

PWRITE: POW + W-W-W: LESSON # 6 - Part 1

Purpose: Review POW & W-W-W; Write with Graphic Organizer

Objectives: review POW and W-W-W; collaborative practice, write with graphic organizer

Materials:

- Mnemonic chart
- Story picture prompt: alien with garbage can
- Self-Statements Sheet
- Rocket Graphing Sheet
- Pencils
- lined paper
- Graphic organizer
- student folder
- 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 + W-W-W**. Do it out loud to save time. Have students spend some time practicing the parts out loud. Use flash cards if needed. It is essential students memorize these. Tell students you will test them on it each day to make sure they have it.

_____ II. Supported Individual Writing with Graphic Organizer (YOU MAY WORK IN SMALL GROUPS WITH STRUGGLING WRITERS IF NEEDED AND POSSIBLE)

- A. Pass out student folders. Ask the students to get out their million dollar word list and their self-statements list. Give students a blank graphic organizer.
- B. Give each student a copy of the practice picture prompt: alien and garbage can.
- C. State, “Remember that the first letter in POW is P – *Pick my idea.*” Refer students to their self-statements to get started. Help students get an idea if necessary.
- D. State, “The second letter in POW is O – *Organize my notes.* You will use W-W-W to help organize and plan your story.” Remind students W-W-W is the trick for O. State, “I will use this organizer to make my notes and organize my notes,”
- E. Review with students their goals for writing a good story. First, you are writing a story. State, “Good and powerful stories have all seven parts, the parts are well written using descriptive MDW’s, makes sense, and is fun to write and for others to read.”

- F. Have students make notes for all parts of their story. Remind students to look for more ideas for good word choices. Circulate and help individual students as needed. Struggling writers will need extra help here. You can work with them individually, in small groups, or have them work with a peer as necessary and possible.
- G. Remind students to examine the parts of W-W-W in their notes. When they have notes for all their parts, they are ready to write.
- H. State, “The last letter in POW is W – *Write and say more.*” Encourage and remind students to use their self-statements while they work. They can start by saying “What is it I have to do here? I have to write a story. A good and powerful story has all seven parts, the parts are well written using descriptive MDW’s, makes sense, and is fun to write and for others to read.” Remind students they can add more good ideas as they write. Encourage students to complete the writing themselves, but help them as much as needed. Make suggestions if parts or word choice can be improved. Encourage them to use self-statements of their choice while they write. If students do not finish writing today, they can continue at the next lesson. Circulate and help individual students as needed. Struggling writers will need extra help here. You can work with them individually, in small groups, or have them work with a peer as necessary and possible.

___ III. Graph the Story

- A. Ask students to get their rocket graphing sheet from their folders.
- B. Ask students if their paper had all 7 parts. Ask them to find their who, when, where, what, what, how and how. Circulate and help students to verify the number of parts they have. Or, you may pair students off to share and count their parts together. If a student is missing a part(s), they may add them now if time allows (i.e., they can revise)
- C. Remind students that one square on the rocket gets colored for each part that was written. Also, color the stars for each million dollar word used in the story.
- D. Congratulate students on their hard work and remind them of their goals for next time.
- E. You may wish to have students volunteer to read their stories to the class. You may wish to post stories for all students.

___ IV. Lesson Wrap-Up

- A. Remind students they will come and write out POW and W-W-W and tell what they mean from memory again next lesson.
- B. Ask students to put their materials from the lesson in the folders. Collect folders.
- C. Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible. For these students you may choose to have them use the graphic organizer again for the next prompt in Lesson 6 part 2

