

Cooking With Colons

Using Colons To Enhance Writing

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Published by *K20 Center*

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Grade Level	9th – 12th Grade
Subject	English/Language Arts

Essential Question

How does grammar enhance your writing? How can you use this punctuation in your own writing?

Summary

In this lesson, students explore the rules of colons and how they can be used to enhance their writing style. They begin the lesson by determining which colon rules are true and which are false. Next, they practice their new knowledge of the colon rules and read an article about the Iroquois' "Three Sisters." To demonstrate their understanding, students write a news article of their choice while implementing colons to enhance their own writing style in specific genres.

Snapshot

Engage

Students play Fiction in the Facts to determine the colon rules.

Explore

Students demonstrate their new understanding with a handout.

Explain

Students read, annotate, and analyze an article using the Four A's of Analysis to interpret how/why colons are used.

Extend

Students compose an article of their choice while using colons to enhance their writing.

Evaluate

Students practice answering an ACT-style question about colons.

Standards

ACT College and Career Readiness Standards - English (6-12)

PUN 302: Use appropriate punctuation in straightforward situations (e.g., simple items in a series)

Oklahoma Academic Standards: English Language Arts (Grade 9)

11.5.W.7: Use a colon or dash to reveal information in a sentence.

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.5.W.8: Use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.).

Attachments

- Article Choice Board—Cooking with Colons - Spanish.docx
- Article Choice Board—Cooking with Colons - Spanish.pdf
- Article Choice Board—Cooking with Colons.docx
- Article Choice Board—Cooking with Colons.pdf
- Classifying Colons (Key)—Cooking with Colons.docx
- Classifying Colons (Key)—Cooking with Colons.pdf
- Classifying Colons—Cooking with Colons - Spanish.docx
- Classifying Colons—Cooking with Colons - Spanish.pdf
- Classifying Colons—Cooking with Colons.docx
- Classifying Colons—Cooking with Colons.pdf
- Lesson Slides—Cooking with Colons.pptx
- Three Sisters (Key)—Cooking with Colons.docx
- Three Sisters (Key)—Cooking with Colons.pdf
- Three Sisters—Cooking with Colons .docx
- Three Sisters—Cooking with Colons .pdf

Materials

- Lesson Slides (attached)
- Classifying Colons handout (attached; one per student)
- Classifying Colons (Key) handout (attached; teacher use)
- Three Sisters handout (attached; one per student)
- Three Sisters (Key) handout (attached; teacher use)
- Article Choice Board handout (attached; one per student)
- Highlighters (two different colors; two per student)
- Pen/Pencils
- Notebook Paper
- Electronic devices (optional)

10 minutes

Engage

Use the attached **Lesson Slides** to facilitate the lesson.

Display the title slide and review the essential questions and objectives on **slides 3-4**. Next, transition to **slide 5** and introduce the Fiction in the Facts strategy. Explain to students that they will read each statement and determine which two statements are true and which statement is false.

Teacher's Note

If it helps, you can point out that this strategy is basically the game “Two Truths and a Lie” if students are more familiar with this concept.

Move to **slide 6** and allow students 2-3 minutes to read the statements. Encourage them to discuss with a partner or as a class. After the time is up, move to **slide 7** to review the answers and their examples. Clear up any misconceptions.

Repeat this process for **slides 8-11**.

15 minutes

Explore

Display the colon rules on **slide 12** and review each rule in as much detail as you feel necessary. Distribute the attached **Classifying Colons** handout and allow students 10-15 minutes to complete the assignment individually or with a partner. Adjust time as needed. Next, review the answers using the attached **Classifying Colons (Key)** handout while also facilitating a brief class discussion. Use the following guided questions:

- *Why do you think the colon goes there?*
- *What rule is it following?*
- *Is there a different punctuation mark that could be used instead of a colon?*
- *Why use a colon instead of a different punctuation mark?*

25 minutes

Explain

Distribute the attached **Three Sisters** handout along with two different colored highlighters per student. Move to **slide 13** and introduce the strategy Categorical Highlighting that students will use as they read and annotate. Explain that as students read the article, they will highlight the sentence where they see colons; specifically, they will highlight everything before the colon in one color and everything after the colon in a different color. Identifying the parts before and after the colons helps students differentiate which rule is being used. Read the text aloud or allow students to read the article individually.

Display **slide 14**. After students finish reading the article, have students go back through and write down in the margins what colon rule is being used. Allow 12-15 minutes to read the text and complete the activity.

Teacher's Note

Unhide slide 15 if students need to see the list of rules as they work.

Take 3-4 minutes to review their answers and check for understanding using the attached **Three Sisters (Key)** handout.

Next, pass out paper to each student and transition **slide 16** to review the Four A's of Analysis strategy.

1. What **Assumptions** does the author of the text hold?
2. What colon choices do you **Agree** with in the text?
3. What colon choices do you want to **Argue** with in the text?
4. What colon choices of the text do you want to **Aspire** to?

Give students about 10 minutes to answer the questions individually on a sheet of notebook paper. Next, allow students to share their answers with an Elbow Partner. Allow at least 5-7 minutes for students to discuss. Next, facilitate a class discussion by inviting a few students to share their answers. Try to get students to think about how the use of a colon can have great significance over a text and reveal an author's purpose.

Optional: Tech Integration

You can have students share their responses verbally or you can create a Padlet or share a Google Slides document to collect students' responses. This way everyone can see what everyone else has written and find commonalities and all voices get heard.

50 minutes

Extend

Distribute the attached **Article Choice Board** handout. Move to **slide 17** and review the directions for the Choice Board strategy. Explain that students will choose one of the following journal article genres—Investigative Journalism, Op-Ed, and Feature—from the slide and choose a specific dish to examine. Encourage students to choose a dish they have had or seen previously. Transition through **slides 18-19** explaining in as much detail as needed the genre conventions for each type of news article. Highlight the fact that the "Three Sisters" article they read would be an example of investigative journalism.

Teacher's Note: Interviewing a Chatbot

If you choose to have students complete this activity in class then for the "feature" option, on slide 19 we offer suggestions about how to use an AI Chatbot to help simulate the interview process.

Next, move to **slide 20** to view the Canva directions and for help accessing Canva. Students can create their article on Canva and share it with the teacher or download it to submit it through your school's LMS or Google Classroom.

Teacher's Note: Using Canva

Log onto Canva ahead of time to familiarize yourself with it, so you can assist students as needed. Take time to review the website as a class and showcase some of the available templates.

Consider selecting 3-5 article templates that students can choose; this will prevent students from spending too much time viewing templates. Unhide **slide 21** to show some of the templates we curated.

5 minutes

Evaluate

Display **slide 22** and review the Practice ACT question. Instruct students to use the same sheet of notebook paper used for their article to answer the question. Encourage them to use their notes to review the rules. Allow 1-2 minutes for students to answer the question; mention to students that during the ACT, they will only have one minute per question to answer the 75 questions for the English subject test or else they will not be able to finish the section. Start the timer provided on the slide and let students work. Next, move to **slide 23** and facilitate a brief discussion about what the correct answer is and which rule it is following.

Have students submit their article for a grade at the end of the period.

Resources

- K20 Center. (n.d.). AI Chatbot. Tech Tool. https://learn.k20center.ou.edu/tech-tool/3478
- K20 Center. (n.d.). Canva. Tech Tool. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Choice boards. Strategies. https://learn.k20center.ou.edu/strategy/73
- K20 Center. (n.d.) Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Fiction in the facts. Strategies. https://learn.k20center.ou.edu/strategy/60
- K20 Center. (n.d.). Four A's of analysis. Strategies. https://learn.k20center.ou.edu/strategy/3579
- K20 Center. (n.d.). Google Slides. Tech Tool. https://learn.k20center.ou.edu/tech-tool/2335
- K20 Center. (n.d.). Padlet. Tech Tool. https://learn.k20center.ou.edu/tech-tool/1077