

Hooks

Lesson Objective	(Revising) Students will identify four different types of “hooks” for an expository composition and revise an introduction to add a hook.	
Vocabulary	<p>introduction: the first paragraph of a composition that catches the reader’s interest and includes the thesis</p> <p>hook: the opening sentence of an introduction that catches the reader’s interest, also known as a lead</p> <p>transition sentence: a sentence that connects the ideas in the hook with the ideas in the last part of the introduction</p> <p>thesis statement: an explanation of the thesis, or the essay’s main points</p>	
Reviewed Vocabulary	thesis, thought-provoking observation	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> Teacher Masters <i>Effective Introductions Poster</i> Demonstrate (optional)—An expository text that students have recently read, to use as a model of a strong introduction. 	<ul style="list-style-type: none"> Student Booklet

Teacher Note

Although students must have a thesis in mind in order to plan and begin writing an essay, writing the hook for an introductory paragraph is taught here as part of the revising stage of the writing process. Emerging writers might be intimidated by the demands of starting with a “good” introduction, the expectation that their first paragraph contain so many critical pieces. Approaching the crafting of an effective introduction as part of the revising stage allows developing writers to first study model hooks and to practice writing them.

Preview

Essay writers must interest their readers in just the first sentence or two. They must pull the reader into the ideas being presented. That is why the introduction of an essay is so important. The introduction tells the reader, “These ideas matter! Pay attention!”

Engage Prior/Informal Knowledge

Teacher Note

Before beginning this lesson, students should understand thesis statements. Students might also benefit from a lesson on transition sentences, such as that in the “Connections” lesson of the writing module. Depending on students’ prior experience with writing introductions, this lesson might take more than one class period for students to master the content.

1. Students complete a silent warm-up to review what they already know about writing introductions.

Display *TM#1: Engage Prior Knowledge—Silent Warm-Up*. Direct students' attention to their copies, *SB#1: Engage Prior Knowledge—Silent Warm-Up*. Set the timer for 2 minutes and have students complete the assignment.

2. Review student responses. Answers will vary.

When 2 minutes have passed, have no more than four students share responses. Note student responses on the display.

Today you will analyze introductions in order to add to what you already know about how to write an effective introduction for an essay. An introduction is the first paragraph of a composition that catches the reader's interest and includes the thesis. We will focus on the part of an introduction called the "hook," which is the opening sentence of an introduction that catches the reader's attention. It is also known as a "lead."

Demonstrate and Practice

1. Introduce the elements of an effective introduction.

Display *TM#2: Effective Introductions Poster*.

A good introduction has three parts. The first part is the hook that interests, or grabs, the reader. There are many kinds of hooks that you can use to begin an essay. Today we will look at four common kinds of hooks: a thought-provoking observation, a question, a specific example, and a quotation.

Watch For



Students might not know what a "thought-provoking observation" means. Explain that a thought-provoking observation is something the writer knows or has seen that would make the reader think about the topic.

After the hook, an introduction also needs at least one transition sentence, which connects the ideas in your hook with the ideas in the last part of the introduction, the thesis statement. The thesis statement is an explanation of thesis, or your essay's main points.

2. Present a model introduction with a strong hook.

Display *TM#3: Demonstrate—Model Introduction*. Read the two paragraphs aloud.

This group of essays contains an introduction with a hook. The underlined part of this introduction is designed to grab our attention. What is the writer doing that is intended to grab our attention? (*telling the reader something that was happening at that time*)

This is one type of hook we'll look at today: one that makes us think by making an observation about what is happening at that time.

3. Demonstrate finding and identifying the type of hook in a model introduction.

Display *TM#4: Demonstrate and Practice—Identifying Hooks*.

These are two introductory paragraphs; each one starts with a hook. The four types of hooks that we are talking about today are listed to the left. I will read the first paragraph.

Read the first paragraph aloud.

The first sentence is the hook, so I have underlined it: "There is a popular viral video on the Internet, a soap commercial of a model being transformed from an ordinary-looking woman into a stunning beauty on a billboard." The next sentence is the transition sentence. The third sentence of this essay is the thesis: "Technology allows people to change photographs so that we can no longer tell visual facts from visual fiction."

The ideas in the transition sentence and thesis tell us what the hook must be about. The hook must be a “transformation” showing “the power of technology to change images.”

The hook is a specific example, a description of a soap commercial. So I have circled “specific example” on the left.

4. With class input, practice finding the hook in a model introduction and identifying the type of hook.

The second paragraph also starts with a hook.

Read the second paragraph aloud.

Which sentence is the hook? (*the first sentence*)

The first sentence is the hook, so I’ll underline it.

Underline the first sentence.

What kind of hook is it—a thought-provoking observation, a question, a specific example, or a quotation? (*a thought-provoking observation*)

On the display, circle *thought-provoking observation*.

How can you tell? (*The observation is included to make the reader think.*) **What ideas in the transition sentence or thesis tell us what the hook is about?** (*environmental practices that are polluting our waters*)

On the display, circle *environmental practices that are polluting our waters*.

5. Demonstrate writing a hook that is a thought-provoking observation.

Display the first page of *TM#5: Demonstrate and Practice—Writing Hooks*. Cover the lines containing the completed hook in the first example. Direct students attention to their copies, *SB#2: Demonstrate and Practice—Writing Hooks*.

Now we will practice writing each type of hook. Although some writers may *begin* a draft of a composition with a strong

hook, many writers *add* an effective hook during the revising stage of the writing process. You might already have a thesis and some idea of what you are going to write. If so, you must find a way to draw your reader into the ideas of your essay.

Today you will practice writing hooks for several different compositions. The first kind we'll practice is a thought-provoking observation. Before you try writing one of your own, look at the example. The hook is missing here, and we have the transition sentence and thesis.

Read the first example aloud.

What are the ideas in the transition sentence and thesis that the hook must be about? (*water is critical for our health; benefits of drinking water regularly*)

On the display, circle the student responses.

We need to write an observation about those ideas that will hook our readers.

Reveal the written hook on the display and read it aloud.

I know that water is so critical for health that we need water even more than we need food, so that is my hook.

6. With class input, practice writing a hook that is a thought-provoking observation.

Now you try it.

Point to the blanks.

I'm going to read the transition sentence and thesis from this introduction, and you will write a thought-provoking observation that could be a hook for this introduction.

Read the sentences for number 1.

What does our observation have to be about? (*students; fail Mr. Smith's class*)

On the display, circle “students” and “fail Mr. Smith’s class.”

Then, give the students 2 minutes to write their hook.

What example of an observation about Mr. Smith’s exams or class could we write to show that many students are failing Mr. Smith’s class? *(Possible answers include: students complain about failing Mr. Smith’s class more than any other; many of my friends are grounded this week because they failed Mr. Smith’s test.)*

When a student offers an observation that supports the idea that students fail Mr. Smith’s class, write it in the space provided on the display. Ask for two more student examples and provide corrective feedback as needed. Ensure that students correct their work, if needed.

Teacher Note

Remind students to be ethical in their writing. In their own essays, they should avoid exaggerated claims.

Follow this procedure for the remaining three types of hooks, explaining the example and then allowing the class to give an answer.

Practice

1. Have students work in pairs to complete *SB#3: Practice—Writing Hooks*.

Watch For



Students might struggle to read the passages. Pair struggling readers with stronger readers, as needed.

Have students restate the instructions, and check for understanding. Set the timer for 8 minutes and direct students to begin working.

Circulate among the students, check for understanding, and provide corrective feedback as needed.

7. Review student responses. Answers will vary.

Display *TM#6: Practice—Writing Hooks*.

When 8 minutes have passed, stop students. Ask for volunteers to share the hooks they wrote, and write responses on the display. Have students make corrections or additions to their papers.

Independent Practice

1. Have students complete *SB#4: Independent Practice*.
2. Collect the materials, score the work using *TM#7: Independent Practice Answer Key*, and check for mastery.

Teacher Note

Provide ongoing opportunities to practice this skill, and continue to assess for mastery. Extend this lesson by having students revise the hooks in their own essays.