

Lesson Skill: Using graphic organizers and effective hooks

Strand Writing

SOL 6.7
7.7
8.7

Materials

- Internet access to online graphic organizers
- Copies of a handout showing four to six types of prewriting graphic organizers (optional)

Lesson

Part 1

1. Instruct pairs of students to brainstorm a list of the different kinds of graphic organizers they have used for the prewriting stage of the writing process and to write a brief description of each.
2. After students have been given sufficient time, have the students share their favorite graphic organizers. Encourage the class to continue their note-taking during this “share time.”
3. Show students different types of graphic organizers, as found on Web sites. This can be done using a projector or by making and distributing a handout that shows four to six sample organizers on one page. Be sure to explain each type of organizer and how different types can be used for different types of writing. Encourage students to continue their note-taking as you explain these organizers.
4. Once all organizers have been explained, review the writing process. Remind students that the next step in the process is drafting and that it should not be difficult if the prewriting process has been done thoroughly. Encourage students to brainstorm the difficulties with drafting that they have encountered in the past and the solutions they have found.

Part 2

5. Hook sentences or attention getters are an important writing element that is often forgotten. Begin by having students create a class definition of *hook* as applied to sentences. Be sure they understand that a hook does not state the central idea of the writing, but rather captures the attention of the reader. This is an excellent fact to have students include in their “Writing Tips” chart in their portfolio.
6. Hold a brief class discussion about the types of hooks students have used in their writing. During the discussion, challenge students to classify the types of hooks. While emphasizing that creating a hook does not have to be difficult, present students with notes for inclusion in their portfolios about creating hooks.

7. Give students a list of broad topics and a list of specific types of hooks. Have students, either individually or in pairs, develop hooks for each topic, using the types of hooks listed. Remind them that the hook does not state the central idea of the writing.
8. Allow students a chance to share their hooks with classmates and receive feedback.

Strategies for Differentiation

- Show students images of different fishing hooks and various size fish. Have students match the fishing hook with the fish they assume the hook would catch. Begin a dialogue that connects the type of hook to the type of fish. Make the connection to the hook for a paragraph, explaining how a different hook serves a different purpose.
- Present students with specific examples of writing hooks (quotes, startling facts, humor, mystery, dialogue, rhetorical question). The examples may be projected on a screen for whole class viewing. Present the examples one at a time. Have the types of hooks listed on sentence strips. Arrange students in small groups. Challenge students to match the examples with the type of hook. Have teams hold up their selected answers. After each hook is matched have a brief whole class discussion.
- Use available technology or chart paper to allow teams to informally publish the practice hooks they compose collaboratively. After hooks are composed allow them to move to another group to share their hooks.