

P.WRITE: POW + W-W-W: Lesson #3

Purpose: Review POW & Story Parts Reminder, Self-Statements, Collaborative Writing

Objectives: Review and practice POW, story parts, and story part reminder; identification of story parts in story examples; and write collaboratively

Materials:

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|--------------------------------------|--------------------------------------|---|
| * Mnemonic charts | * Rocket Graphing Sheet | * scratch paper |
| * story example
(Smokey; Charlie) | * story prompt
(boy on alligator) | * student folders |
| * W-W-W graphic organizer | * paper | * Positive
Behavior Support
tickets |
| * Self-statements Sheets | * pencils | |

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, Prepare to Wean Off Graphic Organizer

Test to see if students remember **POW** and **W-W-W, What = 2, How = 2**. Be sure students remember that **W-W-W, What = 2, How = 2** 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 **trick for all kinds of writing (POW)** across the top of the page and **the trick for writing stories (W-W-W, What = 2, How = 2)** down the left-hand side of the sheet. Demonstrate on the board.*

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

_____ II. Find W-W-W, What = 2, How = 2 in 1-2 More Stories and Practice MDWs (IF NEEDED, SKIP IF NOT OR USE WITH INDIVIDUAL STUDENTS OR SMALL GROUP IF NEEDED)

Pass out student folders. Put out W-W-W, What = 2, How = 2 reminder chart and graphic organizer. Go through one or two more examples (Smokey; Charlie) and have students verbally 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?

Model making notes if necessary. Find **MDWs**. 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 or MDWs! Remind students the parts do not have to be written in any particular order. Ask students what MDWs can be used. EXAMINE the parts - are they all there?

___ IV. Collaborative Writing: Teacher Leads

- A. Pass out student folders, if not already out. Ask students to get out their W-W-W, What = 2, How = 2 reminder chart, million dollar word list, and self-statements list. Put graphic organizer on board with POW across the top and W-W-W, What = 2, How = 2 down the left side.
- B. Give each student a copy of the practice story prompt: *boy riding the alligator*. Let students lead the writing process as much as possible. Help as needed. This is a collaborative process, together you will write a group story.
- C. 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 a story using W-W-W, What = 2, How = 2.”** Help students choose an idea if they cannot think of one.
- D. What do we do next? The second letter in POW is O – *Organize my notes*. We will use W-W-W, What = 2, How = 2 to help us organize and plan our story. Remind students W-W-W is the trick for O. State, “I will use this organizer on the board to make and organize our notes.”
- E. Review your goals for writing a story with students. Good, exciting, and powerful stories have all 7 parts, are fun to read, fun to write, make sense, and use MDWs. I can write my story and think of more good ideas or million dollar words as I write. Help students as much as they need, but let the students do as much of the writing as possible.
- F. After students have generated notes for all story parts, look back at the notes and see if you can add more details or description (e.g., instead of one night, students can add one dark, cloudy night). Make sure there are notes for good MDWs.
- G. With the students, examine the parts of W-W-W, What = 2, How = 2 in the notes. *Are they all there?*
- H. What do we do next? The last letter in POW is W ---*Write and say more*. Refer students to their self-statements to say while they work. State, “What is it I have to do here? I have to write a good story. A good story has all 7 parts, is fun to read, fun to write, uses million dollar words, and makes sense.” Have students suggest sentences for each part of W-W-W, What = 2, How = 2. Write the story on the board as you go.

___ VII. Graph the Story

- A. Draw a graphing rocket on the board.

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

Smokey

Smokey was an old gray horse. Lisa used to ride Smokey, but now Smokey stays in his field on the farm. He was content. One scorching summer day Lisa came to see Smokey. She brought him red apples. Smokey liked the red apples. Lisa liked to run through the meadow and fields. Lisa thought Smokey would like to run so she opened the gate. But Smokey didn't go out because he didn't want to run. Lisa said, "You don't have to run with me. You stay here and I will give you an apple everyday." And she gave him an apple everyday from that day on. Both Lisa and Smokey were happy.

Smokey

Smokey was an old gray horse (**Who**). Lisa (**Who**) used to ride Smokey, but now Smokey stays in his field on the farm (**Where**). He was happy (**Feeling**). One hot summer day (**When**) Lisa came to see Smokey. She brought him red apples. Smokey liked the red apples. Lisa liked to run through the meadow and fields. Lisa thought Smokey would like to run so she opened the gate (**What she wanted to do**). But Smokey didn't go out because he didn't want to run (**What happened next**). Lisa said, "You don't have to run with me. You stay here and I will give you an apple everyday." And she gave him an apple everyday from that day on (**Ending**). Both Lisa and Smokey were happy (**Feeling**).

MDWs – content, scorching - add more!

Charlie the Cat

Long ago, a large tomcat named Charlie lived in a huge, old house. Charlie was a tough cat, and all the other cats (and some dogs!) were afraid of him. One day, Charlie's owners brought home two new young cats, Paddy and Lucky, which made Charlie furious. He didn't want any other pets in his house! Charlie ran right out of the house and up his favorite fence. Suddenly, a big storm started. Lightening startled Charlie, and he fell off the fence into a pen. Charlie hurt his foot, and couldn't get out of the pen. Charlie yowled and yowled. Paddy and Lucky came running to help him. They dug hard until they dug a big hole under the fence. Charlie escaped right through the hole! Charlie was relieved to be free again and happy to have Paddy and Lucky live with him!

Charlie the Cat

Long ago **(when)**, a large tomcat named Charlie **(who)** lived in a huge, old house **(where)**. Charlie was a tough cat, and all the other cats (and some dogs!) were afraid of him. One day, Charlie's owners brought home two new young cats, Paddy and Lucky **(who)**, which made Charlie furious **(feeling)**. He didn't want any other pets in his house! Charlie ran right out of the house and up his favorite fence **(what the main character did)**. Suddenly, a big storm started. Lightening startled Charlie, and he fell off the fence into a pen. Charlie hurt his foot, and couldn't get out of the pen. Charlie yowled and yowled. Paddy and Lucky came running to help him. They dug hard until they dug a big hole under the fence. Charlie escaped right through the hole **(ending)**! Charlie was relieved **(feeling)** to be free again and happy **(feeling)** to have Paddy and Lucky live with him!

MDWs: huge, furious, startled – can you add more?