

POW +TIDE: LESSON # 2

This lesson may take more than one class session to complete. REPEAT THIS LESSON IF YOU FEEL YOUR STUDENTS, OR A GROUP OF YOUR STUDENTS, ARE NOT READY FOR LESSON 3 YET. YOU CAN MAKE UP A PROMPT FOR YOUR CLASS.

Purpose: Model It; Record Self-Statements

Objectives: review POW and TIDE; model; develop self-instructions

Materials:

- Mnemonic chart
- flash cards (*if desired*)
- TIDE graphic organizer
- transition word chart
- pencils
- lined paper
- practice prompt – how would spend a sunny day (page 2)
- essays (favorite TV shows, book, movie)
- self-statements sheets
- blank graph (Rockets Sheet)
- student folder

_____ I. Test POW and TIDE

Test to see if the students remember **POW** and **TIDE**. Have students spend some time practicing as needed. 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 1-2 More Essays; Think of More or Better Important details; Teacher Models Making Notes on Graphic Organizer

NOTE: ONE PARAGRAPH AND TWO PARAGRAPH MODEL ESSAYS ARE ATTACHED. USE BOTH OR SELECT THE ONE MOST APPROPRIATE FOR YOUR STUDENTS. If you have some students in your class who are ready to write two or more paragraphs, you can use the two paragraph essay with that group of students.

Put out TIDE reminder chart, graphic organizer, and transition word chart. Go through one or two more explanatory essay examples (favorite TV shows, books, movie) and have students identify the parts: opening that catches the reader’s attention and identifies the topic, at least three important details, facts supporting each detail, and an ending sentence that sums it up right.

Be sure to model writing in note form on the graphic organizer for at least the first essay. Do again with the second essay for students who need to practice this further. Find **linking words and think of other ones**. **Ask students if they can think of more or better important details!** **Record the important details on the graphic organizer.**

_____ III. Model Using Self-Statements for “P” in POW. Tell students that today they will help you write a good explanatory essay.

- A. Using the TIDE graphic organizer, state something like, “Remember the first letter in POW is P – *pick my idea*. Today we are going to practice how to write an explanatory essay. To do this, we have to be creative and think free.”
- B. Explain to the students that the things you say to yourself out loud and in your head help you get through the writing process. For example, “I might think in my head, what is it I have to do? I have to write to explain. A good explanatory essay makes sense, has all the parts, and needs to have important details to try to teach the reader something new.”
- C. Write this prompt on the board: ***Think about what I like to do on a sunny day. What are all the things I do and what are the most interesting? What makes those 3 things interesting? How do I feel when I am doing those things? Model things you might say to yourself when you want to think of a good idea. For example, “I have to let my mind be free.” “Take my time. A good idea will come to me.” “Think of new, fun ideas.” You can also start with a negative statement and model how a coping statement can help you get back on track. For example, “I can’t think of anything to write! Ok, if I just take my time, a good idea will come to me.”*** Students can help you.
- D. Pass out self-statement sheets to students. If useful, ask students what they think in their head when they have to pick an idea to write about – do the things you think in your head help you or get in your way? Have students record 1-2 things they can say to help them think of good ideas on their self-statement sheet. We want to use self-statements that help us! If students have trouble, help them create their own statements or let them “borrow” one of yours until they can come up with their own.

IV. Discuss Using “O” in POW, Model Making Notes Using TIDE

- A. The second letter in POW is O –*organize my notes*. You are going to write an explanatory essay today and you know there is a trick for O. Ask students to tell you the trick -- **TIDE**.
- B. Show students a blank graphic organizer on the board or a chart. State, “**I will use this page to make and organize my notes. You can help me.**” Tell students **they will do this too next time they write an explanatory essay.**
- C. Briefly review the parts of TIDE in the graphic organizer. Review your writing goals: To write a good explanatory essay. **Remind students that powerful explanatory essays get the reader’s attention and tell readers what they will learn, give at least three important details about the topic, give facts for each important detail, use good linking words, and have a ending sentence that brings it all together. Also, good explanatory essays are fun for you to write and for others to read, make sense, and can the reader something new.**
- D. **Explain that you can now do the O in POW – Organize my Notes.** State, “This helps me plan my paper. I can **write down ideas** for each part. I can write ideas down in different parts of this page as I think of ideas.”

- E. Model making notes using TIDE graphic organizer. Students can help you throughout the next steps. Below is an example of modeling for TIDE. Use problem definition (such as, “what is it I have to do here – write a powerful explanatory essay,” or “I know what to do, I need to use TIDE”), self-evaluation, planning with TIDE, coping, and self-reinforcement statements as you work on making notes.**
- i. First, what do I like to do on a sunny day?”** (Talk out loud and fill in notes for Topic Sentence). **How can I catch the reader’s attention with my opening?** Generate notes for a good opening with your students.
 - ii. Second state, “Good! I like this idea! Now I need to figure out at least 3 important details. Let my mind be free, think of good ideas.”** (Talk out loud and write notes for at least 3 important details, not in full sentence; students can help you come up with these important details. Use coping statements at least twice). **Be sure to number your important details in the order you want to use them after you have your notes made. Discuss with the students what order would be most effective or logical for the reader.**
 - iii. Third, state, “What do I need to do next? I need to wrap it up right”** (Talk out loud and write notes for the ending sentence). Make sure that your ending wraps it up right and sums up your important details.
 - iv. After generating notes for all the parts state, “Now I can look back at my notes and see if I can add more notes for my paper.” Students can help you. Model adding more notes (e.g., an extra facts to further explain your details). Use coping statements.**
 - v. Finally, model adding the linking words;** state, “I can also decide on good linking words I want to use for each important detail.” Students can help. Write them on the graphic organizer.
 - vi. Finally, model checking TIDE to make sure you have done all of the steps.**

_____ V. Model writing your explanatory essay using POW and TIDE

- A.** Keep the POW and TIDE chart out or write on board.
- B.** State, “Now I can do W in POW – *Write and say more*. I can write an explanatory essay and think of more good ideas.
- C.** Model the entire process of writing an explanatory essay using the practice prompt. Print clearly on the board or chart so students can follow along.
- D.** Talk yourself through writing the paper, using multiple types of self-statements as you did for making notes. **The students can help throughout writing the paper.** You might start by stating, “How shall I start? I need to tell the reader what my topic will be. I need a good topic

sentence.” Then pause and think your opening sentence out. Write out the sentence. Model using your notes to write out your important details and explanations. Continue writing the essay until you are finished. At least 2 times ask, “Does my essay make sense? Do I have all my parts? Will the reader find my important details important?” Use coping statements. ***Add or change at least one important detail or fact as you work, reminding students that W is for write and say more. You need to keep thinking about your reader while your write, and make changes as needed.***

- E. Model writing the ending sentence and examining the paper for all of its parts. When the paper is finished, use a self-reinforcement statement something like, “Good work. I’m done. It’ll be fun to share my explanatory essay with my readers and see if I can persuade them.”

____ VI. Self-Statements for TIDE

- A. Pass out student folders. Ask students to add to their self-statements lists. Ask the students if they can remember: 1) the things you said to yourself to get started making notes and writing? 2) things you said while you worked on notes or writing (try to get some creativity statements, coping statements, statements about remembering the parts, and self-evaluation statements) 3) things you said to yourself when you finished making notes or writing. Remind students that their self-statements should be in their own words. Make sure the students adds these to their list:
- i. 1-2 statements to say to **get started**. *For example, “What is it I have to do? I have to write an explanatory essay using TIDE.” - In the students’ own words.*
 - ii. 1-2 statements to say **while you work**: self-evaluation, coping, self reinforcement, and any others the students like. *In the students’ own words.*
 - iii. 1-2 statements to say **when you’re finished** such as “This is great! My readers will learn something important.” *In the students’ own words.*
- B. Tell students that we don’t always have to state these things out loud. Once we learn them we can think these things in our heads, whisper it to ourselves, or read it on our lists.

____ VII. Introduce Graphing Sheet/Graph the Paper

- A. Draw a graph on the board or use a rocket chart; if you start a rocket chart now you will continue to use it in later lessons.
- B. Ask students if the paper had all the parts. Review the topic sentence, the three or more important details, explanations/facts, and the ending sentence. **Count up the parts: a good explanatory essay has at least 8 parts.** Show the students how each square on the rocket gets colored in is for each part that was written. Also, color a star for each reason if there are more than 3 important details in the essay or for each good linking word that was used in the essay.
- C. When you color in all of the parts, tell students they have blasted off their rocket and their goal

is to be able to blast off their rocket every time they write explanatory essays.

_____VIII. Lesson wrap-up

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