

P.WRITE: POW + W-W-W: Lesson #5

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

Objectives: Review and practice POW, story parts, and story part reminder; collaborative practice

Materials:

- Mnemonic chart
- W-W-W graphic organizers
- Self-Statements Sheet
- Rocket Graphing Sheet
- Story picture prompt (boat and sea monster)
- Pencils
- Paper
- Student folders
- 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. Test POW and W-W-W, What = 2, How = 2

Test to see if students remember POW and story parts reminder by having them write the mnemonics out on a piece of scratch paper. Remember: to prepare students for weaning off the graphic organizer ask students to write POW across the top of the page and W-W-W down the left-hand side of the sheet.

___ II. Group Collaborative Writing

- A.** Pass out student folders. Ask students to get their story reminder chart and self-statements list out. On board or paper, put POW across top and W-W-W, What = 2, How = 2 down left side.
- B.** Give each student a copy of the practice story prompt: boat and sea monster. Encourage students to use MDW's. This is a collaborative process, but students need to take more of the lead now.
- 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.”** Choose an idea as a group.
- 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, “We will use this organizer to make and organize our notes.”

- E. Review your goals for writing a story with the students. Powerful stories have all seven parts, use MDW's, make sense, and are fun to write and for others to read".
- F. After students have generated notes for all parts of the story, look back at the notes and see if you can add more details or description for the story parts. Remind students to look for more ideas for good word choice, or million dollar words.
- G. Examine the parts, W-W-W, etc., in the notes with students. 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 for what to say while they work. State, "What is it I have to do here? I have to write a story. A good story has all its parts, is fun to write, fun for others to read, uses million dollar words, and makes sense." Have students suggest sentences for each part of W-W-W, What = 2, How = 2. Write the essay on the board as you go.

___ **III. Graph Story Parts**

- A. Ask students to get their rocket graphing sheet from their folders or give each student a rocket graphing sheet if needed.
- B. Ask students if their story has all 7 parts. Review who, when, where, what, what, how and how. Remind students that each square on the rocket gets colored for each part written. Also, color the stars for each million dollar word. If some students wrote independently have them check their own papers, show you to verify, and graph their scores.
- C. Note that you have colored all of the parts, tell students they have blasted their rocket and their goal is to be able to blast their rocket every time they write stories.

___ **IV. Lesson Wrap-Up**

- A. Remind students they will tell what POW and W-W-W, What=2, How=2 mean from memory again next lesson.
- B. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass 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.