

POW + TIDE: LESSON # 1 – Part 1

(Lessons developed by Karen Harris and colleagues, then adapted for TIDE by Amy Janoch, ELA coordinator ConVal NH, and Leslie Laud)

This lesson typically takes two to three class sessions to complete. These lessons can be used in grades 1-4. Depending on grade level, increase the level of the models used. (For first grade, students may wait longer to learn transition words and not all will need to master these, according to CCSS.)

Purpose: Develop Background Knowledge, Discuss It

Objectives: Introduction to POW, writing to explain, and TIDE; identification of TIDE parts in essay example

Materials*:

- Mnemonic chart
- essay example (found in SRSD website – explanatory page)
- TIDE graphic organizer
- linking word chart
- flash cards (*if desired*)
- pencils
- scratch paper
- student folders

* YOU HAVE COPIES OF APPROPRIATE MATERIALS TO GIVE EACH STUDENT FOR THEIR FOLDERS. IT IS UP TO YOU WHEN TO GIVE THEM OUT.

____ I. Introduction

Tell students you're going to teach them some "tricks" for writing. "First, we're going to learn a strategy, or trick, that good writers use **for everything** they write."

____ II. Introduce POW

A. Pass out one POW + TIDE chart to each student if desired.

B. Emphasize: POW is a trick good writers use for many things they write.

C. Go over parts of POW, discussing each.

- i. P = Pick an idea to start with – this is an idea in our heads.
- ii. O = Organize my notes – Describe and discuss the concept of notes. We make short notes to remind us of what we want to write. Notes are faster than writing whole sentences. We can change our notes later, too. Use examples: Teachers use notes when they create a web on the board; your parents may use notes when they write things on a calendar or a grocery list. Have students generate some examples of when they might make notes on their own. (**Some students understand notes as being like a text message; others like the idea of caveman talk, or so on**). Tell students you will teach them a trick for organizing your notes later.
- iii. W = Write – we will use our notes to help us write and say more.

- D.** Emphasize that a good way to remember POW is to remember that it **gives them POWER for everything they write.**
- E.** Practice POW; Practice reviewing what each letter in POW stands for and why it is important (good writers use it often, for many things they write). Help as needed.

Options for practice – have students:

1. Write out POW on scratch paper and say what each letter means.
2. Quiz each other in partners or small groups.
3. Respond chorally to the teacher
4. Use flashcards to quiz each other

III. Discuss Explanatory Essays - Asks students if they know what the word “explain” means, and discuss this (it is when you want to accurately tell someone about something). Tell them that the second trick they are going to learn is one that helps them write a paper that explains to the reader something that they know about. “A paper that tells the reader about something that you know is called an explanatory essay. When you write an explanatory essay, you are trying to teach or explain something.” **Also, good explanatory essays are fun for you to write and fun for others to read and learn about something new.**

- A.** Ask students if they have heard the word explain and what they think it means. Explain that when we write an explanatory essay, we are trying to explain or tell our reader about something new.

Discuss:

- i. What it means to explain
- ii. Times you might want to explain something (e.g., explain to your mom what you did today)
- iii. Times you might want to write an essay to explain to someone.

- B.** **A powerful explanatory essay has a good beginning that gets the reader’s attention and tells the reader what they will learn, gives the reader at least three important details about the topic, gives facts that support each important detail, and has a good ending sentence or statement. A good explanatory essay is also fun for you to write and fun to read.** Remember, you want to try to explain a topic to the reader. Review these aspects of good explanatory essays quickly with them. **(You will be practicing this with them, so just be sure they have the idea here).**

- C.** We will learn a trick for remembering the parts of a powerful explanatory essay. This trick is called TIDE, and is the trick we will use to help us organize our notes.

IV. Introduce TIDE

- A.** Point out TIDE on their charts.
- B.** Emphasize: TIDE is a trick good writers use for organizing their notes to write powerful explanatory essays.
- C.** Go over parts of TIDE (“*Let’s look at the parts of writing an explanatory essay to explain your reader to agree with you.*”) Go over each part of TIDE and how it relates to a living TIDE.
- i.** T = Topic sentence – tells the reader what you will be explaining. When you write an explanatory essay, your topic sentence should **catch the reader’s attention and tell the reader what they will be learning about!**
 - ii.** ID = Important Details – 3 or more – tell the reader 3 important ideas about the topic you are explaining. The important details are the things that you find most interesting and important about the topic. The more interesting and important the ideas, the better your explanatory essay/report will be. ***To think of important and interesting ideas, we have to think of our reader. What will the reader find interesting and important?***
 - iii.** E = Ending – Wrap it up right! A good ending brings everything together and reminds the reader of all your topic and important ideas– it helps make a strong essay.
- D.** Practice TIDE; Practice reviewing what each letter in TIDE stands for and why it is important. Help as needed.

Options for practice – have students:

- 1.** Write TIDE on scratch paper and say what each letter means.
- 2.** Quiz each other in partners or small groups.
- 3.** Respond chorally to the teacher
- 4.** Use flashcards to quiz each other

_____ V. Find TIDE in an Essay and Teacher Models Making Notes on Graphic Organizer
Resource: USE GRADE LEVEL MODEL FROM SRSD GOOGLE WEBSITE

- A.** Tell students you will read and help them examine an explanatory essay. While you are reading, they will look to see if the writer used all of the parts. Remind students of the parts: Topic sentence = catch the reader’s attention and tell what I believe; Important Details = 3 or more; Ending = Wrap it up right. (*Leave out the TIDE chart*)
- B.** Introduce the TIDE graphic organizer. Put graphic organizer on board or chart. You will show students how to make notes for each part of TIDE on the organizer. Explain this is how

writers plan before writing an essay.

C. Give students a copy of the explanatory essay for this lesson. Ask students to read along silently while you read the paper out loud.

i. Have students identify the **topic sentence**. Does it catch your attention? Does it tell what you will be learning? Write notes for the topic sentence in the graphic organizer on the board or chart, having students help you. Explain you need just a few words for notes.

ii. Have students identify the **important details**. **Number** each detail as you make notes on the graphic organizer. Students can suggest how you would write the notes. Emphasize that notes are not full sentences. Have students identify the **facts for each important detail – where the writer says more about each explanation. Do the explanations make the details stronger?**

iii. Introduce **linking words** –words writers use to show that a new reason is being given. ***Linking words can be a single word or a group of words.*** Every important detail should have a linking word to make it clear to the reader that this is a detail. Go over the chart of linking words and have students find linking words in the essay. ***You can add additional words to this list over time! Explain to students that it is not ok to use only: first, second, and third in your linking words (i.e., my first reason, second, my third reason, etc.) because this is boring and not fun to read for the reader. (CCSS does not want to see only these words being used, but one of them can be used)***

iv. Have students identify the **ending**. Does it wrap it up right? Does it bring together and summarize all of the important details?

Options for checking for understanding parts

- 1. Have students underline or circle parts as you find them.*
- 2. Have students point parts out to a neighbor or partner*
- 3. Have students respond orally*
- 4. Closely monitor students who struggle with writing*

_____ **VI. Practice POW and TIDE mnemonics (if time permits)**

You can have students:

- 1. Write out POW and TIDE on scratch paper.*
- 2. Quiz each other in partners or small groups.*
- 3. Respond chorally to the teacher*
- 4. Use flashcards to quiz each other*

_____ VII. Lesson Wrap Up

- A.** Announce test next session! Tell students they will not be graded (no grade!). They will tell what POW and TIDE mean from memory.
- B.** Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.
- C.** Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible.