

P.WRITE: POW + W-W-W: Lesson 2

Purpose: Review POW + Story Parts Reminder; Teacher Models; Record Self-Statements

Objectives: Review POW and story parts reminder; model self-statements; model story writing; have students establish personal self-instructions; introduce rockets

Materials:

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| * Mnemonic Chart | * lined paper | * self-statements sheets |
| * flash cards (<i>if desired</i>) | * student folders | * Positive Behavior |
| * W-W-W graphic organizer | * stories (<i>Farmer’s Story;</i> | Support tickets |
| * scratch paper | <i>Tiger’s Whiskers</i>) | |
| * pencils | * practice picture (<i>turtle</i>) | |

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**. 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. A good story has 7 parts!**

___ II. Find W-W-W, What = 2, How = 2 in Two More Stories, Think of Other or Better Story Parts and MDWs, Teacher Models Making Notes on Graphic Organizer

Put out W-W-W, What = 2, How = 2 reminder chart and graphic organizer. Go through two more story examples (**Farmer’s Story; Tiger’s Whiskers**) and have students identify 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?

Be sure to model writing in note form on the graphic organizer, for the first story only (for the second story, just do verbally). Emphasize these are short notes writers make before writing the story. **For this paper, ask students if they can think of more or better parts, and more or better MDWs! Remind students the parts do not have to be written in any particular order. Examine the parts and make sure they are there.**

___ III. Model Using Self-Statements for “P” in POW

A. Using the W-W-W, What = 2, How = 2 graphic organizer, state, “Remember the first letter in POW is P – *pick my idea*. Today we are going to practice how to write a good story. To

do this, we have to be creative and think free.”

- B.** Show the picture of the turtle to students. Use problem definition, planning, self-evaluation, self-reinforcement, and coping statements as you work. Use statements that your students are likely to state when they write. 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.” Explain 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 a story. A good story is fun to write, fun to read, makes sense, has million dollar words, and has all the parts.”
- C.** Pass out self-statement sheets to students. Ask students to come up with and share things they might say to themselves to help them think of good story ideas and good parts. 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. Have students record 1-2 things they can say to help them think of good ideas on their self-statement sheet.

___ IV. Discuss Using “O” in POW

- A.** The second letter in POW is O –*organize my notes*. Explain that you are going to write a story today. You need a trick for O. The trick for writing stories is **W-W-W, What = 2, How = 2**. You will use POW and W-W-W to help you organize and plan your story.
- 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 next time they write a story.
- C.** Briefly review the parts of W-W-W, What = 2, How = 2 in the graphic organizer. Review your writing goals: To write a good story. **Remind students a good story has at least 7 parts, is fun to read, fun to write, and makes sense. Also, a good story has million dollar words that are exciting and interesting.**
- 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.” *Students can help you throughout the next steps.*
- E.** Model writing ideas on the graphic organizer. *Be sure to model moving out of order during the planning.* State, “What ideas do I see in this picture?” **Talk out loud and fill in notes for WHO, WHEN, WHERE.** *For example*, you can state, for “who I see..., for when, I can write..., and for where, it’s going to be... Compliment yourself for having good ideas. *For example*, you can state, “Good! I like these parts!” **Model making notes for MDWs.**
- F.** Model writing notes for What = 2, How = 2. State, “Now I better figure out the 2 whats and

2 hows. Let my mind be free, think of new, fun ideas.” **Model making notes for MDWs.** (*Talk out loud and write notes for What = 2, How = 2. Use coping statements at least twice*). Examples of statements include:

- “Let’s see, for what does the main character do, I think...”
- “For what happens when she tries to do it, I think...”
- “I can add more action by writing about...”
- “For the ending, I can say...”
- “For how they feel, I can write about....”

- G.** After generating notes for all story parts, state, “**Now I can look back at my notes and see if my story parts make sense or if there is anything else I can add to make my story more fun and interesting.**” *MODEL ADDING MORE NOTES* (e.g., an extra feeling, changing the ending.) Use coping statements as you are modeling organizing your notes.
- H.** After changing the parts, state, “**I can look for ideas for good word choices or million dollar words.**” *MODEL ADDING AT LEAST ONE MILLION DOLLAR WORD TO THE GRAPHIC ORGANIZER.*

___ V. Model Writing a Story Using POW and W-W-W, What = 2 , How = 2

- A.** Keep the POW and W-W-W, What = 2, How = 2 chart out or write on board.
- B.** State, “Now I can do W in POW – *Write and say more*. I can write a story and think of more good ideas.
- C.** Model the entire process of writing a story using the picture prompt. Print clearly on the board or chart so students can follow along.
- D.** Talk yourself through writing the story. The students can help. **Start by saying “How shall I start? I need to tell who, when, and where.”** Then pause and think. Write out the sentences. **Add 1-2 more ideas and million dollar words** on your plan as you write. Don’t hurry, but don’t slow it down unnaturally. Continue writing the story until you are finished. As you write and include ideas from your plan, model checking yourself as you write by checking off the story parts that you have used. At least 2 times, **ask yourself, “Am I using good parts? Am I using all my parts so far?” “Do I have good MDWs?”** Also model asking yourself, “**Does my story make sense?**” Use coping statements.
- E.** When finished, state, “Good work. I’m done. It’ll be fun to share my story with others.”

___ VI. Self-Statements for W-W-W, What = 2, How = 2

- A.** Pass out student folders. Add to students’ self-statements lists. Ask students if they can remember: 1) things you said to yourself to get started? 2) things you said while you worked (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. Make sure students add 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 a story using W-W-W, What = 2, How = 2. A good story has all 7 parts.” - 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 enjoy this story.” *In the students’ own words.*

B. Tell students that we don’t always have to state these out loud. Once we learn them we can think these in our heads or whisper it to ourselves.

___ VII. Introduce Graphing Sheet/Graph the Story

A. Draw a graphing rocket on the board.

B. Ask students if the story had the 7 parts. Review who, when, where, what, what, how and how. Show how each square on the rocket gets colored in for each part that was written. Also, color a star for each million dollar word.

C. If students 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 every time they write stories.

___ VIII. Lesson wrap-up

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

*****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.**

The Farmer's Story

Many years ago there was an old farmer who lived near the woods. He owned a stubborn donkey. The farmer wanted to put his donkey in the barn. First he pushed him, but the donkey would not move. Next, the farmer tried to frighten the donkey into the barn. So he asked his dog to bark at the donkey, but the lazy dog refused. Then the farmer thought that his cat could get the dog to bark. So he asked the cat to scratch the dog. The dog began to bark angrily. The barking frightened the donkey and he jumped into the barn. The farmer was very proud of himself.

The Farmer's Story

Many years ago (**When**) there was an old farmer (**Who**) who lived near the woods (**Where**). He owned a stubborn donkey. The farmer wanted to put his donkey in the barn (**What He Wanted To Do**). First he pushed him, but the donkey would not move. Next, the farmer tried to frighten the donkey into the barn. So he asked his dog to bark at the donkey, but the lazy dog refused. Then the farmer thought that his cat could get the dog to bark. So he asked the cat to scratch the dog. The dog began to bark angrily (**What Happened**). The barking frightened the donkey (**Feelings**) and he jumped into the barn (**Ending**). The farmer was very proud of himself (**Feelings**).

Possible MDW: stubborn, frighten, lazy, and angrily

The Tiger's Whiskers

A long time ago, there was a woman who lived with her son in the forest. One day, her son got extremely sick. The woman was very anxious and wanted her son to get well. She tried everything she could think of, but nothing worked. At last she remembered that medicine made from a tiger's whisker would help her son get well. So the woman set out to get a tiger's whisker. She went to a tiger's cave and put food in front of the cave and sang soft music. The tiger came out, ate the food, and thanked the woman for the music and the food. The woman asked for a whisker in return, and the tiger gave her one. The woman made the medicine, and gave it to her son. Her son got well, and the woman and her son were very happy.

The Tiger's Whiskers

A long time ago (**when**), there was a woman (**who**) who lived with her son (**who**) in the forest (**where**). Her son was extremely sick. The woman was very anxious and wanted her son to get well (**what she wanted to happen**). She tried everything she could think of, but nothing worked. At last she remembered that medicine made from a tiger's whisker would help her son get well. So the woman set out to get a tiger's whisker. She went to a tiger's cave and put food in front of the cave and sang gorgeous music. The tiger came out, ate the food, and thanked the woman for the music and the food. The woman asked for a whisker in return, and the tiger gave her one (**what happened**). The woman made the medicine, and gave it to her son. Her son got well (**ending**), and the woman and her son were joyful (**feelings**).

MDWs: extremely, anxious, gorgeous, joyful