

How to Use Hooks

After this explanation, there is a ‘Hook’ section describing what a hook is and why it is important. Following this explanation are two conceptually connected tables. The top table gives written examples for 3rd, 4th, and 5th grade using a ***specific technology*** for a specific purpose. The second table is smaller with visual connections to the written information above for each grade as follows:

Examples of Hooks Using [*Insert Specific Technology*] that Engage All Students

New Content Scenario	[<i>Specific Technology</i>] Hook Examples	Engaging <i>All</i> Students
<p>A specific scenario is given that introduces the reason behind this technology choice for the 3rd grade hook. Below in a shaded area is the Next Generation Science Standard that is being addressed in the unit. This would be the standard title.</p> <p>*3-ESS2 Earth’s Systems</p>	<p>This section describes how the teacher works with students on this specific technology to meet learning goals. Below in a shaded area is the performance expectation for the standard listed in the first column.</p> <p>*3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</p>	<p>This section describes how the teacher uses strategies that allow all student voices to be heard by giving students the opportunity to be engaged in the learning.</p>
<p>Same as above for 4th grade.</p>	<p>Same as above for 4th grade.</p>	<p>Same as above for 4th grade.</p>
<p>Same as above for 5th grade.</p>	<p>Same as above for 5th grade.</p>	<p>Same as above for 5th grade.</p>

*NGSS 2013: <http://www.nextgenscience.org/next-generation-science-standards>

<p>Example <i>Specific Technology</i> 3rd grade Reference to Scenario or Standard above</p>	<p>Example <i>Specific Technology</i> 4th grade Reference to Scenario or Standard above</p>	<p>Example <i>Specific Technology</i> 5th grade Reference to Scenario or Standard above</p>
<p>A visual created using the <i>specific technology</i> or a borrowed image with website, label, and resource information will be found here.</p>	<p>A visual created using the <i>specific technology</i> or a borrowed image with website, label, and resource information will be found here.</p>	<p>A visual created using the <i>specific technology</i> or a borrowed image with website, label, and resource information will be found here.</p>

Examples

Hooks		
<p>In order to have a successful start to a unit of study, teachers need to design a hook that activates background knowledge, adds new knowledge, and engages students in the upcoming unit. Using <i>Word Clouds</i> as a hook can be a very effective way of accomplishing these goals.</p>		
Examples of Hooks Using Word Clouds that Engage All Students		
New Content Scenario	Word Cloud Hook Examples	Engaging All Students
<p>3rd An intermediate language arts class is starting a unit on Native American Culture. The teacher wants the students to share what they learned from the story that is read to them. Possible books: <i>Circle Boy: Bringing Black Elk's Storytelling to Life</i> by Fayer & Jones <i>Black Elk's Vision</i> by S.D. Nelson</p> <p>*CCSS.ELA-Literacy.SL.3.1.3: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>The classroom teacher leads a discussion on the story and wants students to explain their ideas and understandings after a whole class discussion. At the end of the discussion the teacher asks each student to create a Word Cloud that prioritizes and highlights the words they feel are most important to the story. The teacher uses this as a hook and a pre-assessment to determine what students already know and also what they learned from the story. The teacher assesses each student's work and displays the Word Clouds around the room. (See example below.)</p> <p>*Focus: Comprehension and Collaboration</p>	<p>The students are engaged in learning, as each student has their own computer. The teacher is scaffolding and supporting learning.</p>
<p>4th An intermediate language arts class is starting a new unit on word usage and the teacher is wondering how to introduce this topic and wants to confirm what students already know. Possible Speech: Nelson Mandela Inaugural Speech 1994</p> <p>*CCSS.ELA-Literacy.LA.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>The teacher welcomes students and tells them they are starting a new unit. A speech is read to the students and they are asked to think about which words and phrases convey ideas precisely. The teacher models step-by-step (on the screen) how to create a Word Cloud. The teacher explains that they are to type words or phrases into the Word Cloud that they think are used to convey ideas precisely. The class discusses their differing ideas in order to come to consensus. (See example below.)</p> <p>*Focus: Knowledge of Language</p>	<p>In order to ensure that all students are engaged in learning, the teacher asks students to discuss each word with their group and take turns typing the words for their Word Cloud. All student voices are heard.</p>

Figure 2- Hooks 3rd/4th

<p>5th An intermediate language arts class is beginning a new unit on vocabulary. The teacher wants to interest students in the topic and assess their background knowledge Possible Poem: <i>Glump the Purple Alien</i>: http://www.poetry4kids.com/poems</p> <p>*CCSS.ELA-Literacy.L.5.5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>On the first day of the unit, the teacher reads a poem and then gives a copy of the poem to each peer group. They are asked to create a T-chart that lists vocabulary words on one side and the word relationships on the other side. The teacher models several examples first. Once the work is checked, they can use their vocabulary words to create a Word Cloud with a peer. (See example below.)</p> <p>*Focus: Vocabulary Acquisition and Use</p>	<p>In order to ensure that all students are engaged in learning, the teacher asks that students create a T-chart. The teacher then has students choose the important words to add to the Word Cloud. Students take turns typing in the words.</p>
<p><small>*Common Core English Language Arts State Standards</small></p>		
Example Word Cloud 3 rd Grade: Cultures	Example Word Cloud 4 th Grade: Speeches	Example Word Cloud 5 th Grade: Poetry
		

Figure 3 - Hooks 5th/Visual Table

A '**Technology**' section follows in which supportive websites are offered about the specific technology.

And lastly, in the '**Practice Area**' section teachers can go step-by-step through the process of creating a scenario and choosing a *specific technology* for a hook, learning experience, or summative assessment for their class using a template!

Technology

To learn more about Word Cloud websites and Word Cloud uses, go to:

- 9 Word Cloud Generators that Aren't Wordle: <http://www.edudemic.com/9-word-cloud-generators-that-arent-wordle/>
- 10 Word Cloud Generators You Have Probably Never Tried: <http://www.edudemic.com/word-cloud-generators/>

Practice Area

1. Choose a Common Core English Language Arts State Standard(s).	Write the standard(s):
2. Decide if you will work on a hook, learning experience, or the summative assessment.	Hook, Lesson/Learning Experience/Summative Assessment or Part of the Summative Assessment (Circle your choice)
3. Create a scenario for the students in your classroom using the examples in the tables above.	Write out the scenario as a work in process that may be changed later as needed:
4. Describe the specific idea for this technology using the examples in the tables above.	Specific Idea for Classroom Technology Use:
5. Describe how you will be sure to engage <i>all</i> students.	Specific Ideas to Engage <i>ALL</i> Students:
6. Describe how students will benefit from using this technology.	Specific benefits to learning:
7. Reflect on this process and decide if any changes need to be made prior to using your idea with students.	Reflection:

Figure 8 - Technology and Practice Area