

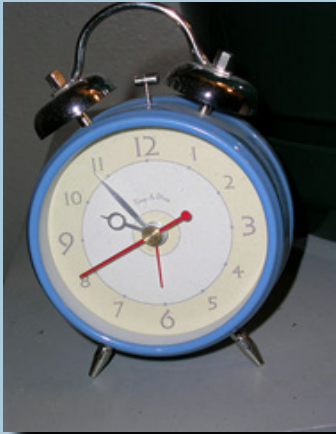


**English I: Writing: Module 5: Lesson 1: Section 3**  
Effective Introduction and Conclusion (e.g., controlling idea/thesis)  
Introductions

**Practicing with Dialogue in Introductions**

**Instructions:** Write a revised version of the “alarm clock” introduction using dialogue.

**Tip:** If dialogue gives you trouble, get started by simply replacing the first sentence with revised material and adding a sentence or two of transition. The rest of the introduction can stay as it is. When you are finished, return to the lesson and click “Check Your Understanding” to see how someone else used the mind-reading strategy in this introduction.



When I was in middle school, my mother came into my room every morning to tell me it was time to get up. I know that lots of my friends had to get up by themselves, but I never thought about getting ready for school by myself. Then everything changed. One day my father gave me an alarm clock. He said that from now on I could take responsibility in the morning.

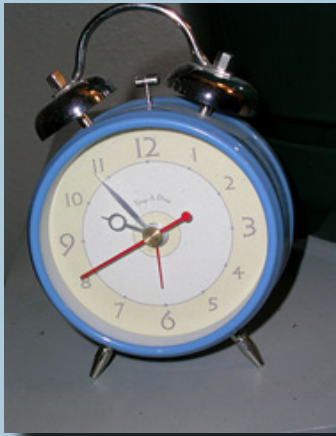
**Your revision:**



### Practicing with Anecdotes in Introductions

**Instructions:** Write a revised version of the “alarm clock” introduction using an anecdote.

**Tip:** Consider writing an anecdote about the father coming home with the alarm clock rather than a story about the mother getting the student out of bed. You will not have to revise most of the ordinary introduction if you simply tack an anecdote to its beginning. When you are finished, return to the lesson and click “Check Your Understanding” to see how someone else used the mind-reading strategy in this introduction.



When I was in middle school, my mother came into my room every morning to tell me it was time to get up. I know that lots of my friends had to get up by themselves, but I never thought about getting ready for school by myself. Then everything changed. One day my father gave me an alarm clock. He said that from now on I could take responsibility in the morning.

**Your revision:**



### Practicing with Mind Reading in an Introduction

**Instructions:** Write a revised version of the “alarm clock” introduction using the mind-reading strategy.

Write a revised version of the “alarm clock” introduction. When you are finished, return to the lesson and click “Check Your Understanding” to see how someone else used the mind-reading strategy in this introduction.



When I was in middle school, my mother came into my room every morning to tell me it was time to get up. I know that lots of my friends had to get up by themselves, but I never thought about getting ready for school by myself. Then everything changed. One day my father gave me an alarm clock. He said that from now on I could take responsibility in the morning.

**Your revision:**