Grade 3: Module 1: Unit 3: Lesson 14

Revising My Accessing Books around the World Informative Paragraph for a Hook to Captivate My Reader (Optional Lesson)

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2)

Supporting Learning Targets	Ongoing Assessment
• I can revise my Accessing Books around the World informative paragraph for a "hook" that captivates my reader.	• Students' paragraph hooks

Agenda	Teaching Notes

1. Opening
   A. Engaging the Writer (5 minutes)
   B. Unpacking the Target (5 minutes)
2. Work Time
   A. How Do Writers Create Captivating Hooks? (15 minutes)
   B. Writing Hooks (25 minutes)
3. Closing and Assessment
   A. Debrief (10 minutes)
4. Homework
   A. Keep working on your paragraph.
	• This lesson is optional.
	• The hook is an additional sentence to invite the reader into the text that precedes the topic sentence.
	• Use a variety of quality hook models.
	• In advance: be sure to use the Conventions checklist to prepare feedback for the class on their use of conventions in their paragraphs.

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Lesson Vocabulary	Materials
captivate, hook, paragraph, revise, plan, edit	• Chart paper • Markers • Models of Strong Hooks on chart paper (teacher-created) • Hooking Our Readers! Handout • Student paragraph drafts (begun in Lesson 11) • Accessing Books around the World Paragraph Conventions Checklist (from Lesson 12)

Opening	Meeting Students' Needs
A. Engaging the Writer (5 minutes) • Remind students about the Accessing Books around the World bookmark that they are working toward. In the previous lessons, they wrote drafts of their paragraphs and have been working on revising them to make their writing stronger. Today, they finish revising their paragraphs with the addition of a special sentence at the beginning called a "hook." Ask students to Think-Pair-Share what they think a hook might be and why a writer might choose to include it.	• Post a nonlinguistic symbol to represent *hook* and *revise* (e.g., a fishing hook for *hook*, two sets of eyes for *revise*) to be used throughout the year.
B. Unpacking the Learning Target (5 minutes) • Students should be clear on the word *revise*. If necessary, remind the class that thoughtful writers revise their work, which means to look at again to make stronger or better. Ask students to discuss where in the writing process revising happens and to refer to the writing process vocabulary wall if they need help remembering. Refer ELLs to their personal vocabulary logs or dictionaries. • Tell students that a hook is the first sentence in a paragraph. When something is *captivating,* it grabs a person's attention. Discuss why it's important for a hook to be captivating.	• ELLs should record *hook* and *captivating* into a personal dictionary or vocabulary log. They may need several examples of the word *captivating* and practice using it in context.

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Work Time	Meeting Students' Needs

A. How Do Writers Create Captivating Hooks? (15 minutes)
• Two options for introducing hooks:
  * Refer students to the model hooks in the **Hooking Our Readers!** handout. (These are based on the Accessing Books around the World recording form for *That Book Woman.*)
  * Show the class three to five captivating hooks you've written on chart paper and on a student handout. Try to vary the strategies used in each sentence (i.e., question format, an exclamation, an interesting fact, or a quote from a text— see examples below). Below the hook, write the question "What did the writer do to make this hook captivating?" and leave space for students to write.
• Ask the class to collaborate in small groups to read the hooks on their handout and then discuss why the hook is captivating. After that, they should write a brief comment on the handout that answers the question: "What did the writer do to make this hook captivating?"
• Whole group, discuss how the writers made each hook captivating. Track students' thinking on an anchor chart titled: How Do Writers Make Hooks Captivating? Depending on what types of hooks are used as models, the anchor chart may contain ideas such as:
  1. They ask the reader a question (i.e., "Have you ever met someone who changed your life forever?").
  2. They tell the reader an interesting fact (i.e., "In the 1930s, President Roosevelt created a program to bring books to areas of Kentucky where there weren't many schools or libraries.").
  3. They tell the reader a specific quote from a book (i.e., "It's not the horse alone that's brave, I reckon, but the rider, too.")
	• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
	• Collaboration supports students' engagement.

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Work Time (continued)	Meeting Students' Needs
B. Writing Hooks (25 minutes) • Briefly model writing a hook (or two) for the model paragraph from previous lessons, using the ideas on the hook anchor chart. Read these hooks aloud to the students, who will help identify which one sounds most captivating. • Students then write hooks for their paragraphs. Students write their hooks in a few different ways and read them aloud to peers during the writing time. Confer as they write, referring them to the anchor chart and model hooks as necessary. • Then invite students to select the hook they feel is most captivating for the reader and bring their favorite hook to share during the Debrief.	• ELLs may need extended time to write their hooks.

Closing and Assessment	Meeting Students' Needs
A. Debrief (10 minutes) • Students Pair-Share their hooks by reading them aloud to a peer and using the sentence frame: "I think my hook is captivating because I _____." • If time permits, engage students in a conversation about how they wrote their hooks. What were their successes and challenges as writers today?	• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and give the structure required.

Homework	Meeting Students' Needs
• Keep working on your paragraph. *Note: Use the Conventions checklist to provide feedback on students' paragraph conventions. They will use this feedback to edit in Lesson 15.*	

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Supporting Materials

Directions: Read the hooks below with your group and answer the question below each one:

1. **"Have you ever met someone who changed your life forever?"**
   What did the writer do to make this hook captivating?

2. **"In the 1930s, President Roosevelt created a program to bring books to areas of Kentucky where there weren't many schools or libraries."**
   What did the writer do to make this hook captivating?

3. **"It's not the horse alone that's brave, I reckon, but the rider, too."**
   What did the writer do to make this hook captivating?

4. **"Falling in love with reading is like magic!"**
   What did the writer do to make this hook captivating?