



Writing Informational Paragraphs Using POW

Grade: 6th (modified)

3-Day Lesson Plan Overview



This lesson would work well with students who write at a third grade level. It is designed for students in sixth grade who are struggling writers.



Objective:

Students will use the POW strategy to write clear, detailed informational paragraphs with minimal assistance.





Day 1 Materials

- Whiteboard or chart paper
- Markers
- POW graphic organizer (main idea + 3 detail boxes)

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Note: set to *landscape* to print

- Sample sentence starters
- Student notebooks or paper



Day one



Day 1 – Engage & Connect (5 min)

Writing can sometimes feel tricky because it's hard to decide what to say and how to say it clearly. Today, I'm going to show you a special way to make writing easier and better. It's called POW. POW helps you pick your idea, organize your thoughts, and write more so your reader understands you well.



Day one

Teacher reads this to students. Consider rephrasing it as a question if that seems more personal.



Day 1 – Learn POW Steps (15 min)

Step 1 - Pick your idea!

Topic: pets

Main Idea sentence:



Day one:

Write "I want to write about my pet." in the blank under the topic.

Ask: What do you want to say about your pet?

Record responses by jotting them on the slide.

Note one that stands out or seems good to the group and circle it.

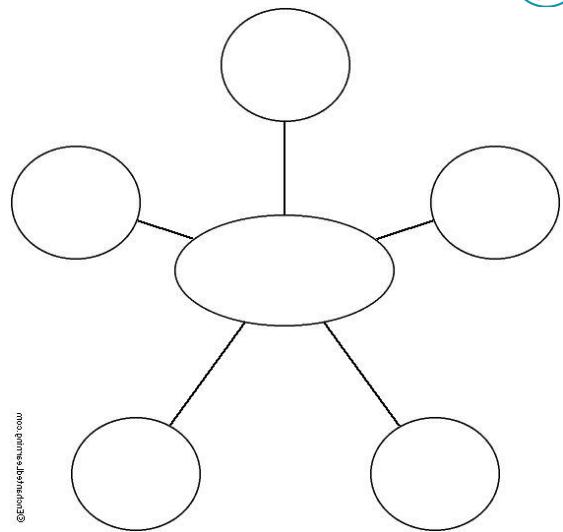
Respond with "Great! That's our main idea" and write the main idea in one simple sentence. (ie. My pet is a cat.)



Organize My Notes

Main Idea: My pet is a cat

Details:



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Day 1:

Write the topic (my pet cat) in the center circle. Write down ideas about pet cats in the smaller circles as the students give details.

After filling the circles, model writing short sentences from each detail. Write this under "details." (ie.) My cat is soft, my cat likes to sleep, my cat plays with toys.

*Consider giving time for student's to talk to one another and generate ideas, then asking them to provide ideas for you to write on the board.



Day 1 continued

Write and Say More

Now, let's write sentences using your main idea and details. Try to say more about each detail.

For example, instead of 'My pet is soft,' say 'My pet is soft, **so** I like to pet her fur.'



Day one:

Read the information to the students.

Point out the orange highlighted word. Explain that this is a connecting word. It has a comma before it and it makes the sentence better.

Point out the light orange part and tell them this is the "say more" part of the sentence.

On the next slide you will try this out with them.



Write and Say More



Day one:

Encourage students to help you write sentences to go with the one you just modeled for them.

Point out where they might add more information - for example: "My cat likes to sleep." Ask the students, "Can you tell me more? When does your cat sleep? Why does the cat like to sleep?"

Type or write out the sentence they create, point out a good place to put a connecting word and give suggested connecting words (ie. because, during, after).

Get a full two three sentences on this page.



Write and Say More

Now we can put it all together!

Main idea sentence:

Our “say more” sentences:



Day one:

Type or copy in the main idea sentence and delete the “main idea sentence” prompt.

Type or copy in the “say more” sentences and delete the prompt.

Connect it all by removing extra spaces and enters.

Celebrate the finished product!



Model Writing Together (15 min)

First, I pick my idea: Dogs are good pets.

Then, I organize three details:

Dogs are friendly, Dogs need exercise, Dogs can learn tricks.

Now I write:

Dogs are good pets because they are friendly. For example, they like to play fetch with me. Dogs need exercise to stay healthy. They like to run and walk every day. Dogs can learn many tricks, like sit and stay.

POW!!! You have all you need for a great piece of writing!



Day one:

On this slide the teacher is moving quickly through each step while thinking aloud and modeling the strategy.



Now, you try it!

P - pick your idea

O - Organize your ideas

W - Write and say more

Graphic Organizer Link:



Day one:

If you feel students are ready to attempt this on their own, hand out the graphic organizer provided. Circulate to cue them as they go through the steps.

Alternately, allow them to work in pairs.

If needed, do this as a class.



Materials:

- Student POW organizers from Day 1
- Writing paper or notebooks
- Chart with “Say More” question prompts:
 - Why is this true?
 - How does this work?
 - Can I give an example?
 - What else should my reader know?
- Student Key

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Day two



Review POW

Let's remember POW:

Pick my idea, Organize my notes, Write and say more. Yesterday, you picked your idea and organized your details. Today, we write your first draft and learn how to say more to make it better.



Day two:

Take a moment to remind the kids what POW is.

Handout the Student Key for them to keep on their desks.



Write First Drafts (20 min)

- Read through your graphic organizer
- Add to your organizer if you think of more to say
- Begin to type in your paragraph



Day two:

Ask students to read their graphic organizer aloud to themselves or to a partner. Once it's clear all have read through them, ask them to write down anything new they thought of.

Encourage them to start writing, reminding them it is ok to type it just as they have it in the organizer or to rearrange and add to it as they write.

Reassure them that it doesn't have to be perfect. It's a first draft!



Mini-Lesson: Saying More (15 min)

Now that you have a first draft, let's see how we can say more to help your reader understand better.

Here are some questions you might ask to help you say more:

Why is this true?

How does this work?

Can I give an example?

What else should my reader know?

Here is an example:

"If I wrote, 'Elephants are smart,' I ask, 'How are elephants smart?' I might add, 'Elephants can remember where water is even after many months.'"



Day two:

Read and discuss this slide.

Encourage kids to look at their own graphic organizer and see if any of these questions would help them say more about their topic.

Ask for volunteers to share their "say more" question and give an idea of what they might give as an answer.



Guided Revision (15 min)

Let's add one "say more" sentence after each detail in your draft.

Why is this true?

How does this work?

Can I give an example?

What else should my reader know?



Day two:

The teacher should be stopping by to visit with each student as they work. Ask questions. Give suggestions and specific praise.

Explain how they can place their cursor in the spaces to add new information.

If it is confusing for them, consider entering after each existing sentence (this will put each detail sentence on its own line), having them add another sentence next to each detail, then help them remove the spaces to make it flow as a paragraph.



Day 3 Materials

- Student revised drafts
- Peer review checklist handout

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Day three:

Hand back revised drafts

Print out and distribute the review checklist.

Take time to read together what is on the checklist.



Partner Peer Review (15 min)

1. Exchange drafts
2. Read the draft aloud
3. Give kind, helpful feedback using the checklist
4. Thank your peer for sharing their work



Day three



Final Revision (20 min)

1. Read what your partner wrote on the checklist
2. Celebrate what they liked
3. Make some changes to other parts
 - a. If you need it, ask for help to understand what needs to be changed



Day three:

Model reading aloud the checklist and comments.

Model out loud a “Hooray, I got a ‘yes’ on two!” or something similar.

Model typing in some small additions or corrections.

Facilitate as they take these steps.



Celebrate!!!!

You did it! You used POW to create a great paragraph.



Day three:

Celebrate! If time allows, repeat the process and create an independent paragraph the same day.

If time is short, repeat the steps again the following day!