

### POW + TIDE, Revise a Poor Essay: *LESSON # 1 – Part 3*

**Purpose: Develop Background Knowledge, Discuss It;** Revise essay so that: there is a good opening, the explanations make sense, good linking words are used, and the ending sums it up right.

**Objectives:** Review and practice POW, writing to explain, TIDE; identify elements in essay example; recognize explanations that make sense; recognize that this ending does not sum up all of the explanations

#### **Materials:**

- Mnemonic chart
- essay example (explain what I like to do with my best friend)
- TIDE graphic organizer
- linking word chart
- flash cards (*if desired*)
- pencils
- scratch paper
- student folder

#### \_\_\_\_ **I. Test POW and TIDE**

Test to see if students remember **POW** and **TIDE**, however you wish, but make sure each student is getting them. You might have students test each other or have students spend time practicing the parts out loud. Tell students you will test them on it each day to make sure they have it. Be sure students remember that **TIDE** is the trick for **O**.

#### \_\_\_\_ **II. Find TIDE in an Essay, Find Poor Parts, Make Notes on Graphic Organizer**

- A.** Tell students you will read and examine another explanatory essay. While reading, you will look to see if the writer included all of the parts. You will also be looking to see if the explanations make sense. Remind students of the parts: Topic sentence = tell what I believe; Explanations = 3 or more; Explain = Say more about each explanation; Ending = Wrap it up right. (Leave out the TIDE chart where students can see it.) Remind students that **good explanatory essays are fun for you to write and for others to read, make sense, and teach the reader something new.**
- B.** Remind students that you will use the TIDE graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Make sure you **number the explanations** as you are doing this.
- C.** Give students a copy of the essay paper (What I like to do with my best friend). Ask students to read along silently while you identify the topic and read the paper out loud.
  - 1.** Have students identify the topic sentence. Does it catch your attention? Does it explain what you will learn? Write notes for the topic sentence in the graphic organizer. **Emphasize: notes are not complete sentences.**

2. Have students identify the explanations. Number each explanation as you make notes on the graphic organizer. Have students identify the facts for each explanation.

**3. Ask students if the details and the explanations make sense AND ARE THEY DETAILS AND FACTS THAT WILL BE IMPORTANT AND INTERESTING TO THE READER. Emphasize how important it is to *think about your reader* when you decide on your important details. Who might be the reader for this essay? Your parents? Your teacher? Would these details interest them and be important to them? If the facts and details are important, make notes in the graphic organizer. If the facts and details are not important, ask the students for different explanations or explanations you can write that make sense. *Make notes for these better explanations and explanations in the graphic organizer (do not make notes for the bad ones)*. Emphasize that in order to inform your reader, the explanations need to make sense and need to be interesting to teach the reader something new.**

4. Review linking words –words writers use to show that an explanation is being given. Use linking word chart. Find linking words in this essay, fix them if they do not make sense!

5. Have students identify the ending sentence/statement. Does it make sense? Does it sum up all of the explanations? *Make notes for a better ending sentence.*

\_\_\_\_\_ **III. Write a new essay together (on the board or on a chart) from the notes you have made! Does it make sense? Will the important details teach and interest your reader? Is it a better essay? Does the ending wrap it up right?**

\_\_\_\_\_ **IV. Lesson Wrap Up**

- A. Announce test next session! Tell students they will not be graded (no grade!). They will come and write out POW and TIDE and tell what they mean from memory.
- C. Give each student their own folder. Ask the students to put the materials from the lesson in their folders. Collect folders. Tell the students you will pass the folders out for the next lesson.
- D. Continue to work with students who need extra support and students who may need additional, more challenging goals.