

POW +TIDE: LESSON # 3

This lesson may take more than one class session to complete.

Purpose: Support It: Review POW & TIDE, Self-Instructions, Collaborative Writing

Objectives: Review and practice POW, TIDE; identification of parts in example papers; reinforce transfer and write collaboratively

Materials:

- Mnemonic chart
- TIDE graphic organizers
- linking word chart
- Self-Instructions Sheet
- Rocket Graphing Sheet
- practice prompt: Helping Teacher
- paper
- pencils
- scratch paper
- student folder

_____ I. Test POW and TIDE, Prepare to Wean Off Graphic Organizer

Test to see if the students remember **POW** and **TIDE**. Be sure students remember that **TIDE** is the trick for **O**.

To prepare the students for weaning them off the graphic organizer in future lessons, ask the students to write the mnemonics on scratch paper, but with POW across the top of the page and TIDE down the left-hand side of the sheet. Demonstrate on the board.

IF NEEDED, have students pair off and test each other.

_____ II. Find TIDE in 1-2 More Essays (IF NEEDED, SKIP IF NOT OR USE WITH INDIVIDUAL STUDENTS OR SMALL GROUPS AS NEEDED)

AGAIN: 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.

Pass out student folders. Put out TIDE reminder chart, graphic organizer, and transition word chart. Go through one or two more examples and have students verbally identify the parts – a good opening that gets the reader’s attention and tells topic, at least three important details, explanations, and a good ending sentence.

Model making notes if necessary. Find linking and discuss alternative linking words. **For each of these papers, ask the student if they can think of more or better important details! Number and write the important details on the graphic organizer. Ask the students what transition words could be used with the additional important details. BE SURE TO EXAMINE PARTS! Are they all there?**

____ IV. Group Collaborative Writing, Teacher Leads

- A. Pass out student folders, if not already out. Ask students to get out their TIDE reminder chart, **linking word chart (remember, students can add to this list across lessons)**, and self-statements list. Put graphic organizer on board with POW across the top and TIDE down the left side.
- B. Write this prompt on the board: ***Most students like to help their teacher in the classroom. Before you begin writing, think about how you can help your teacher. Now write to explain how you can help your teacher.***
- C. Let students lead the writing process as much as possible. Help students as needed. This is a collaborative process, together you will write a group essay.
- D. How do we start? The first letter in POW is P – *Pick my idea*. Refer students to their self-statements to get started. This is along the same line as **“What is it I have to do? I have to write an explanatory essay using TIDE.”** Decide as a group what you would like to explain.
- E. What do we do next? The second letter in POW is O – *Organize my notes*. We will use TIDE to help us organize and plan our paper. Remind students TIDE is the trick for O. State, “We will use this organizer on the board to make and organize our notes.”
- F. Review your goals for writing an explanatory essay with the students. Powerful explanatory essays get the reader’s attention and teach the reader something interesting about the topic, give at least three interesting, important details, give facts for each detail, use linking words, and have a good ending sentence. Also, good explanatory essays are fun to write, fun for others to read, make sense, and teach your reader something new.
- G. After students have generated notes for all of the essay parts, look back at the notes and see if you can add more parts (e.g., more important details, better facts). Make sure there are notes for good linking words.
- H. With the students, examine the parts of TIDE in the notes. *Are they all there?*
- I. What do we do next? The last letter in POW is W ---*Write and say more*. Refer students to their self-statements for what to say while they work. State, “What is it I have to do here? I have to write an explanatory essay. A good explanatory essay has at least 8 parts, uses transition words, and makes sense. It is fun to write and fun to read.” Have students suggest sentences for each part of TIDE. Write the essay on the board as you go. Revise as your work as appropriate.

____ V. Graph the Essay

- A. Draw a graphing rocket on the board or use a chart.

- B.** Ask students if the essay has at least 8 parts. Review the topic sentence, the three or more important details, the explanations, and the ending sentence. Show the students how each square on the rocket gets colored for each part that was written. Also, color a star for each important detail if there are more than 3 important details in the essay. Color a number for each good linking word that was used in the essay.
- C.** Note that you have colored all of the parts, tell students they have blasted off their rocket, and their goal is to be able to blast their rocket when they write their next explanatory essays.

_____ VI. Lesson Wrap-Up

- A.** Announce test next session! Tell the students they will not be graded (no grade!). They will come and write out POW and TIDE and tell what they 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 the 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.