

**December 2, 2012**

### **Lesson Objectives**

This lesson will provide students with the knowledge of the P.O.W. strategy as a means of helping them to get their ideas expressed on paper in an organized manner. This lesson is meant to address multiple types of writing to show students that P.O.W. is a strategy that can always be helpful.

### **Mentor Text**

Sample Peer Texts, The Bernstein Bears and the Substitute Teacher, Miss Sarah's Example Writing

### **Materials**

Visual Cuecard, Cuecard stickers to keep in notebook, Writing journal, Mechanical pencils to alleviate the stress of correctly sharpened pencils

### **Step One- Give the strategy name**

*Today, we are going to talk about P.O.W. When I hear the word P.O.W., I immediately visualize a bunch of different things in my mind. What do you think about when you hear P.O.W.? We have not discussed this strategy before and I have not had any students mention this strategy to me before. However, if any of them are already familiar with this strategy, I would like to give them the opportunity to share it.*

*When I think of P.O.W. I think of many of the same things you do. I also think about a strategy I learned from Michigan State and I would like to share it with you because I thought it was very helpful and I hope you will too. P.O.W. is a tool that can help you pick your topic, organize your ideas, and write. I think it is awesome because it reminds me that I need to slow down when I write. Do you know how people sometimes write emails really quickly and then when you open them you can't figure out what the email is suppose to be telling you? I know some of you have experienced this in group projects. When people do think about what they are writing it often doesn't make sense to the reader. P- Picking your topic. O-Organizing, and W-Write can help you to think about your ideas, which will help you when you are trying to express yourself through written text.*

*The other day, you wrote about the water cycle(list the other student's topics too). I noticed that when you wrote about it you picked your idea and then you wrote about it. I could tell you knew more information than what you wrote about because you were able to tell me more details. Sometimes, it is good to consider writing about more than one*

topic so that you can think about what topic you know the most about, so that your writing makes sense. If you organized your writing, I think you would have been able to include more details in your writing. Our goal is for you to be able to pick your idea, organize your writing, and produce a writing piece that is well organized, makes sense, and includes relevant details. I know you can do this today and I am definitely available to help you, if you get stuck. What do you think? Are you willing to give P.O.W. a try with me today?

### **Step Two-Create a context**

I know earlier I mentioned how frustrating it can be when you try to read an email that was sent to you and it doesn't make sense or you think that the author was trying to tell you something different than he or she intended to. I know that once I got a text message from a friend and I thought that she was telling me that she was going to go run errands and then come over to my house but really she was trying to tell me that she was on her way over to my house and wanted me to go run errands with her. It was incredibly confusing and it honestly was kind of frustrating because we were trying to make plans but we weren't communicating very clearly. I know that many of you already have ideas about where you plan to go to college. I want to tell you something about colleges- college teachers are called professors and most professors expect you to write a lot of papers but the good thing about these papers is often times they ask you to write a paper instead of doing a test. This is awesome because you don't have to stress out studying for a long test instead you can try your best when you write about everything you know.

When I write papers I usually make a list of possible topics to write about. This is where I can just begin to pick what I want to write about. This is an example of a picking a topic page I created for Michigan State. You can see how I just jotted down notes. I didn't write in complete sentences I just wrote main ideas. It was really sloppy but it was something I did just to help me get my ideas down on paper. Then I began to organize my ideas. I started putting my ideas in order and rearranging things. You can see that I started to add more details. I underlined things to remind me I needed to come back to this idea and elaborate more. I have not finished writing this paper yet but here is the writing I have done so far. You can see that I have added a ton of specific details to my writing.

However, let's look at an example of a fourth graders work. This is the P-Pick a topic. What do you notice? This is a different example of a student picking a topic. What did this student do here? What is different between the ways these students chose their topics? There are many different ways to help you pick your topic. You will need to explore what works best for you, I usually find a list to be very helpful. ...

*This is the O-Organization. What did the student do here? ... This is a different sample, what is different here? What is different on this one? There are many ways to organize your writing, we will explore different ways to organize our writing, and you will need to discover which method of organizing you prefer. What changes do you notice between the picking the topic and when they began to organize? ...*

*And this is their writing. I am going to read part of this writing to you. What changed in this piece from the organization stage and the writing? What did you notice about this writing?*

*I want us to closely look at all three stages of a story about ballet. The author began by making a list of things she knew a lot about then. Then she made a table of different things she should include but then she took her organization one step further and made specific topics with bullet points. I thought this was very impressive because she realized that her first organization wasn't enough and she needed to be more specific. Then she began writing. You can see she was just getting her ideas down. I know that she was not worried about making this her best draft because she drew lines and crossed things off. When we read her story, I thought that it was very evident that the writer organized the writing in a way that made sense. I especially appreciated that the author introduced the topic by speaking to the reader. I have nine different examples of picking a topic. We will discuss most of these but some of them I will simply introduce to the students. Some examples of picking a topic include lists, pictures, pictures with phrases, labeled pictures, lists that have been prioritized, and pictures with sentences. My organization examples include detailed sentences, the use of phrases, the beginning stages of an outline, and the use of a web. I have three writings that we can look at.*

When I read this student's work and it had a beginning, middle, and end, it reminded me of when we read The Berenstain Bears and the Substitute Teacher because at the beginning of the story, the author was careful to introduce all of the characters and we knew the author was setting up the story by saying that the teacher was going to be gone. All throughout the middle of the story, the author was building suspense by telling us what the characters were talking about and feeling. At the end, the author wrapped up the story by leaving us with a feeling and a lesson about how lying and not being nice can make people feel really badly. I know that Stan and Jan Berenstain the authors, must have used P.O.W. because their entire story flows together smoothly. The story goes from one event to the next. It is easy to understand and it makes sense how the events occurred. The boys didn't start planning their scheme until after the teacher announced that she was going to be absent. However, my guess is that Stan

and Jan Berenstain didn't get the entire story write on their very first writing, they probably had to go back many times to fix, edit, and change their writing until it was just the way they wanted it.

### **Step Three-Define the strategy**

*When we are writing a story, a journal entry, an email, a research paper, information in presentations, or paragraphs for posters, P.O.W. can help us make sure that we are accurately explaining our ideas, thoughts, and opinions in writing. I love how P.O.W. can be used every time I write something. It is simple because it is only three things plan, organize, and write. I love how I do not need to remember a billion different things, it is only three things. P.O.W. helps me come up with ideas and details to write about. Then it helps me organize my writing in a logical and organized way. Once all of this is done and I begin writing, I know that I have fully expressed my ideas in a way the reader can understand.*

### **Step Four- Show and introduce scaffolds**

*I created a P.O.W. visual to help you remember the steps of P.O.W. it also includes a few tips about P.O.W. As you can see "P" stands for pick a topic. There are some helpful tips for you when you are picking your topic. You want to make sure you chose a topic that you already know a lot about or a topic that you can research. This will allow you to go in depth with your writing; this will make your writing more interesting to the reader. You want to chose a topic that is developed enough that you can create a piece of writing that has relevant subtopics to write about, otherwise you will not have very much to write or your writing will not be organized and connected. The next step "O" is to organize your writing plan. You can chose any writing plan that works for you and that makes sense for what you are writing about. You might chose to make a table, a web, a specific list, bullet points, an outline, or a different form of a graphic organizer. When you are organizing your ideas it is important to remember that the reader is not you and the reader most likely cannot read your mind or get inside of your head, so you need to make sure your ideas are organized in a way that will make sense to your reader. "W" stands for write. You need to write your ideas on paper in a order that makes sense, this is where you, the writer, need to focus on just getting out words in a logical manner, you can always edit your writing later.*

*Are there any questions?*

*Who can tell me what comes first in P.O.W.? ... What does this mean? ... What are some tips when you are picking your topic? Repeat this simple questioning with O and W. Ask again if there are any questions.*

## **Step Five- Modeling**

*I would like to show you how to use P.O.W. because I think you will find this to be an easy tool that will help you with your writing.*

*My first step is to pick a topic. I am going to make a list of different things I know a lot about. I know a lot about tennis, skiing, what I am going to do for Thanksgiving break, yam noodles, Master Windu (our class turtle), our Funday Monday celebration... Now I need to try to choose a topic where I can have a lot to say. I think I am going to choose Funday Monday.*

*I am going to use a web to help me. In the middle, I will write Funday Monday because that is our topic. In order to make sure I have a full, complete, juicy piece of writing, I am going to chose to have at least 3-4 smaller bubbles coming off of my big topic circle. I can write about what we did, so I am going to write that in one of the bubbles. I am going to write myself a note out of the bubble. One note is going to say snacks, so that I remember to write about snacks and one note is going to say The Lorax, so I remember to include the movie we watched. Hmm... I am stuck. I don't know what else to write about. I remember that when we studied current events we talked about the five w's, maybe that will help me. Who, I can write about who was invited. In one circle, I can write that our entire class was invited but I will just write who in the circle and then I will draw a line and write our class. This will help to remind me that I want to say that our entire class came. I already put down what we did. When, I could add specific details for when. I will just write down the date in a bubble, it was Monday, November 19 in the afternoon. Where, I could write about where we did this. I am going to write down at school. Why, I can explain about why. I am going to write down in a bubble that this was our reward. Then I will add a little note off the side, so that I remember to include information about how we earned rat tickets.*

*Wow! Just by looking at this plan, I can see that I have enough information to make my story very informational.*

*Now, I need to start writing. During this part, I will model how it makes sense to introduce the reader to the topic by mentioning the topic and when and where it occurred. At this time, I will explain how even though they are two different bubbles it might make sense to write about them at the same time. Then I will tell them what we did because I think they will find it very interesting. During this time I will talk about how it is important to add additional information into your writing and to add details and emotions, I will talk about how delicious the snacks were and that we laughed hard because the movie was funny. I will then explain how I will go into the why piece*

because I bet the reader is wondering how they can earn the opportunity to have a Monday Funday at their school.

My writing goal:

Last week Monday afternoon, on November 19 we had a Funday Monday at school! (Teaching point-combining ideas) We had a lot of fun! We brought in delicious snacks! Our classroom smelled like a bakery, the smell of cookies and brownies filled the air! (Teaching point- creating imagery) Other teachers said that they could smell the chocolate from the hallway! Once we were comfy and had our plates piled with sugary sweets, The Lorax began. I was excited because I have read the book but I did not see the movie before.(Teaching point- it doesn't have to be all information, the reader wants to know about you, include your opinions and thoughts) If you were standing outside our room, I bet that all you could hear was non-stop laughter. (Teaching point-rearranging words can create a stronger impression) My favorite part was when the Oncler was talking about how guys behave when trying to impress a girl. I bet you are wondering how you can earn a special Funday Monday. (Teaching point- talk to the reader) We were really lucky to have our Funday Monday but we had to work hard to earn it. All year, we have been earning Rat Tickets as a class when we are extra considerate to people and materials around our school. Our class final reached 101 Rat Tickets! We were excited for our Funday Monday and look forward to our next celebration! (Teaching point- don't forget the conclusion)

### **Step Six- Guided practice**

*Now, let us try writing a piece together. We need to think of some topics that all of us know enough about to write about together. When ideas are suggested, I will gladly add them to the list. My goal is for our writing to be about Black River (our school) but if a different topic comes up that seems achievable for us to develop as a group; I am completely open to it. I want this to be a meaningful and authentic experience for the students. I will do all of the writing to help save time because this lesson is going to be quite lengthy, however, if this was a follow up less or in a follow up lesson where guided practice is the main emphasis, I would open writing to student volunteers.*

Once we have our topic selected, I am going to have us vote on our organizational method. I will suggest a web, a table, an outline, and bullet points. If the opportunity arises for me to suggest the 5 W's, I plan to simply tie it to this lesson for continue exposure and additional practice. If cause and effect or problem solution arise, I will use it as a teaching point.

During picking a topic and organizing our information, my main goal is to stress the importance of choosing a topic that we have the means to write about whether it be

knowledge we have or that can be obtained. If we happen to select a topic and we are not sure how to continue, I plan to take it as an opportunity to teach about how specific and deep topics are the easiest to write a juicy piece about and we can start over with a new topic.

When we get to the writing part, I plan to emphasize our beginning, middle, and end. If we are writing any complicated words, I plan to model sounding them out to help with spelling, but then reminding students about how my ideas are what is important now. I will take advantage of any brief teaching opportunities that arise.

### **Step Seven- Collaborative practice**

*You were incredibly helpful when we were writing a piece together. I would like you to try working with a partner. If you would like to type your writing you may use a netbook, but I want you to select your topic and plan your writing on a piece of paper first. If you have any questions, please be sure to ask. Please choose a partner that you think you can be successful working with. This is a great practice opportunity.*

During this time, I will be monitoring and jumping in when I see students struggle or if they ask for help. My goal is to be as minimally involved as possible when assisting students. I am going to encourage them to use the cue cards to help them if they are stuck because I think they are very capable. If they are struggling with spelling, I may assist them some but I plan to stress that this is just a draft and a time for them to get their ideas down on paper, however, I do not want some students to become frustrated so I will offer some support while trying to guide them with their spelling. If students are struggling to agree on a topic or an organizational method, I will help them with compromising and suggesting alternatives to see if there is something they can both agree on (this isn't usually an issue for this group though).

### **Step Eight- Independent practice**

*I have been very impressed with everyone's hard work and P.O.W. abilities! You are doing excellent! I want you to feel free to ask questions if you get stuck, I am available for questions or you can ask a friend but you can always use your visual cue card if you need it. It is a great resource for you! I would like you to complete the entire P.O.W. process. If you are unsure about a topic and you are stuck on what to write about, I am happy to help you by giving you a theme for your writing, however, I do not want to hold you and your creativity back by requiring you to write about something that I suggest. Are there any questions? ... You are welcome to continue working here at circle or you are welcome to find a spot to work that is more comfortable to you.*

During this time, I will be circulating the group during this time. I will answer questions if students have them and I will help them if they seem stuck about a topic or how to pursue their writing.

### **Step Nine- Monitor and error corrections**

Throughout the lesson, I will be monitoring the students and their thoughts and providing error correction. For the most part this will be provided during a discussion and I will use errors as an opportunity to dig deeper into our conversation logically to try to help the students rationalize their ideas, which will hopefully help to lead them to self-correction.

During the writing process if a student skips a step. I will have us go through the cue card together to see if they can see what step they missed. This will allow the student to be successful with self-correcting rather than to receive feedback from me about missing a step.

Some students may say that they already know how to write and that they feel they do not need to follow P.O.W. At the beginning of the lesson, I tried to stress how this is applicable to all ages and that I use this strategy. However, if it comes up during the lesson, I will try to reiterate the importance. We will talk about what will happen to the final piece of writing if one step is skipped entirely. We will go through each step to show the importance of each piece.

If a student is struggling with picking a topic, organizing their ideas, or writing, I will try to encourage them by breaking down the assignment and P.O.W. even more by helping them think of their ideas and completing their individual writing collaboratively if needed. This lesson is a chance for students to be and feel successful in their writing. If they are not ready for independent practice at the end of this lesson, that is okay and they can reach independence at a later time. However, if I am working collaboratively with a student, I will try to push their independence once they are feeling comfortable with their current responsibilities within the practice.

### **Step Ten- Self regulation**

*I know that many of you have shared with me that you think rubrics are very helpful because they help to remind you about what you need to include in an assignment, project, or piece of writing. I created a P.O.W. rubric to try to help you with remembering to use P.O.W. but it can also be used when you finish your writing to see if you did a good job using P.O.W. or if you think you have room to improve. This rubric is similar to the rubrics we use for book reports because they tell you more specifically what each grade means. You can get three points for each piece of P.O.W. I like*



developing rubrics where students do not end up with 0 points, even when they are struggling or lacking motivation. This rubric allows for students to reach the total of 3-9 points.

*Let us look at the rubric together.* I will read each piece of the rubric while explaining that students should circle what seems the most similar with their work. I will tell them that the goal is for them to be honest not to mark themselves with the strongest circles. I will model filling out my rubric from my first writing. As a group, we will look at our guided writing to see what grade we would give our writing. I will offer a time for a discussion about what we saw and what we noticed. Students will then have a chance to grade their collaborative piece in partners. We will have a conversation about it. Then the students will have the opportunity to fill out their own rubric for their independent practice.

*This rubric is going to start to be a resource for you every day. It is going to become a piece of your morning work journal. I have extra copies on our supply shelf and I will keep extra copies with my clipboard in case you forget.*

### **Step Eleven- Rehearse, memorize, and summarize the strategy**

*What fancy abbreviation did we learn today that will help us make sure that our writing is well planned, organized, logical, and complete? ... Do you remember what the P stands for? ... O?... W? When can we use P.O.W.? Why do you think P.O.W. is an important strategy for us to remember?* My goal in this discussion is for the students to recognize that it can help them express their ideas clearly and accurately in writing while providing specific and strong details. If students are struggling with forming any of these ideas on their own, I will offer additional support through prompting, either by asking questions or suggesting ideas that may trigger further ideas.

*I think that we should make a little chant that will help remind us of P.O.W. I think that we need to try to make our chant full of power to help us remember. What do you think we should include?* I am going to let the students try to create their own plan. If they are stuck, I will try to encourage them to say POW in sets of three to help instill that there are three parts to P.O.W. Then I would have them chant each letter and then say the words and then repeat POW three times. However, I would rather them create it on their own because I think it will help them to own P.O.W. as a strategy.

*One more thing, I have printed P.O.W. on a sticker for you to keep with you in your homework-writing journal and in your morning work journal. If you think it would be helpful to have P.O.W. stickers for other notebooks, I am happy to give you extras. Would anyone like more than two? Please grab your homework writing composition*

*book, your journal composition notebook, and any other composition book that you would like to put the P.O.W. strategy on.* This is exactly the same as the cue card, only it is printed on a label.

### **Step Twelve- Progress monitoring plan**

The student will continue to receive small group or individual instruction on a daily basis for four consecutive days (if he is not absent). Based on the progress he is making, the lesson will be tailored to his areas of struggles with P.O.W. If he does not appear to be having specific difficulties, then general lessons will be taught just to help instill this plan in him for all writing tasks.

On day 5, he will be given the opportunity to write completely independent and self evaluate. If all areas are strongly present and/or attempted, we will continue with P.O.W. + W.W.W. He will be progress monitored with the standard that if P.O.W. is not present in his journal writing for more than 2 consecutive days, we will bring the lesson focus back to P.O.W. until that is achieved. If on day 5, he is not ready to move on to P.O.W.+W.W.W, we will continuing looking closely at P.O.W. this will encompass a lot of modeling, guiding, and collaborating until he appears confident in his abilities to try this independently.

### **Evidence Based Practices in the Lesson**

- The Gradual Release of Responsibility model was followed and used during this lesson. This slow release of responsibility helps students to feel successful and comfortable with the information.
- The cue cards and rubrics that were provided and used in the lesson help students to be held accountable for the information but in a safe manner by having the visual resources at their fingertips.
- This lesson stressed the life connections of P.O.W. and how it is applicable in school and the social setting. College is talked about and stressed at Black River. By emphasizing the relevance of P.O.W., students are able to recognize the application rather than to see this as another assignment or task.
- At first, I was thinking that I would introduce the rubric at the beginning when I was modeling, so students could see the entire sequence of P.O.W. and what it looks like for them. However, I ended up deciding to not introduce the rubric until students were at the stage when they needed to use this. Writing can be overwhelming process for students coming to the lesson and I have noticed that writing can easily lead them to shutting down. I was worried that if I modeled and introduced an extra piece at the beginning, it would seem like a longer and more complicated process.

### **Appendix**

# WRITING WITH POW!!

**P Pick a topic**

- Something you know a lot about or can research
- Something relevant to the topic or project guidelines

**O Organize your writing plan**

- Chose an organization method that works for you (table, web, specific list, bullet points, outline)
- The reader can't get inside your head, make sure your ideas are organized in a way that makes sense to the reader

**W Write**

- Get your ideas down on paper in a order that makes sense
- You can edit your writing later

Above: Cuecard

Below: Writing Rubric

# P.O.W. Rubric

	<b>Awesome job!</b>	<b>Keep up the great work!</b>	<b>Keep working on it, you will get there!</b>
<b>Picking a Topic</b>	Elaborate topic with a strong main idea with many supporting details	Topic lacks supporting details	Topic selection not evident
<b>Organization</b>	Well organized, the overall piece flows, it makes sense, easy to understand	Somewhat distracting for reader to follow and understand	Distracting to reader, doesn't follow a logical flow
<b>Writing</b>	Complete paragraphs with personal best spelling and writing mechanics	Complete sentences, incomplete paragraphs	Incomplete writing, sentence fragments