Module 2B, Unit 2 lessons.</li><li>• Note that the term “thesis” is introduced in this lesson as part of the introductory paragraph of an informational essay. This word may seem advanced for elementary students, but they need to become familiar with this term as they work toward mastery of informational writing, since they will encounter it often in secondary school.</li><li>• Review Back-to-Back, Face-to-Face protocol and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
analyze, evidence, explain, structure, essay; worthwhile, envisioned, introductory paragraph, introduction, thesis, points, focus, proof paragraphs, conclusion	<ul style="list-style-type: none"><li>• Journals (begun in Unit 1, Lesson 1; one per student)</li><li>• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)</li><li>• Analyze and Explain task card (one per student)</li><li>• Analyze and Explain task card (answers, for teacher reference)</li><li>• The Invention of Television note-catcher (from Lesson 6; one per student)</li><li>• Evidence strips (one set per student)</li><li>• Scissors (one pair per student)</li><li>• Tape, glue, or staplers (enough to provide access for each student)</li><li>• Group Norms Checklist (from Lesson 1; for teacher use)</li><li>• Painting an Essay lesson plan (for teacher reference)</li><li>• The Painted Essay® template (one per student and one to display)</li><li>• Paintbrushes (one per student)</li><li>• Watercolor paints (red, yellow, blue, green; one set per pair of students)</li><li>• Cups of water (one per pair of students)</li><li>• The Painted Essay® colored (for teacher reference; see Teaching notes re colored version)</li><li>• Printed poem or song lyrics (one for display)</li><li>• Overhead markers (red, yellow, blue, green; for teacher use)</li><li>• Index cards (one per student)</li><li>• Independent Reading Choice Board (from Lesson 4)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their homework.</li><li>• Remind students of the Back-to-Back, Face-to-Face protocol and provide clarification as needed.</li><li>• Give students 1 minute to find a partner who is <i>not</i> a member of their regular group and turn back-to-back.</li><li>• Read the question from the Lesson 7 homework aloud to students:<ul style="list-style-type: none"><li>* “In what ways did Philo hope television would make people’s lives better?”</li></ul></li><li>• Allow students a brief moment to review their responses, then ask them to turn face-to-face to share their ideas.</li><li>• After 1 or 2 minutes, ask students to find a second partner who is <i>not</i> a member of their regular group and once again turn back-to-back.</li><li>• Then ask them to turn face-to-face to share their thinking with the new partner.</li><li>• After 1 or 2 minutes, focus students’ attention whole group. Invite a few to share their responses whole group. Listen for ideas such as these:<ul style="list-style-type: none"><li>– “Philo hoped television would allow people to connect with one another.”</li><li>– “Philo believed television would be a tool to help people learn and become inspired.”</li><li>– “Philo thought if people shared the same stories and became less ignorant of each other through television, it could lead to world peace.”</li></ul></li><li>• Collect students’ homework to review. Then, ask students to take out their <b>journals</b> and books, <i><b>The Boy Who Invented TV: The Story of Philo Farnsworth</b></i> to prepare for work time.</li></ul>	<ul style="list-style-type: none"><li>• Consider strategically partnering students so that those who speak the same home language are together.</li><li>• For students who struggle with sharing aloud, consider allowing them to exchange and silently read one another’s homework responses.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Analysis and Reflection: Did Television Change People's Lives in the Way Philo Farnsworth Hoped It Would? (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to join their regular groups and turn to page 30 of <i>The Boy Who Invented TV</i>, the author's note.</li> <li>• Explain that often authors write a note in the front or the back of the book to give readers with further details and information. The types of information authors share in their notes vary. Sometimes, authors explain how they got the idea for the book, the type of research they conducted, their purpose for writing the book and/or additional information about the topic that was not fully addressed in the main sections of the text. Tell students that as you read the author's note aloud, you'd like them to follow along and think about these questions: <ul style="list-style-type: none"> <li>* "What is the gist of Kathleen Krull's author's note?"</li> <li>* "What was Kathleen Krull's purpose for writing the author's note about <i>The Boy Who Invented TV</i>?"</li> </ul> </li> <li>• Read the full author's note aloud to students as they follow along silently.</li> <li>• Then ask students to take 2 minutes to consider and discuss the two questions above.</li> <li>• Cold call several students to share their thinking whole group. Listen for suggestions supported by the text, such as these: <ul style="list-style-type: none"> <li>– "I think her purpose for the note was to explain what happened to Philo after his invention was announced."</li> <li>– "I think her purpose was to give the reader more details about how Philo felt about television years after he invented it."</li> </ul> </li> <li>• Ask students to turn to the page in their journals where they recorded the gist of each section of <i>The Boy Who Invented TV</i> to write a gist statement about the author's note.</li> <li>• Have the class read the first learning target together aloud: <ul style="list-style-type: none"> <li>* "I can analyze evidence from the texts I have read and viewed in order to explain if television changed people's lives in the ways Philo Farnsworth hoped it would."</li> </ul> </li> <li>• Underline the words in this target that students are familiar with from previous lessons: <i>analyze</i>, <i>evidence</i>, and <i>explain</i>. Direct students to briefly discuss in groups how they could restate the target in their own words based on their understanding of these key terms.</li> <li>• After 1 or 2 minutes, cold call a few students to share out whole group. Reinforce their use of synonyms/synonymous phrases for key terms in the target: "closely examine," "study," or "evaluate" for <i>analyze</i>; "quotes," "paraphrased details," "facts" for <i>evidence</i>; "describe," "give details about," "make clear" for <i>explain</i>, for example.</li> </ul>	<ul style="list-style-type: none"> <li>• To support visual learners and struggling readers, display the Author's Note on the document camera and point to the text as you read.</li> <li>• Consider providing students with a note-catcher to record thoughts about the gist and author's purpose as the Author's Note is read aloud. Pause a few times while reading to allow students to collect and record their thoughts.</li> <li>• Encourage students to briefly review the meaning of each key term from the learning target in their discussion groups before attempting to paraphrase the learning target.</li> <li>• Consider displaying questions for group discussion.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students they will now review the book, articles and video they have read throughout this unit to locate specific details that help them determine whether or not television changed people's lives in the ways Philo hoped it would.</li> <li>• Display and distribute the <b>Analyze and Explain task card</b>. Focus students on the Analysis Focus at the top and ask a volunteer to read it aloud:             <ul style="list-style-type: none"> <li>* "Philo Farnsworth hoped television would change people's lives for the better."</li> </ul> </li> <li>• Say:             <ul style="list-style-type: none"> <li>* "In order to refresh your memories about the ways that Philo hoped television would make people's lives better, please take a look back at your responses to the questions and the explanation you wrote on <b>The Invention of Television note-catcher</b> during Lesson 6."</li> </ul> </li> <li>• Give students 2 or 3 minutes to review their note-catchers and discuss in groups:             <ul style="list-style-type: none"> <li>* "In what ways did Philo hope television would make people's lives better?"</li> </ul> </li> <li>• After 2 or 3 minutes, invite members from each group to share out details from their note-catchers that explain the ways Philo thought television could make people's lives better.</li> <li>• Next, distribute the <b>evidence strips</b>. Ask several students to read the evidence aloud, pausing after the second piece of evidence: "In 1969, with the televised landing of an American spacecraft on the moon, (Philo) and just about every American watched this historic event at the same time. Only then did he feel that TV was becoming the worthwhile machine he'd envisioned."</li> <li>• Circle the words <i>worthwhile</i> and <i>envisioned</i>. Ask students to think about and then discuss with group members:             <ul style="list-style-type: none"> <li>* "Are there any parts of these words that are familiar to you? How can they help you determine the meaning of the word?"</li> <li>* "What context clues help you determine the meaning of each word?"</li> </ul> </li> <li>• Allow 2 minutes for groups to discuss. Then, invite a few students to share their thinking aloud. Listen for ideas such as these:             <ul style="list-style-type: none"> <li>– "I know <i>worth</i> means 'value' and <i>while</i> is related to time, so I think <i>worthwhile</i> means 'a valuable way to spend your time.'"</li> <li>– "<i>Vision</i> means 'sight,' so <i>envision</i> might refer to what Philo saw happening with television."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing struggling writers with a blank outline to help structure their reflection paragraph.             <ul style="list-style-type: none"> <li>– Topic sentence, responds to reflection question, uses key words from the question</li> <li>– Two or three supporting sentences, use paraphrased details from the text to support the topic sentence</li> <li>– Conclusion sentence, restates introduction in a new way</li> </ul> </li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Resume reading the evidence strips. Once each piece of evidence has been read aloud, read the directions on the task card aloud and answer any clarifying questions. Distribute <b>scissors</b> and <b>tape, glue, or staplers</b> to each student.</li><li>• Give students 7 or 8 minutes to complete the Analysis and Explanation task, circulating to offer guidance as needed. Also consider using this time to informally assess students' progression toward ELA Standard SL.5.1 with the <b>Group Norms Checklist</b>.</li><li>• When time is up, cold call students to share out how they sorted their evidence strips, and then their response to the reflection question. See the <b>Analyze and Explain task card (answers, for teacher reference)</b> for a sample response.</li><li>• Ask students to add their Analyze and Explain task card to the next blank page in their journals, using tape, glue, or staples.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. Informational Writing: The Painted Essay® (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Note: Be sure to have previewed the <b>Painting an Essay lesson plan</b> carefully in advance. Use it to guide this portion of the lesson. Students will need their <b>paintbrushes, watercolors, water, and index cards</b>.</li><li>• Read the second learning target aloud:<ul style="list-style-type: none"><li>* “I can describe the Painted Essay structure for writing an essay.”</li></ul></li><li>• Ask groups to discuss what they know about the meanings of the words <i>structure</i> and <i>essay</i>.</li><li>• After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none"><li>– “<i>Structure</i> is how something is organized, arranged, or put together.”</li><li>– “An <i>essay</i> is a paper, several paragraphs long, about a certain topic.”</li></ul></li><li>• If students are not able to define these terms, offer the definitions yourself.</li><li>• Tell students, that today they will learn about the Painted Essay structure for writing a clear and concise informational piece. Ask students that as they ‘paint their essays’ today, they should pay close attention to the parts of a Painted Essay, their purposes, and how they work together to form a well-organized written piece.”</li><li>• Distribute materials for the Painting an Essay activity: <b>Painted Essay® template, paintbrushes, watercolor paints (red, yellow, blue, green), cups of water</b>.</li><li>• As students organize their materials, collect and display the items you need for instruction of the Painted Essay template, <b>printed poem or song lyrics and overhead markers (red, yellow, blue, green)</b>.</li><li>• Follow the Painting an Essay lesson plan to help students understand the Painted Essay writing structure.</li><li>• Once students have painted their templates and added them to the next blank page in their journals (or templates are left to dry in another area of the room), ask students to gather again whole group.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with fine motor skills, consider making watercolor pencils available.</li><li>• For students who are colorblind, provide the option to use a variety of underlining techniques, straight lines, squiggles, dashes, etc., instead of paints.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to think about, then turn and talk with a partner:<ul style="list-style-type: none"><li>* “Why is it important for writers to select and organize information that supports their thinking?”</li></ul></li><li>• Give them 2 minutes to discuss their ideas, then invite a few students to share whole group. Listen for:<ul style="list-style-type: none"><li>– “When we select evidence that supports our ideas and organize the information in a clear way, it helps readers understand our thinking.”</li></ul></li><li>• Tell students that in the next lesson, they will begin working with a model Painted Essay and writing their own Painted Essays in preparation for the End of Unit 2 Assessment.</li><li>• Read each of the learning targets aloud, asking students to use the Thumb-O-Meter to demonstrate their mastery toward each target. Note students who show middle to low, as they may need more support analyzing evidence to explain or understanding the structure of a Painted Essay.</li></ul>	<ul style="list-style-type: none"><li>• To allow all students access to the discussion, consider providing a sentence starter (“It’s important for authors to select and organize information because ...”).</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read independently for at least 30 minutes; complete a question on your <b>Independent Reading Choice Board</b>.</li></ul>	<ul style="list-style-type: none"><li>• Provide audiobooks, as available, for students who struggle with reading independently.</li><li>• Allow students to dictate their choice board response to someone at home to act as scribe.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 2B: Unit 2: Lesson 8

## Supporting Materials



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Analyze and Explain Task Card

**\*Analysis focus:** *Philo Farnsworth hoped television would change people's lives for the better.*

**Directions**

1. Cut your evidence strips apart along the lines so that you have eight strips total.
2. With group members, review your evidence strips to determine whether each detail or quote should be sorted into the box "TV accomplished Philo's goals" or the box "TV *did not* accomplish Philo's goals."
3. Tape, glue, or staple each evidence strip into the appropriate box.
4. With group members, read the reflection question aloud and restate it in your own words.
5. Review the evidence you sorted to determine an answer to the reflection question.
6. Write a short three- to five-sentence response to the reflection question that is supported by paraphrased evidence from your evidence strips. Be sure to write a concluding statement for your paragraph, to summarize your response to the reflection question.



Analyze and Explain Task Card

**\*Analysis focus:** *Philo Farnsworth hoped television would change people's lives for the better.*

TV accomplished Philo's goals.

TV *did not* accomplish Philo's goals.

**\*Reflection question:** Did television change people's lives in the ways Philo hoped it would?  
(Remember to use key words from the question and paraphrased details from your evidence strips in your response.)

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Analyze and Explain Task Card  
(Answers, for Teacher Reference)

**\*Analysis focus:** *Philo Farnsworth hoped television would change people's lives for the better.*

TV accomplished Philo's goals.

For the first time in history, people could watch important events as they happened.

"In 1969, with the televised landing of an American spacecraft on the moon, (Philo) and just about every American watched this historic event at the same time. Only then did he feel that TV was becoming the worthwhile machine he'd envisioned."

"The new medium turned on the lives of rural residents, connecting them to the rest of the world even more than newspapers or radio."

"The first family in the neighborhood to get a TV would invite friends and neighbors to come over and watch."

Philo Farnsworth's "invention opened up entirely new avenues for entertainment, information, and exploration."

Philo Farnsworth's "invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible."

TV *did not* accomplish Philo's goals.

The downside of television is that people will sit in front of the television without actually caring about what they watch.

"Ill and bitter, (Philo) rarely watched TV and wouldn't let his sons watch. 'Too many cowboy movies,' he said."



Analyze and Explain Task Card  
(Answers, for Teacher Reference)

**\*Reflection question:** Did television change people's lives in the ways Philo hoped it would?

**Television changed people's lives in many of the ways Philo Farnsworth hoped it would. Television connected people by allowing them to watch important events like the moon landing at the same time. Shows like *Sesame Street* and news programs provide ways for people to learn from TV. Television also allowed people living in rural areas access to information better than radio or newspapers ever did. Overall, television accomplished what Philo wanted it to.**



Evidence Strips

For the first time in history, people could watch important events as they happened.

“In 1969, with the televised landing of an American spacecraft on the moon, (Philo) and just about every American watched this historic event at the same time. Only then did he feel that TV was becoming the worthwhile machine he’d envisioned.”

The downside of television is that people will sit in front of the television without actually caring about what they watch.

“The new medium turned on the lives of rural residents, connecting them to the rest of the world even more than newspapers or radio.”

“The first family in the neighborhood to get a TV would invite friends and neighbors to come over and watch.”

Philo Farnsworth’s “invention opened up entirely new avenues for entertainment, information, and exploration.”

Philo Farnsworth’s “invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible.”

“Ill and bitter, (Philo) rarely watched TV and wouldn’t let his sons watch. ‘Too many cowboy movies,’ he said.”





Painted Essay template

Diana Leddy everywritetvt@aol.com

The Painted Essay<sup>®</sup>  
A tool for teaching basic essay form

**Introduction**

*Catches the readers' attention*  
*Gives some background information*

**THESIS**

**Point 1**

**Point 2**

**Proof Paragraph 1**

*Gives evidence and reasons to support point 1*

**Transition**

**Proof Paragraph 2**

*Gives evidence and reasons to support point 2*

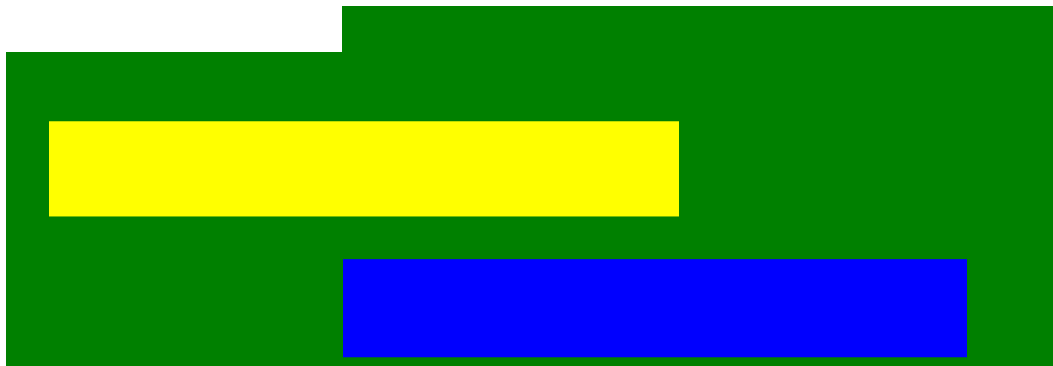
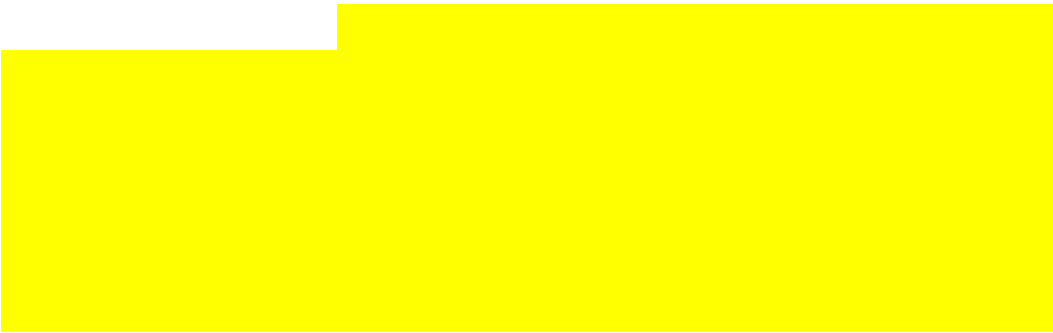
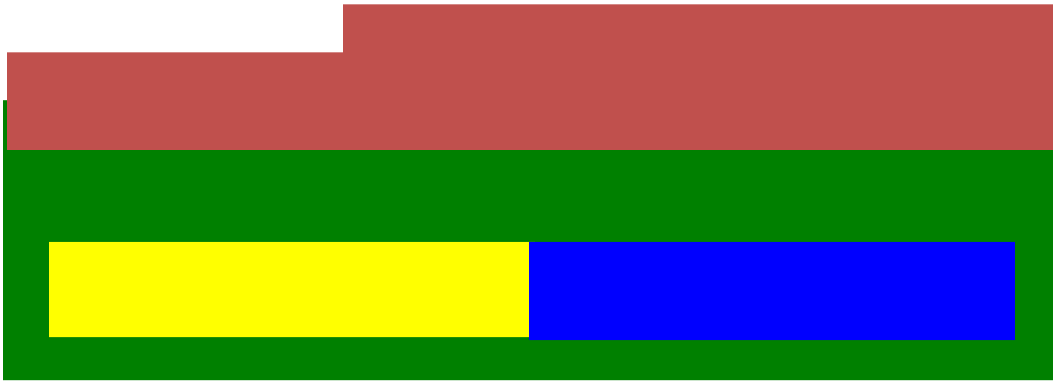
**Conclusion**

*What?*  
*So What?*

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**The Painted Essay: Color Template**  
(For Teacher Reference)





Painting an Essay Lesson Plan  
(For Teacher Reference)

**Big Idea:**

To show understanding, writers select and organize evidence to support a big idea.

Students need to know:

The parts of an essay and their purposes.

Materials:

- 1 copy of \*The Painted Essay®\* (preferably on heavy white stock) for each student
- 1 brush for each student
- 1 set of watercolor paints (red, yellow, blue, green) and a cup of water for each pair of students
- Projected image of the \*The Painted Essay®\* (using an overhead projector, interactive whiteboard, etc.)
- Overhead projector and colored pens (red, yellow, blue, green)
- A poem or song lyrics

Lesson Overview:

In this introductory lesson, you will use a projected image and colored pens or markers to introduce the form and content of a basic essay. With the help of color, you will explain the parts of the Painted Essay® one paragraph at a time, filling in each section with the appropriate color as you go. Instruct your students to paint each paragraph immediately after you have explained and modeled adding color. The lesson plan includes dialogue to help you in your explanation of each part.

Keep in mind that this lesson is only an introduction. The focus of this first lesson is simply on associating a name and color with each paragraph in an essay. This will give your class a common language of craft, which will provide a solid base for writing instruction. Later lessons in this sequence will help your students develop a deeper understanding of these important concepts.

## Painting an Essay:

*A Colorful Approach to Teaching Basic Essay Form*  
lesson plan

Note:  
Sample  
teacher  
dialogue  
is in  
italics.

Before you begin:

- Give each student a copy of the blank Painted Essay®.
- Set up the watercolor paint sets so that each student has his/her own brush and easy access to paints and water.
- Display the transparency of the Painted Essay® using a projector and have red, blue, yellow and green markers ready.



Painting an Essay Lesson Plan  
(For Teacher Reference)

## Introducing the Lesson

To start, hold up a poem or song lyrics. Lead a discussion similar to the one below.

*What type of writing is this? How do you know? Some kinds of writing, like poems, can have special shapes or forms. Today we are going to learn about the form of a basic essay.*

*Look at the Painted Essay sheet on your desk. How many paragraphs are there? Each of the four paragraphs has a name and a special job or function. We will give each paragraph its own color to help us remember its name and job in the essay.*

## Painting an Essay

- Have the students color code the essay template as you explain the name and function of each paragraph. Follow the directions below to introduce each paragraph.

### Introduction and Focus:

- Point to the first paragraph on the overhead.

*Your first paragraph is called the Introductory Paragraph, and the first part of that paragraph is called the INTRODUCTION. The job of the introduction is to give some background information, or context, so that the reader can understand the piece. The introduction must also catch your readers' attention, so that they will want to read more! Red is a "catchy" color, so let's paint this paragraph red. Watch how I color the first part of this paragraph, stopping at the line over the word \*thesis\*, be careful-do not color the thesis yet.*

- Use the red marker to model this process. When most have finished, instruct students to put their brushes down (Follow this same general procedure for each paragraph).
- Continue your explanation by pointing to the thesis toward the end of the introduction.

*At the end of this paragraph is a very important sentence called the THESIS. Your THESIS tells the main idea of your piece. The thesis is the most important sentence in the piece; it steers the piece the way a steering wheel steers a car. Paint your thesis green.*

Use the green marker to model this process, then continue.

*In this essay, the thesis has two points. The thesis and the points together make up the "focus " of your piece. The focus tells the reader, in more detail, what you will be writing about. Paint "point one" yellow and paint "point two" blue. Put your brushes down when you have finished to show me you are ready to move on to the next step.*

- Use the blue and yellow markers to model this process.



Painting an Essay Lesson Plan  
(For Teacher Reference)

**Proof Paragraph One:**

- Briefly check all student work before moving on to the next step.

*The next paragraph is called PROOF PARAGRAPH ONE. Its job is to give evidence and reasons to prove the first point of your focus. What color is point one of your focus? Paint proof paragraph one yellow, like point one of your focus. Put your brushes down when you have finished.*

- Use the yellow marker to model this process.

**Proof Paragraph Two and Transition:**

- Skip the line labeled “transition” and point to Proof Paragraph 2 on the overhead.

*The next paragraph is called PROOF PARAGRAPH TWO. Its job is to give evidence and reasons to prove the second point of your focus. Skip the sentence labeled transition for now. Place your brush right beneath it and paint a blue line.*

- Model this with the blue marker.

*Now, continue to paint proof paragraph two blue, like point two of your focus.  
Again, model this with a marker.*

- Return to the transition; point to it on the projected image.

*This line is called a TRANSITION. A transition is a sentence that moves you from one big point in your piece to the next. It is like a bridge between your two points. Why do you think it is yellow and blue? Paint your transition any pattern of yellow and blue you'd like (stripes, dots, etc.), but please don't mix the two colors.*

- Use the blue and yellow markers to model this process.

**Conclusion:**

- Point to the last paragraph on the projected essay.

*The final paragraph is called a CONCLUSION. Its job is to wrap up the piece.  
A conclusion has two parts: a \*WHAT\* and a \*SO WHAT?\*. In your conclusion, you need to repeat your thesis (what), but you also need to add some of your own thinking and tell us why what you said is important (So what?). To write your conclusion, you use the ideas in proof paragraph one (yellow) and the ideas in proof paragraph two (blue) to figure out something new. Please mix your yellow ideas and your blue ideas and see what you get.*



Painting an Essay Lesson Plan  
(For Teacher Reference)

- Have students mix the blue and yellow paints in the watercolor tray or on a plastic plate.

*What happened? When you mix blue and yellow you get a new color- green! The green shows that after you have considered all your facts, you arrive back at your green thesis. But, you'll notice that the color you mixed is a different shade of green than your original thesis- in fact, it's unique! Everyone has a slightly different shade of green. Take a minute to look around at all the different shades of green you've created.*

*The CONCLUSION is green because when you run the ideas in the yellow paragraph and the ideas in the blue paragraph through your own mind they come together to make something new -- your own thinking on the topic! Now, paint your conclusion with your own special shade of green.*

### Wrapping up:

- To finish the lesson, review all the colors and reasons for them.
- Then allow the essays to dry. Have your students put them in a folder or notebook for reference (laminate or use a plastic sheet protector if possible).
- Remember to refer to this model frequently throughout the year. Let the colors become part of your classroom language about writing. This first lesson will help students to acquire some basic vocabulary and develop a visual template that will lay the groundwork for a deeper understanding of writing concepts. The activities and games that follow, and practice in writing simple essays will help students to move from knowledge to real understanding.