

P.WRITE: POW + W-W-W: LESSON 1 -- Part 1**Purpose: Develop Background Knowledge, Discuss It**

Objectives: Introduction to POW, story parts, and story parts reminder. Identification of story parts in story examples.

Materials:

- Mnemonic charts
- story examples (Albert the fish)
- W-W-W graphic organizer
- Paper
- flash cards (*if desired*)
- pencils
- scratch paper
- student folder
- Positive Behavior Support tickets

Behavioral Component: Review school-wide behavior goals. Remind students that Positive Behavior Support tickets can be earned during writing lessons. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

I. Introduction

Tell students you're going to teach them some "tricks" for writing. First, we're going to learn a strategy or trick good writers use **for everything** they write. Then we are going to learn the trick or strategy which helps you write a good story. Good stories are fun to read, fun to write, make sense, and have all their parts.

II. Introduce POW

A. Pass out one POW + W-W-W, What = 2, How = 2 chart to each student.

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

C. Go over parts of POW, discussing each.

1. P = Pick an idea to start with – this is an idea in our heads.
2. O = Organize my notes – I will teach you a trick for organizing your notes later.
3. W = Write – we will use our notes to help us write and say more.

D. 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 webs on the board, parents 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.

E. Emphasize that a good way to remember POW is to remember it **gives them POWer for everything they write.**

F. 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 Good Stories

- A.** Ask the students what makes a story good? Be sure to include that good stories are fun to read and capture the reader’s attention.
- B.** Good stories also make sense and have several parts.
- C.** Now, we will learn a trick for remembering the parts of a good story. We will use this trick to help us organize our notes.

IV. Introduce W-W-W

- A.** Put out the W-W-W, What=2, How=2 strategy on their charts. Emphasize that this is a strategy good writers use whenever they write a story. Tell the students that first we will begin with the W-W-W part.
- B.** Go over parts of W-W-W (“*Let’s look at the parts of writing a story.* ”)
- i. W = Who is the main character? – Be sure students understand the word “character” as in a story. Ask students to give examples of who can be main characters in a story. *For example*, main characters can be an animal, teacher, police officer, brother, alien, pirate, and so on.
 - ii. W = When did the story happen? – Ask students to give examples of when a story could happen. *For example*, a story can happen yesterday, last night, two days ago, 2000 years ago, 100 years into the future, Wednesday at 4:00, a long time ago, and once upon a time.
 - iii. W = Where did the story take place? – Ask students to give examples of where a story could take place. *For example*, a story can take place at school, in Nashville, in the mall, at home, on a spaceship, in the African desert, on a pirate ship, and so on.
- D.** Practice W-W-W; Practice reviewing what each letter in W-W-W stands for and why it is important. Help as needed.

Options for practice – have students:

1. Write W-W-W 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 the flashcards to quiz each other

_____ V. Find W-W-W in a story (Albert) and Teacher Models Making Notes on Graphic Organizer

- A. Tell students you will read the beginning of a story (READ ONLY AS FAR AS WHO, WHEN, AND WHERE). While you are reading, they will look to see if the writer used W-W-W in the story. Remind students of the parts: W = who is the main character; W = when did the story happen, W = where did the story take place?
- B. Introduce W-W-W graphic organizer. Put graphic organizer on board or chart. You will show students how to make notes for each part of W-W-W on the organizer. Explain this is how writers plan before writing a story.
- C. Give students a copy of Albert. Ask the students to read along silently while you read the paper out loud.
 - i. Have students identify who, when, and where. **EXPLAIN THAT THESE PARTS CAN COME IN DIFFERENT ORDERS. SOMETIMES YOU WILL READ WHO, WHEN, AND WHERE OR SOMETIMES IT WILL BE WHEN, WHERE AND WHO.**
 - ii. Have students identify the parts. Write notes for the parts in the graphic organizer on the board or chart, having students help you. Explain you need only a few words to make notes; notes are not full sentences. Emphasize that the notes can be written in different orders, depending how the writer presents them.

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. Introduce What = 2

- A. What does the main character do or want to do? Ask students to give examples of what characters do or want to do. *For example*, characters might want to go on a hike, rob a bank, get good grades, find a buried treasure, or save the world.
- B. What happens then? Ask students to give examples of what might happen after the character(s) know what they want to do. *For example*, if a character wants to go on a hike, she might gather several supplies, get a map, decide where to go on a hike, and start out on a new adventure. If a student wants to get good grades, he might ask the teacher for help, study at night, read lots of books, and be prepared for tests.

- C. Use stories that students may be familiar with to discuss what the characters wanted and what happened. *For example*, in the 3 Little Pigs, what did the wolf want? What happened as the wolf tried to get what he wanted?

VII. Introduce How = 2

- A. How do the main character(s) feel? Ask students to give examples of how characters in the stories feel. *For example*, characters in stories might feel sad, happy, excited, scared, or terrified. Ask students for examples of exciting words. *For example*, what can students say instead of sad or happy. They could use the words devastated or elated.
- B. How does the story end? Ask students to give examples of how stories can end? *For example*, the characters lived happily ever after or the character saved the world.
- C. Use stories that students may be familiar with to discuss how characters felt and how the stories ended. *For example*, In the 3 Little Pigs, how did the story end? How did the 3 little pigs feel? How did the wolf feel?

VIII. Find What=2 and How=2 in a story (Albert) and Make Notes on Graphic Organizer

- A. Tell students you will keep reading the story about Albert the fish. While you are reading, they will look to see if the writer used What = 2, How = 2. Remind students of the parts: *What* does the main character do or want to do? *What* happens then? *How* does the main character or characters feel? *How* does the story end?
- B. Tell students that they might not hear the parts in the order of What = 2, How = 2. **EMPHASIZE THE PARTS CAN COME IN DIFFERENT ORDERS.** For example, how the character feels may be told before how the story ends.
- C. Write notes for the parts in the graphic organizer on the board or chart, having students help you. Explain you can have many notes for each part, but you are writing just a few words. *For example*, what happens then may have two or three events. Tell students that a good story may have more than 2 “Whats.” *Another example* is characters may have different feelings throughout the story. In the beginning of the story, a character may be scared, but at the end of the story the character may be happy.
- D. Write notes for the parts. Students can suggest how you would write the notes. If students have not identified all of the parts, read the story again and help the students as needed. Be encouraging and positive.
- E. Count up all the parts – **a good story has 7 parts.**

IX. Find and Discuss Million Dollar Words (MDW) in a story (Albert)

- A. Discuss million dollar words (MDW). Million dollar words are good vocabulary words, words that we don’t hear or use all the time. MDWs make the story or sentence more interesting.

Discuss some examples with students. *For example*, they can use freezing instead of cold or terrified instead of scared.

- B.** Ask students to give examples of words. Ask them to give MDWs for hot, cried, ran, etc.
YOU MAY WANT TO START AN MDW CHART IN YOUR ROOM IF YOU DON'T ALREADY HAVE ONE.
- C.** Tell students you will read through the Albert story one more time. Discuss with the students the MDWs the author used.
- D.** Ask students if there are any words the authors used that could be changed into MDWs or if there are any places where million dollar words can be added.
- E.** Have students get out a sheet of notebook paper and write Million Dollar Words at the top. Tell students this will be a list they can keep to record the million dollar words that they can use when they want to make their writing more fun, interesting, and exciting.

X. Practice POW and W-W-W, What = 2, How = 2 mnemonics (*if time permits*)

You can have students:

- 1.** Write out POW and W-W-W, What = 2, How = 2 on scratch paper and state the meaning of each part.
- 2.** Quiz each other in partners or small groups.
- 3.** Respond chorally to the teacher
- 4.** Use flashcards to quiz each other

XI. Lesson Wrap Up

- A.** Announce test next session! Tell students they will not be graded (no grade!). They will tell what POW and W-W-W, What = 2, How = 2 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 the 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.

Albert The Fish

On a warm, sunny day two years ago, there was a huge gray fish named Albert. He lived in a big, icy pond near the edge of town.

Albert was swimming around the pond when he spotted a big, juicy worm on top of the water. Albert knew how wonderful worms tasted and wanted to eat this one for dinner. So he swam very close to the worm and bit into him. Suddenly, Albert was pulled through the water into a boat. He had been caught by a fisherman. Albert felt sad and wished he had been more careful.

Albert The Fish

On a warm, sunny day two years ago (**When**), there was a huge gray fish named Albert (**Who**). He lived in a big icy pond near the edge of town (**Where**). Albert was swimming around the pond when he spotted a big, juicy worm on top of the water. Albert knew how wonderful worms tasted and wanted to eat this one for dinner (**What He Wanted To Do**). So he swam very close to the worm and bit into him. Suddenly, Albert was pulled through the water into a boat (**What Happened**). He had been caught by a fisherman (**Ending**). Albert felt sad (**Feelings**) and wished he had been more careful.

Possible MDW: icy, huge, juicy, and wonderful