

P.WRITE: POW + W-W-W: Lesson 1 – Part 2**Purpose: Develop Background Knowledge, Discuss It**

Objectives: Review and practice POW, and story part reminder; identification of story parts in story examples; establish concept of transfer

Materials:

- Mnemonic charts
- story example (The Lion and the Mouse)
- W-W-W graphic organizer
- flash cards (*if desired*)
- paper
- pencils
- scratch paper
- student folder
- Positive Behavior Support tickets

Behavioral Component: Review school-wide behavior goals. Remind students 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. Test POW and W-W-W, What = 2, How = 2

- A.** Ask students to write out the name of the **trick that can be used for all kinds of writing – POW** – on scratch paper.
- B.** Ask students what each letter stands for, and why it is important for any kind of writing.
- C.** Remind students that **O** needs a trick for organizing. Ask students what trick is for organizing notes for good stories. Ask students to **write out the story parts reminder mnemonic/trick** on scratch paper. Students should write: **W-W-W, What = 2, How = 2**. If students have trouble, be supportive and prompt as needed. Remind students – a **good story has 7 parts!**
- D.** Ask students what each letter stands for and why it is important. ***IT IS ESSENTIAL THAT STUDENTS MEMORIZE THE TRICKS/REMINDERS.***

Options for practice – have students:

1. Write out POW and WWW on scratch paper and state 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.
- E.** Tell students they will be tested each day to make sure they remember POW and W-W-W, What = 2, How = 2. Remind students they can practice memorizing it whenever they have time.

____ II. Find W-W-W, What = 2, How = 2 in the Lion and the Mouse and Teacher Models Making Notes on Graphic Organizer

- A. Tell students you will read and examine another story. While reading, you will look to see if the writer used all of the parts. Remind students of the parts: W = who is the main character, W = when did the story happen, W = where did the story take place, What = what did the main character do or want to do, What = what happens then, How = how did the main character or characters feel, How = how did the story end? (Leave out the W-W-W chart where students can see it; get out a graphic organizer.)
- B. Remind students that you will use the W-W-W graphic organizer to write the parts in note form. Put graphic organizer on board or use chart.
- C. Give students a copy of the story (*The Lion and the Mouse*). Ask students to read along silently while you read the paper out loud.
- i. Have students identify W-W-W. Write notes for W-W-W in the graphic organizer, emphasizing that you need just a few words and parts do not have to be written in any particular order.
 - ii. Have students identify What = 2. Write notes for What = 2 in the graphic organizer. Students can suggest how you would write the notes. Students can suggest other actions characters may have taken in the story or other actions that could have happened to make the story more exciting.
 - iii. Have students identify How = 2. Write notes for How = 2 in the graphic organizer. Students can suggest how you would write the notes. Students can suggest other endings to the story or identify different feelings the characters may have felt.
 - iv. Review and find million dollar words. 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. Read through the story and have students identify the MDWs. Students can add these words to their MDW list. Ask students if there are any words the authors used that could be changed to MDWs or if there are any places where MDWs can be added.

Options for checking for understanding parts – have students:

1. *Underline or circle parts*
2. *Point parts out to a partner*
3. *Respond orally*

____ III. Introduce Transfer

- A. Brainstorm together some classes or other writing tasks where students could use both POW and W-W-W, *be sure to note we should use POW with W-W-W whenever we use W-W-W*. Other tasks they could use both POW and W-W-W include: book reports, letters to friends or

your parents when you want to tell them an exciting story, reports on special topics, writing for a school newsletter, writing about something that happened to you or a special event, etc.

___ IV. Lesson Wrap Up

- A.** Announce test next session! Tell students they will not be graded (no grade!). They will come and state POW and W-W-W, What = 2, How = 2 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.** Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible.

The Lion and the Mouse

One sunny day a long time ago a big strong lion was taking a walk in the forest near his home. He walked into a huge net. “Help!” he yelled. “I can’t get out. I am scared.” A cute little mouse came running along. She cried, “I’ll help you!” “Oh!” said the lion. “How could you help? You’re too little.” The mouse said, “I can too help! You’ll see.” And the mouse began biting the net into tiny bits. The lion was able to get out of the net. When the lion got out he grinned. He said, “You may be a little mouse. But you’re a big help.” The mouse felt proud that she had helped the lion.

The Lion and the Mouse

One sunny day a long time ago **(When)** a big strong lion **(Who)** was taking a walk in the forest near his home **(Where)**. He walked into a huge net. “Help!” he yelled. “I can’t get out. I am scared **(Feelings)**.” A cute little mouse **(Who)** came running along. She cried, “I’ll help you!” **(What He Wanted to Do)** “Oh!” said the lion. “How could you help? You’re too little.” The mouse said, “I can too help! You’ll see.” And the mouse began biting the net into tiny bits **(What Happened)**. The lion was able to get out of the net **(Ending)**. When the lion got out he grinned. He said, “You may be a little mouse. But you’re a big help.” The mouse felt proud **(Feelings)** that she had helped the lion.

Possible MDW: huge, cute, tiny, grinned, and proud