CLASSHOOK IN THE CLASSROOM

Hook your students in when introducing a new topic

Clarify misconceptions in a visual way

Provide examples of real-world scenarios

Help students monitor comprehension and self-advocate if they need clarity
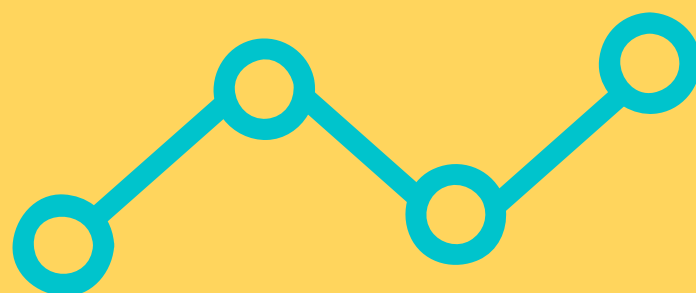
Explain rules and protocol in a more engaging way

Showcase abstract and challenging concepts

Encourage deeper discourse rooted in previous lessons and ClassHook Clips

Make connections to self, other ideas and the world

ClassHook

www.classhook.com

HOOK YOUR STUDENTS IN

Capture student interest, and create a smooth transition to the next activity.

Use the Math is Everywhere clip to challenge students to think about math in nature.

CLARIFY MISCONCEPTIONS

Use clips to depict misconceptions and discuss them openly in class.

Discuss why the bus shouldn't have crossed the gap in the Jumping the Gap clip and what would've happened instead.

PROVIDE REAL WORLD SCENARIOS

Illustrate real situations and experiments.

Discuss the ethics in the I'm Smart, You're Dumb clip. Or ask about experiments in the Potential vs. Kinetic Energy clip.

HELP STUDENTS MONITOR COMPREHENSION

Create Pause Prompts to check for understanding while playing a clip.

Ask students to identify the steps in the scientific method as they happen using the Experimenting on Howard clip.

SHOWCASE CHALLENGING CONCEPTS

Use clips to help students conceptualize abstract concepts.

Illustrate the norms of personal space with The Close Talker clip. Or play the Meeting the Dwarfs clip to convey social cues.

ENCOURAGE DEEPER DISCOURSE

Challenge students to think critically about clips and practice key skills.

Ask students to identify the main idea in the Phillip Has Found His Wife clip. Or ask for a summary of the dispute.

Facilitating a Strong Discussion

Habits of Discussion Resource
Teacher Intervention Prompts and Student Sentence Starters

In a discussion, the teacher's primary role is to ensure that students are following discussion norms and to help students uncover meaningful ideas by prompting for evidence, clarity and variety of arguments. Teachers, or even students, can use the following prompts to do so. These sentence starters for scholars should be available for students in the classroom so that scholars can refer to them to build off of each other's ideas.

	Intervention Prompts (can be used by students or teachers)	Sentence Starters
Evidence *Gap - Students are not providing evidence for their answers, ignoring important data/sections of text or sharing answers from background knowledge that are not grounded in evidence*	● Does anyone have evidence that supports or challenges this idea? ● We seem to have 2 big ideas here (idea A, idea B), which idea do we have stronger evidence for? ● You're telling us what the text says, but how does that evidence connect to our question? ● We have not addressed [excerpt, specific part of text or data], does anyone want to examine how [evidence] connects to our question?	● I agree with what [x] said because [presents evidence] which tells me...
Revoice/Clarify *Gap - Students are sharing good ideas but not speaking clearly, concisely or using precise vocabulary*	● Who can put what [x] said in your own words? ● Can you clarify your idea? ● Can you say more about what you mean by that? ● There are strong ideas coming out, who wants to use our [subject] vocabulary words to explain these ideas more precisely?	● So what I am hearing ___ say is… ● I'm confused by what ___ said. Can you say more about that?

Build on *Gap - Student responses are correct but are surface level or incomplete.*	● What do people think of that idea? ● Does anyone have more to add to this idea? ● Is there other evidence that backs up that idea?	● I agree that....and want to add...
Challenge *Gap - Students are focusing on just one potential argument or the trend in the conversation has leaned towards an inaccurate or unnuanced idea.*	● What do people think of that idea? ● Is there other evidence that challenges that idea? ● What might [x (person with a different perspective e.g. colonist, enslaved person, etc.)] say about that idea? ● It sounds like you are all saying X, is there anyone who disagrees? ● It sounds like you and [student A] disagree. Is that true?	● I hear your argument that… but… ● I understood that text differently… ● I want to share a different opinion… ● We are all assuming… but...
Synthesize *Gap - Students are generally on the right track and many strong ideas have surfaced, but the answer has not yet reached coherence.*	● What ideas have we established? ● What are your key take-aways after this discussion / at this point in the discussion? What do you think now? ● What are two main points that we're debating? ● What does it seem like we're all in agreement about? ● Can someone summarize where we are now on our central question?	● A key take-away is… ● We seem to agree that… ● We seem to be in disagreement about...
Question/Redirect *Gap - An idea was raised that needed to be unpacked even more.*	● Can we examine…? ● [After a question is raised] Can anyone respond/answer that question? What do you all think? ● [After a provocative comment or strong insight]: Let's stick with …'s idea. ● Let's go back to...	● One question I have now is… ● One idea that is still unclear to me is… ● X makes me wonder...
Refocus on	● How does that connect to this	

question *Gap - The discussion has veered off topic.*	question? ● Can someone bring us back to the central question?	
Incorporate more voices/even participation *Gap - There is uneven participation*	● [To student who hasn't spoken yet] What are you thinking? What makes you think that? ● Does anyone want to speak who hasn't yet? ● If you've spoken more than once, hang back a bit to encourage others. ● Please call on new participants first.	
Clear up major misconceptions *Gap - Answers are completely off-track/inaccurate.*	● Re-read, ask question again ● Refer back to VA, how can this help you think about __? ● Error-analysis (put up a right answer wrong answer), ask "which is right.. why?" ● Get meta: "what questions do you need to ask yourself to figure this out… let's try…" ● Play out the error, chart responses that kids are saying… step back and ask, "Does that match? Does this make sense?"	