Lesson 5: Hook Your Reader

UNIT: Investigating Asteroids

TRANSCRIPT

HOOK 1

Hi, writers. It's Anne. I absolutely love going to bookstores or libraries. Just walking around, there are so many choices of what to read. It's hard to decide.

Maybe you've had this experience before. You walk into a library, and there are some featured books out on display. Imagine you saw these books featured at your local library.

DISCUSSION 1

Discuss: Which book would you want to read first? Why did you pick that one?

HOOK 2

I don't know which one you picked, but you probably picked one that seemed the most interesting or exciting to you. Maybe you picked one that has a topic you like, or maybe the title was surprising.

All these authors used strategies to hook you into the book to read more. Just like how a hook pulls a fish, authors hook their readers into their writing.

If the cover was this, not as many people would read it. That's no good.

Right now, you're working on an article all about asteroids. Articles usually don't have covers, but they still have a way to hook readers into reading more and letting the reader know what the article will be about. This is called the introduction.

Introductions get readers excited to keep reading. And they get the reader ready to read the rest of the writing.

You already wrote two paragraphs about how the Earth is protected from asteroids—these are your body paragraphs.

They are only part of the article you're working on for Kristi's class newsletter. To complete your draft, you'll add an introduction, and a conclusion.

Kristi has been working on her article about asteroids, too. And she has some ideas for how she could start her introduction to hook her readers.

Maybe she could ask a reader a question: Have you ever wondered if an asteroid could fall into your backyard, or maybe she'd surprise them? Earth gets hit with 15,000 tons of space dust every year, but most of it isn't dangerous.

Maybe she can try adding some humor: Asteroids hit Earth all the time, but you've probably never seen a weather forecast for raining rocks?

DISCUSSION 2

Discuss: Which of these first sentences hooks you in the most? Why?

HOOK 3

Any one of these could be a great hook at the start of an introduction. As the writer, you'll get to decide which one you think will get your reader interested the most.

Kristi decided to pick this one because she thinks her classmates will find it silly, and they'll want to read more.

This is a great start. But article introductions have more than just a sentence to hook the reader.

Imagine the reader for your article. They may not know a lot about asteroids. It's hard to imagine what that's like because you do know a lot about asteroids. Maybe your reader thinks asteroids are all like they are in the movies—giant fiery rocks crashing toward the Earth. But, as you know, most asteroids are like this. Just orbiting the sun.

The introduction is a great place to teach your reader what an asteroid is before teaching them how the Earth is protected.

Here's what Kristi wrote: "Asteroids hit Earth all the time, but you've probably never seen a weather forecast for raining rocks. Asteroids are small chunks of rock in space. They orbit the sun just like planets, but they're much smaller. Sometimes, they come close to Earth, or even hit the Earth! However, you don't need to worry about rocks falling from space.

DISCUSSION 3

Discuss: What facts about asteroids do you notice in Kristi's introduction?

HOOK 4

You probably saw a few asteroid facts in Kristi's introduction. "They're chunks of rock, they orbit the sun, and they're smaller than planets."

You may have noticed that these facts aren't about how the Earth is protected. Instead, they're just about asteroids in general. Readers can keep this information in the

background while they learn about the other topics in your writing. Writers call this background information.

Now Kristi can end her introduction by stating her writing goal—The Earth is protected in many ways that prevent most asteroids from hitting it. Now her readers will know the purpose of her writing.

All three of these parts together make a full introduction that will get her readers interested and want to keep reading. The hook gets readers excited or interested to read more. The background information gives basic facts, like what an asteroid is, and the main goal of the writing—writers call this a thesis.

Today, you'll draft your introduction in these three parts.

Then later on, you'll draft a conclusion or ending to your writing. I'll get you started step by step.

STEP 1

Discuss: What facts about asteroids do you notice in Kristi's introduction?

STEP 2

In today's lesson, you'll need someone to share ideas with. This could be a partner or someone you sit near. When everyone knows who their top partner is, move on to the next step.

STEP 3

Take a few minutes to review your notes glued to your Sorting Mat packet. You can also review the notes you glued on the back of your Sorting Mat. You haven't included those ones yet.

As you read, keep an eye out for facts you may want to include in your hook. Or as background information.

Put a star next to any notes you want to use in your introduction.

STEP 4

Get your Start + Finish worksheet.

Find the "Introduction" box. You'll plan how your introduction will go in the gray part at the top.

The first part is to plan your hook.

Discuss with your partner: What can you say to your reader to get them excited to learn about asteroids?

You can ask a question, start with a surprising fact, or use humor.

STEP 5

In the gray box, circle the hook strategy that you want to use as your hook. This is the one Kristi chose, it's okay if you picked a different one.

STEP 6

To plan your background information, you'll use facts to explain what an asteroid is.

You can use the notes that you put stars next to in your sorting packet. Or you can use Kristi's notes.

Jot a few facts about asteroids on these lines.

STEP 7

Your thesis is already printed on your worksheet.

When you draft your introduction paragraph, you can use all three parts that you have planned. Start with the hook, then add your background information, then end with your thesis.

When you get to your thesis, you can write your thesis in your own words or use this transition phrase to help connect the thesis to the rest of the introduction.

Begin writing at the circle.

HOOK 5

Nice job writing an introduction with a hook, background information, and a thesis. Your reader will be well prepared and excited to read your article.

Next, your reader will read the body paragraphs that you wrote in the last lesson. They'll learn all about how most asteroids burn up in the atmosphere and never make it to the ground. And they'll learn about the DART Mission and how NASA changed the path of an asteroid by hitting it with a spacecraft.

When your reader gets to the end, you want to make sure they remember the most important parts of your writing. That's where your conclusion will go. It will review the big ideas that were in your article.

DISCUSSION 5

Discuss: What are the big ideas in your article that you want your reader to remember?

HOOK 6

Kristi wants to make sure that her readers remember that the Earth is protected in two different ways—by NASA and the atmosphere. It's okay if you pick something different.

Here's what Kristi wrote: The Earth is protected from asteroids in two major ways. NASA and the DART team are hard at work tracking larger asteroids and diverting them as needed. The atmosphere protects us from the smaller ones, burning them up as they fall.

This is a great summary of what Kristi's article was about. It includes her thesis again, and the big ideas from each body paragraph.

But before she leaves her reader, she has a chance to encourage them to do something after they've read her article. Maybe she wants her reader to keep researching more. Or feel confident about asteroids? Or share this information with others? As the writer, you'll get to decide what you want to encourage your reader to do.

Kristi finished her conclusion by writing: Next time you hear someone talking about a huge asteroid on the way to Earth, you can share the ways that the Earth is protected.

Now it's your turn to write a conclusion.

You'll write what you want your readers to remember, your thesis, and a summary of the big ideas. Then you'll write what you want them to do after they finish reading. I'll get you started, step by step.

STEP 8

Find the “Conclusion” section of your worksheet.

Your thesis is already written for you, but you can put it on your own words when you write your paragraph.

Find the "Summary" box. Jot the big ideas from your Sorting Mat in this box. You can use the topic sentences on your Sorting Mats to find ideas.

STEP 9

Imagine your reader again, then discuss with your partner:What do you want them to do after they read your writing? You can use one of these ideas or come up with your own.

STEP 10

Find the "Do Something" box. Write a few words about what you want your reader to do in this box. You can use one of these or come up with your own.

STEP 11

Now that you've planned all the parts of your conclusion, you're ready to write.

Start with your thesis. Then write your summary. Then encourage your reader to do something.

You can write your thesis in your own words if you want.

While you draft, you can try out these transition words and phrases to help you connect your thesis and summary, and one of these to encourage your reader to do something.

Begin writing at the circle.

STEP 12

To assemble your complete draft, get these supplies. If you need more space, you can put your research packet and sorting mat packet to the side.

STEP 13

Cut your Start + Finish worksheet in half using the dotted line in the middle of the page.

STEP 14

Assemble your full draft by putting your conclusion on the bottom, then your body paragraphs, and your introduction on top.

Your body paragraphs can go in any order you want.

Make sure all the pages are lined up on the top, then paper clip them together.

WRAP UP

Nicely done, writers! You have a complete draft with an introduction, two body paragraphs, and a conclusion. This is a complete article draft and cause for celebration.

You can celebrate with the DART team in this video at the moment the DART spacecraft hit the asteroid. This is the video feed broadcasting from the DART spacecraft, and this is the DART team watching live.

- Awaiting visual confirmation.

- Alright!

- We got it?

- And we have impact—a giant leap for humanity in the name of planetary defense.

- Fantastic!

In the next lesson, you'll edit your writing and get it ready to share. Make sure you put all your V.I.P.s somewhere safe, and I'll see you next time.