

P.WRITE: POW + W-W-W with Story that Makes Sense: Lesson #1 – Part 3

Purpose: Develop Background Knowledge, Discuss It

Objectives: Review and practice POW and story part reminder; identification of story parts in story examples; recognize story parts that make sense

Materials:

- Mnemonic charts
- story example (*The Haunted House*)
- 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

Test to see if students remember **POW** and **W-W-W, What = 2, How = 2** by writing the mnemonics out on a piece of scratch paper. Have students spend some 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 **W-W-W, What = 2, How = 2** is the trick for **O**. Remind students, **a good story has 7 parts.**

_____ II. Find W-W-W, What = 2, How = 2 in a Story, Think of Other or Better Story Parts, Make 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. You will also be looking to see if the reasons make sense. 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).
- B.** Remind students you will use the W-W-W graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Model writing the parts in different orders.
- C.** Give students a copy of the story (*The Haunted House*). Ask students to read along silently while you read the story out loud.

- i. Have students identify W-W-W. (**Remember, parts in a story will not appear in any particular order!**) Write notes for W-W-W in the graphic organizer. **Emphasize: notes are not complete sentences.**
- ii. Have students identify What = 2 and How = 2. Write notes for What = 2, How =2 in the graphic organizer. Students can suggest how the notes should be written.
- iii. **Ask students if the different story parts make sense. *This story has parts that do not make sense*; ask the students to create parts that do make sense. Replace the parts that do not make sense in the graphic organizer with the new parts that do make sense. Emphasize that in order to capture your reader and keep them interested, the parts need to make sense and be exciting to keep the reader wanting to read more. Rewrite the story on the board with your students help, making sure the story has all the parts and makes sense.**
- 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.
- v. **Ask students if the MDWs included in the story make sense. If the MDWs do not make sense, ask the students for different MDWs you can write that make sense. Emphasize that MDWs help capture the reader's attention and make the story more exciting and fun.**

____ 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 W-W-W, What = 2, How = 2 and tell what they mean from memory.
- C. 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.
- D. Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible.

The Haunted House

It was a dark scary night. The sun was shining brightly. Mike, Jon, and Billy were three old boys. They were standing in front of a haunted house. The boys wanted to go into the house to hunt for frogs and lizards. Mike grabbed a notebook. Jon grabbed a boat and Billy grabbed a flashlight. The four boys walked into the haunted house. When they walked into the house a ghost flew in front of them. The boys were very happy. The boys jumped and ran out of the house and returned to school.

The Haunted House

It was a dark scary night (when). The sun was shining brightly. Mike, Jon, and Billy (who) were three <old> boys. They were standing in front of a haunted house (where). The boys wanted to go into the house to hunt for frogs and lizards (what). Mike grabbed <a notebook>. Jon grabbed <a boat> and Billy grabbed a flashlight. The four boys walked into the haunted house (what). When they walked into the house a ghost flew in front of them. The boys were <very happy> (how).The boys jumped and ran out of the house and returned to school (how).

(<> indicates parts that do not make sense)