Draft a Strong Lead

Objectives

In this mini-lesson, students will:
• Learn how to hook the reader with a strong lead in an informational report.
• Practice applying the techniques to their own informational report drafts.
• Discuss how to apply this strategy to their independent writing.

Preparation

Materials Needed
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling text and the Strong Leads chart onto chart paper.

1. Focus

Explain Strong Leads

Say: An informational report needs to grab readers’ attention with the first paragraph and make them want to read more on the topic. Good writers have different ways to grab their readers’ interest. Today we’ll look at how to hook the reader with a strong lead when we’re writing a draft of our informational report.

Model Drafting a Strong Lead

Display the modeling text on chart paper or using the interactive whiteboard resources.

Say: Listen as I read aloud two drafts of the lead for “Women’s Soccer: Keeping the Dream Alive.”

| 1. The United States women’s soccer team won the world championship in 1991 and again in 1999. |
| 2. The dream team—that’s what the United States women’s soccer team was called when it won world championships in 1991 and 1999. |

Modeling Text

Ask: Which lead grabs your attention the most and how does the writer grab you? Allow responses.

Say: The first example uses a lead that simply reports information. But it doesn’t grab my interest. It doesn’t make me want to read. On the other hand, the second lead hooks me with the words dream team. We’re all interested in the idea of a dream team. This makes me want to find out more about why this team was called the dream team.

Display the following chart on chart paper or using the interactive whiteboard resources. Discuss with students different types of leads. Ask students to tell why they are good leads. Point out that these are not necessarily the only techniques writers use and that they should feel free to experiment in their own drafts.
### Strategies to Support ELs

#### Beginning
While other students complete the “Practice Drafting a Strong Lead” activity (or during independent writing time), work with beginning ELs to help them draft their informational report ideas orally or in written text, using any language they have.

#### Intermediate and Advanced
Pair ELs with fluent English speakers for the practice activity.