Teaching Point(s):
- Write a strong lead and thesis statement

Standards:

Material(s):
1. Writer's notebook
2. "An Introduction Has Three Parts" handout
3. Student Resource: List "Strong Leads for Expository Writing"

Connection:
"In a previous lesson, you completed drafting the body of your essay. Today we are going to learn the parts of an introduction in an informational essay. This structure will help you draft the introductory paragraph of your compare and contrast essay."

Model (I do):
"The introduction must capture your reader's attention and let the reader know what the writing will be about. I'm going to show you one formula for writing a strong introduction."

Anchor Chart:

"An introduction has three parts:

1. ***Lead**-The first sentence is called the hook or lead. It should intrigue, invite, and raise a reader's curiosity.*

2. ***Thesis Statement**- The next sentence is a clear thesis or topic sentence. This sentence tells the subject or reason for writing and what will be explained to the reader.*

3. ***Overview**-This sentence tells the reader the supporting ideas that will clarify the topic."*

Teacher provides the "Strong Leads for Expository Writing" list.

Guided Practice (We do)
Refer students to the Strong Leads list and choose a type of lead they would like to try. Have the students write a **startling fact**. Model with students how to expand upon the initial statement by adding **action**. Finally, have them **define the topic**.

Independent Practice (You do):

"Now it is your turn to try writing a lead using these strategies. Remember, good writers use strong leads and create vivid images for the reader."
Have students write the lead in the "Lead" section of their writer's notebook.

Mid-Workshop Teaching Point
Remind students to refer to the "Strong Leads" list.

Closure

Students may volunteer to read aloud their leads or share with a partner.

Assessment - Check for Understanding
Teacher will monitor the students' understanding by completing mini conferences as they are writing.

Reflection:

Notes: