## School District of Ashland K-5
### Writing Lesson: Day 5 - Writing a Hook

**Lesson Duration:** 30 - 50 minutes (depending on students)

### Common Core Standard(s):
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

### Text Types and Purposes (highlight one):
- Persuasive Writing
- Informational Writing
- Narrative Writing

### I Can Statement(s):
- I can write an opinion piece and support my opinion with reasons.
- I can introduce a topic by stating an opinion and using an organizational structure to list reasons.

### Materials:
- Markers and Chart Paper for **Anchor Chart**
- **Writing A Hook - Group Work**
- Writer’s notebooks and pencils for students
- Student’s OREO prewriting page from Lesson 4.

### Step 1 - I Do
**(Focus Lesson)**

| **Duration:** 10 - 15 minutes |

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<tr>
<th><strong>Teacher Responsibility:</strong></th>
<th><strong>Student Responsibility:</strong></th>
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<tbody>
<tr>
<td><strong>Materials:</strong> Markers and Chart Paper for <strong>Anchor Chart</strong></td>
<td>Students will sit facing the teacher and chart paper and listen to the lesson on introductions. Students will partner share the answers to the teacher’s questions and then share their answers with the class.</td>
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<tr>
<td><strong>Classroom Management:</strong> Students will sit facing the teacher and the chart paper.</td>
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introduction. It needs to **hook the reader** and **introduce the author’s opinion**.

Remind students that when we hook our readers, we write something that grabs their attention. Our goal is to get the reader interested in writing. **Ask students:** “What strategies have we used to hook our readers this year?” Have students share their ideas with a partner and then share their ideas with the class.

Review three strategies for hooking the reader with the class: **asking a question**, **stating an interesting fact**, and **imagine a scene**. Model writing an example for each strategy and create your **Anchor Chart**.

Remind students that the hook is the first part of the introduction. The second part of the introduction is stating the opinion. Tell students that they already did this! They will use their **opinion statement** (from Lesson 3) as the second sentence in their opinion paper.

**Note:** If this is hooking the reader is not something you have done before, you will need to introduce this!

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### We Do
(Teacher Led)

**Duration:** 10 - 15 minutes

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<td><strong>Materials:</strong> Markers and Chart Paper with 2-3 opinion statements already written on it for Shared Writing, <strong>Anchor Chart</strong></td>
<td>Students will brainstorm hooks using the three strategies from the mini-lesson. Students will share their ideas with a partner and then a few students will write their hooks on the chart paper for the class.</td>
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<td><strong>Classroom Management:</strong> Students will sit on the floor facing the teacher and the chart paper.</td>
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### Group Activity: Shared Writing

Post the anchor chart so students can refer to it, and turn to the chart paper that has 2-3 opinion statements already written on it.

**Tell students:** "Today we are going to practice writing hooks as a class. I already wrote some opinion statements on our chart paper. We are going to think of and write a hook for each opinion statement."

Review the three hook strategies on the anchor chart, and have a student read the first opinion statement aloud. Have students think about a hook they could write for this opinion statement. Then have them share their idea with a partner. Then call on one student to share their hook with the class and write it on the chart paper.

Repeat for the 2nd and 3rd opinion statement.

### You Do Together
(Students work together)

**Duration:** 5 - 10 minutes

**Teacher Responsibility:**

**Materials:** Hooks from the shared writing activity, [Anchor Chart](#), [Writing A Hook - Group Work](#), writing notebooks and pencils

**Classroom Management:** Students will work with partners or small groups at their desks.

**Group or Partner Work:** Tell students that now they are going to work with a partner (or small group) to practice writing hooks. Show students the [Writing A Hook](#).

**Student Responsibility:**

Students will work with a partner or small group to practice writing hooks using the three strategies presented in the mini-lesson.

Then students will write their own introductions by writing a hook and rewriting their opinion statement.
**Hook - Group Work** page. Remind students that they can use the strategies: ask a question, state an interesting fact, or imagine a scene to hook their reader. With a partner, they are going to pick one strategy to hook their reader for each opinion statement.

When they are done, they will turn in their work, take out their OREO prewriting page and writing notebook. They will open to the next blank page and write their own hook for their rough draft. Then they will rewrite their opinion statement. When done, students need to leave their notebooks open on their desk so that the teacher can check their work and briefly conference with students about the strategy they chose to use.

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**You Do Independently**
*(Students work independently)*

**Duration:** 5-10 minutes - Could be done during Work on Writing or journal time if needed.

**Teacher Responsibility:**

**Materials:** Markers and Chart Paper for Anchor Chart, writer’s notebook

**Classroom Management:** Students will work independently at their desks.

**Independent Work:**
When students are done with their partner/group work, they will turn in their work, take out their OREO prewriting page and writer’s notebook. They will open to the next blank page and write their own hook for their rough draft. Then they will rewrite their opinion statement. When done, students need to leave their notebooks open on their desk so that the teacher can check their work and briefly conference with students about the strategy they chose to use.

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**Student Responsibility:**

Students will write their own introductions by writing a hook and rewriting their opinion statement in their writer’s notebook.
students about the strategy they chose to use.

**Note:** Post directions on the board in addition to verbally giving directions.

**Focused Conference:** Check in with students. Have students read their introductions aloud and ask:
- What strategy did you choose to use for your hook?
- Did you remember to include your introduction statement?

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**Celebration of Writing**

**Duration:** Less than 5 minutes - Students will share their introduction with a partner at morning meeting.

**Assessment**

**Informally assess** if students are using strategies to hook their readers and writing their opinion statement through conferencing.

**Formally assess** the rough draft when it is completed.

**Resources, Mentor Texts, and Ideas (Link):**
- [GRR Framework](https://pernillesripp.com/category/writing/), [Writing Resources with GRR](https://pernillesripp.com/category/writing/)
- [Celebration of Writing Ideas](https://pernillesripp.com/category/writing/)
- [Formative Assessment Strategies](https://pernillesripp.com/category/writing/)

**Sources Used:**
- Pernille Ripp - Focused Conferencing Idea
  ([https://pernillesripp.com/category/writing/](https://pernillesripp.com/category/writing/))