

PWRITE: POW + W-W-W: LESSON # 6 - Part 2**THIS LESSON IS REPEATED AS NECESSARY FOR INDIVIDUAL STUDENTS TO MOVE FROM SUPPORTED WRITING TO INDEPENDENT WRITING****Purpose: Review POW & W-W-W; Wean off Graphic Organizer; Independent Writing****Objectives:** review POW and W-W-W; collaborative practice, wean off graphic organizer**Materials:**

- Mnemonic chart
- Story picture prompts:
- Self-Statements Sheet
- Rocket Graphing Sheet
- Pencils
- Graphic organizer
- lined paper
- 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

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. Wean off Graphic Organizer (Some students may need to continue use of graphic organizer and may need to be weaned off more gradually.)

- A. State, “We won’t usually have a W-W-W organizer page with us when we need to write a story, but we can make our notes on blank paper like we have done on the board.”
- B. Show students how to write POW across the top of the page and W-W-W down the side of the page.
- C. Show students how to leave space for each part on their notes page.

_____ III. Individual Supported Writing to Independent Writing

- 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 piece of paper.
- B. Show students the practice picture prompt: dog in wagon. Let students work independently, but prompt and help as needed.

- 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.

IV. Graph the essay

- 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.

____ **V. 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. You may need to wrk with some students individually or in small groups, going back to collaborative, supported writing if time allows and this is necessary.

*****REPEAT THIS LESSON UNTIL STUDENTS CAN WRITE INDEPENDENTLY.
SELECT FROM REMAINING PICTURE PROMPTS.*****