

**THE HOOK: THE GOAL OF THE HOOKS IS TO GAIN STUDENTS' ATTENTION AND GET THEM PREPARED FOR THE TOPIC OF STUDY. YOU WANT TO CAPTURE STUDENTS' INTEREST. IT SHOULD GENERATE EXCITEMENT AND LEARNING. A GOOD HOOK LASTS LESS THAN 5 MINUTES.**

- Dress like a character
- A mystery box
- A secret message
- A letter delivered by the principal, the president, a stuffed animal
- Wrap up a book and open it
- Hide clues about the topic around the room
- Stepping stone clues
- Foot prints
- A simulation or physical change to the environment
- A ticket in door
- A photo gallery or exhibit
- Put something in a brown paper bag, students guess what they will be studying (e.g., bread example)
- Back to back
- Song/music/audio clip
  - Real life “things” (e.g., insects, souvenirs, etc.)
- Youtube/media clip
- Scavenger hunt (e.g., collect materials and “tools” needed for their Science Lab Kit-magnifying glass, special notebook/pen, etc.)
- Props (e.g., reading unit example: mysteries-detective hats, badges, etc.)
- Dress Up as something applicable from the topic
- Demonstrate an experiment
- Skit (maybe have other teachers/older students help)
- Open a “Time Capsule”
- 30 second TV Commercial
- 30 second Radio Announcement
- Voki
- Mystery Clues (from another teacher or principal-read throughout the day)

**CLOSURES: THE GOAL OF A CLOSURE IS TO WRAP UP THE LESSON IN A WAY THAT IS EXCITING AND HELPS STUDENTS TO REVIEW THE CONTENT OR MAKE IT MORE CONCRETE. A GOOD CLOSURE LASTS LESS THAN 5 MINUTES.**

- Turn and talk
- Ticket out the door
- 3-2-1 blast off
- Tie it to your introduction
- In a word
- Whip around
- Silent brainstorm
- Sticky note collage
- Popcorn share
- Back to back
- Response Cards
- Graffiti
- Pass the brainstorm
- Where do you stand? (e.g., opinion line)
- Top Ten List
- Sticky note flow chart
- Bumper Sticker
- Stepping Stones out the door with questions on them
- Youtube media clip
- Voki
- Self-assessment
- Inside/Outside Circles



- Museum Exhibition (e.g., students walk around the “museum” to look at other students’ products; take keyword “notes” on a post-it note of two positive things they saw)
- Pictionary (e.g., review key concepts and understandings)
- Greeting Card, Letter, Post Card to another teacher or family member about key learning of the lesson (e.g., actually put in real envelopes)
- Timeline on the ground (e.g., for chronological events or steps/procedures)
- Obstacle Course (e.g., stop to review concepts-pictures, post-it notes, answer questions-around the room with a buddy)
- Students create a chant with movements
- Create a mural (in art class)

**DRESS UP: WE'VE SEEN A TEACHER DRESS UP LIKE MARCO POLO TO INTRODUCE A LESSON ON EXPLORATION AND INTERNATIONAL TRADE AND A CO-TEACHING TEAM WHO WORE PRESIDENTIAL CANDIDATE MASKS TO INTRODUCE A LESSON IN A HIGH SCHOOL CIVICS CLASS.**

### 1. HIDE CLUES

We once saw a teacher who hid clues around the classroom about the main characters in the novel *Esperanza Rising* to pique student interest about the book, but the options here are endless!

### 2. HANG A GALLERY/EXHIBIT

Introducing a complex and complicated concept like climate change? Hang images around the room and have students take an observation walk through the gallery with a peer.

### 3. SHOW & TELL

Launching a project-based unit on a particular region of the world? Pack a traveler's bag with interesting items students might have encountered there. Studying Mesopotamia in 11th grade world history? Create a "Time Capsule" that includes unique items from that particular time in history to hook students at the beginning of the unit.

### 4. BE NOVEL

Garner students' interest by introducing topics, concepts, and/or materials in a way that is unique, new, and/or unusual, but not necessarily surprising. Use of novelty is designed to engage students in the learning process by capturing their attention in a way that differs from the usual routine or activity, therefore increasing the likelihood that new learning will be retained and connections with previous knowledge or understanding will be made.

### 5. SAVE OUR SHIP (SOS)

Have the principal/director enter the classroom requesting help from your students that nicely segues into your lesson or unit. For example, he or she might say, "Our school is interested in \_\_\_\_\_ and you are most qualified to help us!" Ask an expert in a field to Skype in to your class and lay out a problem to be solved. Or another favorite, have another class make a video asking for help with a particular issue or topic.

### 6. ACT IT OUT

Skits are a great way to creatively introduce a topic to your students. You can easily infuse humor and spark curiosity and, bonus, it can be a fun and easy way to engage and collaborate with your classroom colleagues.

### 7. TV OR RADIO COMMERCIAL

Create a 30 second commercial (try Moovly.com) or select one that you can play for students to advertise the wondrous things they will be learning in the new unit. We loved hearing about a teacher who posed a complex science question to the class and then played a YouTube clip the film *The Martian*, in which an astronaut says humorously, "In the face of overwhelming odds, I'm left with one option: I'm going to have to science the s\*\*t out of this."

### 8. GATHER AND USE LOOSE PARTS

Materials, natural or synthetic, can be used in multiple ways. For example, kids can explore with found materials to create robots or art.