

P.WRITE: POW + W-W-W Lesson 7

***USE THIS LESSON FOR STUDENTS WHO YOU BELIEVE
NEED TO PRACTICE TAKING A “TEST” WITHOUT ANY ASSISTANCE
BEFORE THEY GO TO POST TESTING; YOU MAY DO THIS LESSON IN SMALL
GROUPS OR INDIVIDUALLY***

Purpose: Post Testing Practice and Preparation

Objectives: Review and practice POW+ W-W-W; write independently; practice post testing conditions

Materials:

- Story picture prompt (mice and trap)
- Pencil
- Scratch paper
- Lined paper
- Rocket Graphing Sheet
- 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 positive feedback throughout the lesson, and other appropriate management strategies as necessary.

___ I. Introduce Practice Test

- A. State, “Today we will be taking a practice test for writing a story so that when we do it again, it will be much easier.”
- B. Give students a prompt and two blank pieces of paper, one for notes and one for writing.

___ II. Practice Test

- A. State, “Let’s pretend it is a test day. What do you do first?” **THEY MUST WRITE OUT W-W-W, What = 2, How = 2 ON ONE PIECE OF BLANK PAPER - PROMPT THEM TO DO SO IF THEY ARE UNSURE. HELP ONLY AS NEEDED.** Once this is written out, say, “Good, this is what you need to do first every time we write a story.”
- B. Wait and see if students go on. If not, ask students what they need to do next. Prompt and help only as necessary. They need to make notes for each part. When they are done, remind them they can think of more ideas as they write, if they want. Prompt for out loud self-statements only when you think they are needed. At this point, it is ok if they aren't using much out loud speech.
- C. Wait and see if students continue. If not, ask students what they need to do next. Prompt students to write the paper as needed, letting them do it on their own as much as possible. Prompt for out loud self-statements only if needed.

- D.** Wait and see if students continue. If not, ask students what they need to do next. At this point, they should read their paper to see if they have all the parts, be sure it makes sense, and see if there are any changes they would like to make. You can remind students to see if any million dollar words can be used, if this seems appropriate and not too much for students.

____ **III. Graph Story Parts**

Now, go over the paper with the students, counting the parts, and graph this paper on their rockets sheet. Color a star for each MDW. Compliment them on good work!

____ **IV. Lesson Wrap Up**

- A.** Tell students “You have done a great job learning the W-W-W strategy. Now you can write stories by remembering the mnemonic, organizing your notes on blank paper, and writing a story that is fun for others to read and makes sense.”
- B.** State, “The next time I ask you to write a story, I won't be able to help and you must write by yourself. This will be your chance to show off what you have learned and our test to see if you remember what you have learned.”
- C.** Thank the students for doing such great work. You may wish to post stories or have students share their stories with others.

***** If it is necessary to repeat this practice test, and time allows, you may do so.**