# Book Reviews Mini-Lessons at a Glance

## Mentor Book Reviews Big Book: *Let’s Read About Book Reviews*

<table>
<thead>
<tr>
<th>MINI-LESSON MENU</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce the Genre</strong></td>
<td></td>
</tr>
<tr>
<td>1. Talking About Books*</td>
<td>2</td>
</tr>
<tr>
<td>2. Read Aloud a Mentor Book Review</td>
<td>4</td>
</tr>
<tr>
<td>3. Read Aloud a Mentor Book Review*</td>
<td>6</td>
</tr>
<tr>
<td>4. Let’s Read About Book Reviews*</td>
<td>8</td>
</tr>
<tr>
<td><strong>Model the Writing Process</strong></td>
<td></td>
</tr>
<tr>
<td>1. Brainstorm Books to Review*</td>
<td>12</td>
</tr>
<tr>
<td>2. Get Ready to Write*</td>
<td>14</td>
</tr>
<tr>
<td>3. Model Writing a Book Review*</td>
<td>16</td>
</tr>
<tr>
<td>4. Write a Shared Class Book Review*</td>
<td>18</td>
</tr>
<tr>
<td>5. Check Your Book Review*</td>
<td>20</td>
</tr>
<tr>
<td><strong>Author’s Craft</strong></td>
<td></td>
</tr>
<tr>
<td>1. Using “I” to Voice an Opinion*</td>
<td>24</td>
</tr>
<tr>
<td>2. Using Describing Words*</td>
<td>26</td>
</tr>
<tr>
<td>3. Using Exclamation Points in Sentences</td>
<td>28</td>
</tr>
<tr>
<td><strong>Grammar and Conventions</strong></td>
<td></td>
</tr>
<tr>
<td>1. Using Nouns in Sentences*</td>
<td>32</td>
</tr>
<tr>
<td>2. Forming Regular Plural Nouns by Adding /S/*</td>
<td>34</td>
</tr>
<tr>
<td>3. Using an Uppercase Letter at the Beginning of a Sentence</td>
<td>36</td>
</tr>
</tbody>
</table>

## MANAGEMENT & ASSESSMENT TOOLS

<table>
<thead>
<tr>
<th>MANAGEMENT &amp; ASSESSMENT TOOLS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management</strong></td>
<td></td>
</tr>
<tr>
<td>Process Writing Class Tracking Sheet</td>
<td></td>
</tr>
<tr>
<td>Home Connection Letter</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Book Review Checklist</td>
<td></td>
</tr>
<tr>
<td>Book Review Evaluation Rubric</td>
<td></td>
</tr>
</tbody>
</table>

*Advanced preparation for this mini-lesson may include gathering visual props or writing model and/or practice text on chart paper (if you are not using the interactive whiteboard resources).*
## Introduce the Book Reviews Genre

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talking About Books</td>
<td>TK</td>
</tr>
<tr>
<td>2. Read Aloud a Mentor Book Review</td>
<td>TK</td>
</tr>
<tr>
<td>3. Read Aloud a Mentor Book Review</td>
<td>TK</td>
</tr>
<tr>
<td>4. Let’s Read About Book Reviews</td>
<td>TK</td>
</tr>
</tbody>
</table>
**Mini-Lesson Objectives**

In this mini-lesson, teachers will:

- Model sharing their favorite part of a story.
- Model explaining why this part was their favorite.
- Guide whole-group practice with a shared text.

**Students will:**

- Share their favorite part of a story with a partner.
- Tell their partner why this part was their favorite.

**Mini-Lesson Preparation**

**Materials Needed**

- Picture books that students have read and know well

**Advanced Preparation**

During the model portion of this lesson, use one or more books to model how you talk about a book.

During the practice portion of this lesson, students will need at least one familiar book to talk about. You may wish to gather big books, picture books, and emergent leveled texts that students are familiar with from read-aloud, shared reading, and small-group reading time.

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**TALKING ABOUT BOOKS**

**Introduce Talking About a Favorite Book**

*Say:* I love to read books. I also love to tell people about books I have read. I tell them what my favorite part of the book is, and why it is my favorite. And sometimes they decide to read the book, too.

**Model Talking About a Favorite Book**

Display a picture book from your classroom or school library. Use the sample think-aloud below (based on the picture book *The Snowy Day* by Ezra Jack Keats) as a model of how to think aloud about one of your favorite books.

**Sample think-aloud. Say:** I’m going to show you how I talk about a book. This book is one of my all-time favorites. The title of this book is *The Snowy Day*, and the author and illustrator of the book is Ezra Jack Keats. Who can tell me what an author is? (Allow responses.) Who can tell me what an illustrator is? (Allow responses.)

The story is about a boy named Peter who goes out to play in the snow and has a lot of fun. My favorite part is when Peter makes footprints in the deep snow. I like this part because I remember how much fun I had doing that when I was little.

**Guide Practice: Talk About a Shared Class Book**

Display a read-aloud or shared reading text that the class has read together. Invite students to practice telling their favorite part of the book and why it is their favorite.

Model and encourage students to use the following sentence frames as they talk about their books:

- *My favorite part is ______.*
- *I like this part because ______.*
Partner Practice: Talk About a Favorite Book

Invite students to work with a partner. Partners should take turns telling each other about a favorite part in a book they have read.

Remind partners to use the sentence frames below as they talk about their books:

- My favorite part is ______.
- I like this part because ______.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Book Talk with the Class

Invite partners to discuss their book talk experience with the class. Use the following questions to guide discussion:

- You told why you like your favorite part of the book. What reasons did you give?
- You heard about your partner’s book. Do you want to read it now?

Connect and Transfer

Say: Today we talked about favorite books. We told what part we like best and why. When we tell others about books we like, we can help them make decisions about books they might want to read.

Make Cultural Connections

Point out one or more parts of the book that most children can relate to, no matter what their cultural background. Then discuss any parts that might not be part of some children’s culture. For example, say: One reason I think The Snowy Day is a popular book is that almost all children like to play outside. But some children live in parts of the world that don’t have snow. On a map, point out some states or countries that have snow and some that experience little or no snow. If you live in an area without snow, discuss what it might be like to play in the snow. If your students have played in the snow, discuss what it might be like to have warm winters without snow.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work with partners. Use simple language to build the concept of book talk. Say: This is a book. I can tell you about this book. I can tell what I like.

Model talking about additional books using the sentence frames I like ______ and I like ______ because ______. Point to specific pictures in the book to support what you say. Encourage students to use the sentence frames to talk about a book they know.

Intermediate

Pair ELs with more fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to talk about their books:

This book is about ______.
I like this book because ______.

Advanced

Pair ELs with fluent English speakers during partner practice.
READ ALOUD A MENTOR BOOK REVIEW

Introduce the Mentor Book Review


Display pages 2–5 of the mentor big book. You can also display the book review on the interactive whiteboard resources.

Say: The title of this book review is “The Best Story of All Time!” That is an interesting title. It makes me really want to read the book review. If this reviewer likes the book so much, maybe I will like it too. I’m going to read this review and find out what the reviewer likes about it.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the book review, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Book Review

Read aloud the entire book review in a fluent, expressive voice as you track the words on the pages with your index finger or a pointer.

Say: Now let’s read this book review again and pay attention to what the writer did. Stop at some or all of the places indicated (or at other points you choose) to highlight the features of a book review:

1. The reviewer identifies the title and author of the book.
2. The reviewer includes a brief summary of what happens in the book.
3. The reviewer tells what he or she likes or doesn’t like.
4. The reviewer gives a final opinion, or recommendation.

Title and Author Information

Bottom of page 6. Say: This part of the review gives me some important information. Now I know the title of the book I will read about. The title is Who’s in the Shed? I also know who wrote the book. The author is Brenda Parkes. I know that the book she wrote is fiction because the reviewer says it is a story. I also see the animal characters on the cover of the book. That is another clue. Now I’ll keep reading to learn about the book.
Brief Summary
Bottom of page 2. Say: This part of the review tells me what the book is about. It’s about an animal that comes to a farm. The other animals want to know who the animal is. That sounds really interesting to me. I really enjoy books with animal characters.

Reviewer’s Likes and Dislikes
Bottom of page 4. Say: This page is interesting. The reviewer is telling me what she likes about Who’s in the Shed? She likes that the book is told in rhyme. She likes the pictures. She even mentions one specific picture of the pig that made her laugh.

Bottom of page 5. Say: The reviewer doesn’t spoil the story for me by telling me the ending. I appreciate that! And after reading this review, I think I want to read this story, too.

Respond Orally to the Mentor Book Review
Encourage students to share their personal reactions to the text by asking questions such as:
• What did you learn about Who’s in the Shed?
• Does the review make you want to read Who’s in the Shed? Why or why not?
• Does the review make you think of any favorite stories you have read? Which ones?

If necessary, model the following sentence frames to support ELs and struggling students:
• I learned that ______.
• I want/don’t want to read this book because ______.
• Who’s in the Shed? reminds me of ______.

Connect and Transfer
Say: Remember that a book review tells what a book is about. It also tells what the reviewer thinks about the book. Book reviews help readers decide if a book is right for them.

Make the Mentor Text Comprehensible for ELs

Beginning
Point to the book cover on page 2 and read the title. Point to each animal and say its name. Invite students to say the animal names with you. Point to the picture of the shed as you say the word.
Say: This book is about a farm. This book is about animals.

Display the illustrations from Who’s in the Shed? (available on the interactive whiteboard resources) and label each animal and object. Invite students to come to the whiteboard and point to and name specific animals and objects as you say: Find the ______.

Beginning and Intermediate
Say: This book review is about Who’s in the Shed? We will learn about Who’s in the Shed?

Intermediate and Advanced
Before reading the book review, invite students to use the picture clues in the book cover to make their own prediction about what Who’s in the Shed? might be about.

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: animal/el animal; rhyme/en rima.

Teacher Tip
Reread “The Best Story of All Time!” during a future mini-lesson and build students’ comprehension by inviting them to answer the following questions.

The reviewer tells the title of the book she is reviewing. Point to the title.
The reviewer tells the author’s name. Point to the author’s name.
Where does the reviewer tell what the
READ ALOUD A MENTOR BOOK REVIEW

Introduce the Mentor Book Review

Say: A book review tells about a book. A book review can tell about a story. A book review can also tell about a nonfiction book. In a review, the writer tells about the book. The writer tells why he likes the book or why he doesn’t like it. Today I will read aloud a book review to you.

Display pages 6–9 of the mentor big book. You can also display the book review on the interactive whiteboard resources.


If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the book review, use “Make the Mentor Text Comprehensible for ELs.”

Mini-Lesson Objectives

In this mini-lesson, students will:

• Listen to an interactive read-aloud to learn about book reviews.
• Share personal responses to a book review.

Advanced Preparation

Materials Needed

• Mentor text: “What Would You Eat in the Rain Forest?”
• Interactive whiteboard resources

Read Aloud the Mentor Book Review

Read aloud the entire book review in a fluent, expressive voice as you track the words on the pages with your index finger or a pointer.

Say: Now let’s read this book review again and pay attention to what the writer did. Stop at some or all of the places indicated (or at other points you choose) to highlight the features of a book review:

1. The reviewer identifies the title and author of the book.
2. The reviewer includes a brief summary of what happens in the book.
3. The reviewer tells what he or she likes or doesn’t like.
4. The reviewer gives a final opinion, or recommendation.

Title and Author Information

Bottom of page 6. Say: This part of the review gives me some important information. I learn the title of the book I will read about. The title is Rain Forest Food. I also know that Nan Walker is the author of this book. I know that the book is about what animals eat in the rain forest. I’ll keep reading to learn more about the book.
**Brief Summary**

*Bottom of page 7.* **Say:** The reviewer says, “This book has many interesting facts.” I know that I read facts in a nonfiction book. So I know Rain Forest Food must be nonfiction. I like that the reviewer asks me some questions. That helps me know what information I could find in the book. I don’t know if crocodiles eat frogs, but now I’m curious. Are you?

**Reviewer’s Likes and Dislikes**

*Bottom of page 8.* **Say:** The reviewer likes that the book tells about interesting animals. She also likes the photographs. She gives me a specific example of a photograph she likes. Look! This is a very dramatic photograph, isn’t it? I think I would enjoy looking at the photographs in this book. Would you?

*Bottom of page 9.* **Say:** The reviewer gives me her opinion. She thinks if I like animals, I will like this book. She is recommending this book.

**Respond Orally to the Mentor Book Review**

Encourage students to share their personal reactions to the text by asking questions such as:

- *Does this book review make you want to read Rain Forest Food? Why or why not?*
- *Does the review make you think of any favorite nonfiction books you have read? Which ones?*

If necessary, model the following sentence frames to support ELs and struggling students:

- *I want/don’t want to read this book because ______.*
- *Rain Forest Food reminds me of ______.*

**Connect and Transfer**

**Say:** Remember that a book review tells what a book is about. It also tells what the reviewer thinks about the book. A book review can be about a fiction or a nonfiction book.

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**Make the Mentor Text Comprehensible for ELs**

**Beginning**

Point to the *Rain Forest Food* book cover on page 6 and read the title. Point to the crocodile as you say its name. **Say:** A crocodile lives in the rain forest. Point to each animal on page 7 as you say its name. Ask students to repeat the animal names with you.

Display the illustrations from *Rain Forest Food* (available on the interactive whiteboard resources) and label each animal and object. Invite students to come to the whiteboard and point to and name specific animals and objects as you **say:** Find the ______.

**Beginning and Intermediate**

**Say:** This book review is about *Rain Forest Food*. We will learn about *Rain Forest Food*. What animals live in a rain forest? Encourage students to use the sentence frame ______ live in a rain forest.

**Intermediate and Advanced**

Before reading the book review, invite students to make their own prediction about what *Rain Forest Food* might be about.

**All Levels**

If you have students whose first language is Spanish, share the following English/Spanish cognates: animal/el animal; crocodile/el cocodrilo; jaguar/el jaguar; interesting/interesante; photograph/la fotografía.

**Teacher Tip**

Reread “What Would You Eat in the Rain Forest?” during a future mini-lesson and build students’ comprehension by inviting them to answer the following questions.

- *The reviewer tells the title of the book she is reviewing. Point to the title.*
- *The reviewer tells the author’s name. Point*
LET’S READ ABOUT BOOK REVIEWS

Introduce Book Reviews

Say: When you listen to a story, you expect to hear certain things in it. You expect to hear about characters. And you expect to hear what happens to the characters. When you listen to a book review, you should hear certain things, too. Today we’re going to read about what is in a book review.

Display the cover of “Let’s Read About Book Reviews.” You can also display the cover on the interactive whiteboard resources. Read the title aloud.

Say: This book tells about book reviews. We’re going to read about what things are in a book review.

Read About Book Reviews

Read aloud one section of the text at a time and use the think-alouds to help students understand the text.

Read “What Is a Book Review?” (page 2). Say: That word opinion is a big word. When I have an opinion, I have an idea about something. My idea could be different from your idea. I will give you an example. In my opinion, red is the very best color in the world. Raise your hand if you agree with me. (Allow responses.) Some of you agree with my opinion. Some of you have a different opinion. Book reviewers share their opinions about books. They say what they like and what they don’t like.


Point to the picture of someone trying to choose a book. Ask: Did you ever have trouble deciding what book to choose? What did you do? (Allow responses.) Many people read book reviews to help them choose a book.

Read “What Information Should You Include in a Book Review?” (pages 4–5). Point to the “Book Reviews” web and read it with students. Say: This web shows the important information in a book review.
Talk Like Book Reviewers

Display a fiction or nonfiction book you have previously read to your class (a favorite read aloud or big book is ideal). Also display the “Book Reviews” web on pages 4–5 of Let’s Read About Book Reviews.

Say: Let’s think about [title of your class book] the way a book reviewer would. We will supply the information on this web.

Work with students to apply each sentence frame on the “Book Reviews” web to your class book.

- The title of the book is ______.
- The author of the book is ______.
- The book is about ______.
- I like this book because ______.
- I do not like this book because ______.
- My final opinion is ______.

Encourage students to provide a range of reasons that reflect their opinions. Point out that when they talk about their likes and dislikes, they are giving opinions. Reinforce the idea that it is okay for classmates to have different ideas about the same book, and stress that students should respect their classmates’ ideas.

Connect and Transfer

Say: We just talked about a book the way a book reviewer would. We just gave our opinions.

Make the Mentor Text Comprehensible for ELs

Beginning/Intermediate

Front-load academic concepts students will need as they listen to the text. Point to the title of a book. Say: This is a title. A title is the name of a book. Point to the author byline. Say: This is the author name. The author writes a book. Write and say the word opinion. Say: An opinion is an idea. An opinion tells what I think. Give examples of simple opinions. For example, “I like red. I do not like chocolate.”

Advanced

Before reading the text, ask students to tell you what a book review is. Ask them to give examples of their own opinions. Say: A book review includes opinions about a book.

All Levels

If you have students whose first language is Spanish, share the following English/Spanish cognates: ideas/las ideas; opinions/las opiniones; author/el autor; title/el título.

Teacher Tip

Repeat the “Talk Like Book Reviewers” activity with other favorite class texts using the same sentence frames to build students’ oral language and reinforce students’ understanding of what a book review really is.
<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorm Books to Review</td>
<td>TK</td>
</tr>
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</tr>
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</tr>
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</tr>
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</tr>
</tbody>
</table>
BRAINSTORM BOOKS TO REVIEW

Explain the Process

Say: When I get ready to write, my first step is thinking of an idea. I need to brainstorm. Think about that word. Brainstorm. It sounds as if there is a storm going on in my head, doesn’t it? We have many, many thoughts in our heads when we brainstorm. Today we’re going to brainstorm ideas for book reviews. We’re going to look at books to help us get ideas. I’m going to show you how I do this.

Model Brainstorming with Books

Display three books that you have read (and that your students are familiar with). Use the sample think-aloud below (based on the titles Leo the Late Bloomer, Don’t Forget the Bacon!, and The Carrot Seed) or use it to help you construct your own think-aloud to share with students. Display each book as you talk about it, and show how you decide whether or not you have enough to say about each book to want to write about it.

Sample think-aloud. Say: Here are three books that I have read. I'm trying to decide which of them I want to write about. I want to write about a book I feel excited about. I want to make sure I have something to say about this book. I want to make sure I have an opinion I can share.

Display Leo the Late Bloomer. Say: I like Leo the Late Bloomer, by Robert Kraus. I like that it's about a little tiger who can't seem to do anything until one day he suddenly can. The pictures are really great. I'm going to put this book in a "maybe" pile and see how I feel about it after I look at some other books.

Display Don't Forget the Bacon! Say: Don't Forget the Bacon! is by Pat Hutchins, and it is a funny story. A little boy goes to the store for his mother, and the last thing she tells him is not to forget the bacon, and what do you think he forgets? I like the book, but I'm just not sure I have a favorite part. I think it might be hard for me to tell exactly why I like it. I'm going to put this book in my “probably not" pile.

Display The Carrot Seed. Say: I could write about The Carrot Seed by Ruth Krauss. Actually, I like this book a lot. I like that everybody tells the little boy his seed won't grow, but he keeps watering it anyway, and it does grow! I like that he doesn’t give up. I love the picture of the little boy with his big carrot at the end. I think I feel more excited about this book than I do about Leo the Late Bloomer. I think I’m going to write a review about this book. I have a lot to say about this book!
Guided Practice: Brainstorming with Books

Display some books that your class has read together. Ask volunteers to share their ideas about one of the books and tell whether they would want to write about it.

Partner Practice: Brainstorming with Books

Ask students to work with a partner to think aloud about familiar books and choose at least one book each that they would like to write about. Model and encourage students to use the following sentence frames as they discuss each book.

- This book is about ______.
- I like this book because ______.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite individuals to show and talk about their brainstorming and the books they choose. Invite them to also talk about books they decided they would not want to write about.

Connect and Transfer

Say: We just learned that we can brainstorm ideas for a book review by looking at many books we have read. If we are excited about a book and really like it, we will have something to say about the book. This will help us when we write.
GET READY TO WRITE

Explain the Process

**Say:** Before I start to write, I do some thinking. I think about what I want to say in my book review. One way to think is to talk about my ideas. The words I use to tell someone my ideas help me get ready to write some words. Today I will show you how I talk about my ideas. I will talk with you about my ideas for a book review.

Model Talking About Your Ideas

Use the think-aloud below (based on the title *The Carrot Seed*) or use it as a model to help you develop your own think-aloud about a different book.

**Sample think-aloud.** **Say:** I want to write a book review about *The Carrot Seed*. (Display the cover of the book.) This book is by Ruth Krauss. She is the author. That means she wrote all the words in this book. This book is about a little boy who plants a carrot seed. Everybody tells him it won’t grow, but he doesn’t give up. He just keeps watering and taking care of his little seed. I like this book because the little boy doesn’t listen when other people tell him his seed won’t grow. He believes it will grow. I think you should read this book, too. I think you would like it.

Guided Practice: Talk About Your Ideas

Display a favorite class book. Invite volunteers to talk about this book. If necessary, use the following question prompts to encourage their participation:

- What is the title of the book?
- Who is the author?
- What happens in the book?
- What is one thing you like?
- What is your final opinion? Should someone read this book?
Partner Practice: Talk About Your Ideas

Ask students to work with a partner to talk about a book they have chosen to review. Remind students that they can use the following sentence frames as they discuss each book:

- The author is ______.
- The title is ______.
- The book is about ______.
- I like this book because ______.
- My final opinion is ______.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and ask individual students to share some of the information they told their partners. Ask them to tell whether or not someone else should read it.

Connect and Transfer

Say: We just talked about a book. You told your partners who the author was. You told them the title of the book. You told them what the book was about, too. You also told your partner something you like about the book and whether or not they should read the book. You gave a review. You can use some of those same words to write about the book.

Strategies to Support ELs

Beginning/Intermediate

While other students work with partners, read aloud a simple, patterned text to beginning ELs. Support their comprehension with illustrations, photos, and gestures as needed. After reading, model talking about the book as you point out the features you are discussing. Say: The author is ______. The title is ______. I like ______. Have students draw and talk about something they like in the book.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner practice. Monitor their partner talk and reinforce their use of sentence frames.
MODEL WRITING A BOOK REVIEW

Explain the Writing Process

Say: First I chose a book. Next I talked about my ideas. Now I’m ready to write. Sometimes I make a picture to help me write. Other times, I write first and then I draw a picture about my writing. Today I’m going to start by drawing a picture. Let me show you what I do to get my ideas on paper.

Model Writing a Book Review

Use the think-aloud below (based on the title *The Carrot Seed*) or use it as a model to help you develop your own think-aloud about a different book.

Sample think-aloud. Say: When I think about the book *The Carrot Seed*, I think about the little boy and his carrot. I am going to draw a picture of the little boy with his big carrot. (Create a simple line drawing on chart paper.) Now I am going to write my review. Since my review is about *The Carrot Seed*, I’m going to make up a title with the word carrot in it. I will call my review “What Happens to the Carrot Seed?” I will start my review by telling the name of the book. I will write the words “I read *The Carrot Seed*.” (Write this sentence.) I will tell who wrote the book, too. I can write, “The author is Ruth Krauss.” Now I will tell about the book. I will say, “This book is about a boy who plants a carrot seed.” (Write your sentence.) Now I will tell what I like about this book. I will say, “I like how the boy takes care of his seed.” (Write this sentence.) Before I finish, I’m going to give my final opinion about the book. My opinion is that people should read this book. I will say, “You should read this book!” with an exclamation mark at the end. (Write your sentence.) The exclamation mark shows that I really mean what I am saying. I am saying it with excitement.

What Happens to the Carrot Seed?
I read *The Carrot Seed*. The author is Ruth Krauss. This book is about a boy who plants a carrot seed. I like how the boy takes care of his seed. You should read this book!

Modeling Text
Share Ideas

Post your book review in the class as a model of what a book review looks like. Reread the book review aloud for students. Invite students to comment on what they saw you do as you wrote your book review.

Connect and Transfer


Teacher Tips

During the modeled writing, you may wish to model a specific concept about print (such as uppercase letters at the beginning of sentences or punctuation marks at the end of every sentence). You can also use this opportunity to model how you listen for the initial sound in a word to help you write the word.

Repeat this mini-lesson with other trade books. Students will benefit from multiple modeled writing experiences.

Strategies to Support ELs

All Levels

Reread the completed modeled writing text with students. Point out and name specific features of the book review for students. For example, say: I gave the title. I gave the author. I told what the book is about. I told what I like. I gave my opinion. Invite students to choral-read the book review with you.
WRITE A SHARED CLASS BOOK REVIEW

Explain the Writing Process

Say: Today we are going to write a book review together. I will be the writer, but you will help me think of what to say.

Write a Class Book Review

Display the book you and your students have decided to write about. Use the prompts below to guide students through the process of writing their review.

Say: When we begin our review, what should we let readers know right away? (Allow responses.) That’s right. We want readers to know what book we are reviewing. What is the title of our book? What can we write to tell what book we are reviewing? (Possible sentence frame: Our book review is about ______.)

Say: What other information should we give about the book? (Allow responses.) Yes, we should tell who wrote the book. Who is the author of our book? What can we write about the author of our book? (Possible sentence frame: This book is by ______.)

Say: What do we want our readers to know about this book? What should we tell them it is about? (Possible sentence frame: This book is about ______.)

Say: Now let’s decide on something we really like about this book. What do you like about it? Let’s share some of our ideas. Encourage students to suggest messages. Work with them to decide on one message to write. (Possible sentence frames: We really like when ______. Our favorite part is ______.)

Say: We have one more step. We need to give our final opinion about the book. Do we think other people should read the book? (Allow responses.) How could we write our final opinion? (Possible sentence frame: We think you should ______.)
**Share Ideas**

Post your class book review on the wall and reread it with the class. Invite students to comment on what the experience of writing the book review together was like. What did they enjoy the most about the writing? What was hardest for them? Validate their responses and praise their collaboration as writers.

**Connect and Transfer**

**Say:** We just wrote a book review together. We remembered to include important features of a book review, like the title and author and what we liked. When you write about a book independently, remember what we did together. That will help you.

**Teacher Tips**

During the shared writing, point out and name end punctuation marks and remind students that every sentence ends with a punctuation mark.

Repeat this mini-lesson with other trade books.

Students will benefit from multiple modeled writing experiences.

**Strategies to Support ELs**

**All Levels**

Reread the shared writing text with students. Invite students to choral-read the book review with you. Point out and name the book review features you included. For example, **say:** We gave the title. We gave the author. We told what the book is about. We told what we like and we gave our opinion.
CHECK YOUR BOOK REVIEW

Explain Checking Your Writing

_Say:_ Writers put their words on paper. Then they reread their words. They look for ways to make their writing better. One thing they look for is capitalization. Did they use a capital letter at the beginning of each sentence? Today we will look at a book review I wrote. We will check to make sure I capitalized the first word of every sentence. I want you to help me check.

Model: Check Your Writing

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud. Then reread each sentence one at a time.

_Reread sentence 1._ **Say:** This sentence looks good to me. I capitalized the first letter of the first word.

_Reread sentence 2._ **Say:** Uh-oh. I notice a problem with my sentence. _Leo_ is the first word in the sentence, but I did not capitalize this word. I am going to cross out the small _l_ and put a capital _L_ instead.

_Reread sentence 3._ **Say:** This sentence looks good to me. I capitalized the first letter of the first word.

Guide Practice: Check Your Writing

_Reread sentence 4._ **Say:** Look at this sentence. Did I capitalized the first letter of the first word? (Allow responses.) What should I do to correct my sentence? Would someone like to show me what to do? That’s right. I am going to use a capital _T_ for the word _Then_. That is the first word in my sentence.

_Reread sentence 5._ **Say:** What do you notice about this sentence? (Allow responses.) _What do I need to do to the sentence?_ Ask a student to point to the word that needs to be capitalized. Invite the student to cross out the lowercase _i_ and write an uppercase _I_.

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**Mini-Lesson Objectives**

_In this mini-lesson, teacher and students will:_

- Revise a model text for capitalization.

**Mini-Lesson 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 onto chart paper prior to the mini-lesson. If possible, have a copy of _Leo the Late Bloomer_ available. This will help you make the connection between the book and the book review.
**Mini-Lesson Five**

**Reread sentence 6. Say:** Do I need to correct this sentence for capitalization? (Allow responses.) Ask another student to point to the word in this sentence that needs to be capitalized. Invite the student to cross out the lowercase letter \( r \) and replace it with an uppercase \( R \).

**Reread sentence 7. Say:** This sentence looks good to me. I capitalized the first letter of the first word.

**Lea Is Great!**
Leo the Late Bloomer is by Robert Kraus. Leo is a little tiger. At first, he can not do very much. then he learns to do many things. I love how happy he is at the end of the story. Read this book. You will enjoy it very much!

**Modeling Text**

**Share Ideas**

Post your corrected book review on the wall as a class anchor chart for how to correctly capitalize the first word in a sentence. Ask students to explain what they did to check your book review. Reinforce the idea that the first word of every sentence begins with a capital letter.

**Connect and Transfer**

**Say:** We just checked my book review to find words at the beginning of sentences that needed to be capitalized. You did a very good job helping me check my work. Now I will pay more attention to this the next time I write.

**Strategies to Support ELs**

**Beginning**

Read the modeling text aloud before you model correcting the text. Display a copy of *Leo the Late Bloomer*. Point to the picture of Leo on the cover. **Say:** Leo is a tiger. Leo is a little tiger.

**Intermediate/Advanced**

Talk about the idiom *late bloomer*. English-speaking children will need help with this idiom too. Explain that a late bloomer is someone who does not learn to do things as quickly as others. Leo does not learn to read as quickly as other children. Leo does not learn to write as quickly as other children. Leo is a late bloomer.
<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using “I” to Voice an Opinion</td>
<td>TK</td>
</tr>
<tr>
<td>2. Using Describing Words</td>
<td>TK</td>
</tr>
<tr>
<td>3. Using Exclamation Points in Sentences</td>
<td>TK</td>
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USING “I” TO VOICE AN OPINION

Introduce Using “I” to Voice Likes and Dislikes About a Book

Say: When I want to tell you what I think about a book, I say things like “I like” and “I don’t like.” For example, I might say, “I really like this book because it has great pictures.” I could say, “I don’t like that book because the character is mean.” Notice how I start with the word I. I am using my voice to tell you what I think. Writers use their voice, too. When I write the words “I like” and “I don’t like,” I am also using my voice. You can’t hear my voice, but you can read my voice. I use sentences that start with the word I when I use my own voice. Today we’re going to learn how to use our voice to tell about a book.

Model Using “I” to Voice Likes and Dislikes About a Book

Display page 2 of the mentor big book. Say: We can find the writer’s voice in this book. We can find what the writer thinks about this book. I’m going to read aloud. I am going to listen for the writer’s voice.

Read aloud page 8. Say: The writer says, “I like how the story is told in rhymes.” The writer says more than, “I like the book.” She tells me exactly what she likes about the book. She likes that there are rhyming words in the book. I hear the writer’s voice in the last sentence, too. She says, “I love the look on the pig’s face as he runs away from the shed.” I feel like the writer is talking to me. I really hear her voice coming through in the words. I understand exactly how she feels about the book.

Guided Practice: Use “I” to Voice Likes and Dislikes About a Book

Display a read-aloud or shared reading text that the class has read together. Invite students to practice using their “I” voice by telling about a part of the book that they like or don’t like and why. Model and encourage students to use the following sentence frames as they talk about the book:

• I like ______ because ______.
• I like how ______.
• I don’t like ______ because ______.
Partner Practice: Use “I” to Voice Likes and Dislikes About a Book

Remind students that “I like” and “I don’t like” are ways to express your voice. When you tell what you like or don’t like, you are sharing a personal idea or opinion. Ask students to think of a book they have read and identify a part that they like or don’t like and why. Have students draw a picture that illustrates that part of the book. Then have students find a partner. Encourage students to tell their partner about their illustrations and opinions. Invite students to use the following sentence frames as they voice their opinion:

- I like ______ because ______.
- I like how ______.
- I don’t like ______ because ______.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Illustrations and Sentences

Invite volunteers to share their illustrations with the rest of the class and to tell what they like or did not like about the book. Ensure that students include the reason for their opinions. Use the following questions to prompt students as needed:

- You said that you like that part of the book. Why do you like that part of the book?
- You said that you don’t like that part of the book. Why don’t you like that part of the book?

Connect and Transfer

**Say:** Today we learned about using the word I to tell about our likes and dislikes. We learned that when we say or write “I like” and “I don’t like,” we are using our voice. We drew pictures that show what we like or don’t like about books we have read. Then we talked about the pictures using the word I. Remember to use the word I to tell people what you like and don’t like about books you read.

**Strategies to Support ELs**

**Beginning**

Meet with beginning ELs one on one while other students work with partners. Support students to develop the oral sentence patterns I like ______ and I don’t like ______ as you talk about books. Hold up one book at a time and point to specific pictures or pages in the book and say: I like [don’t like] this part. Ask students to use the sentence patterns. If appropriate, model the sentence frame I like this part because ______.

**Intermediate**

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell about their illustrations:

- This picture is about ______.
- I like this part of the book because ______.
- I don’t like this part of the book because ______.

**Advanced**

Pair ELs with fluent English speakers during the partner practice.

**Teacher Tip**

Extend this mini-lesson on subsequent days by having students use I to voice their opinions about things that have happened during the school day (for example, lunch, recess, a school assembly).
USING DESCRIBING WORDS

Introduce Describing Words

Display a photograph of a walking stick insect from a book or magazine or using the interactive whiteboard resources. (Feel free to show a different animal and adapt the think-aloud as needed.) Ask: What do you see in this photograph? (Allow responses.) This photo shows a walking stick. This is a strange insect. The word strange tells us more about the insect. The word strange means that this insect looks different from other insects I’ve seen. The word strange is a describing word. Describing words tell us more about something. Let’s think of some of other words to describe this insect. What words can we use to describe the insect’s legs? (Allow responses. Possible words include long, skinny, stick-like, green.) What words describe the insect’s body? (Allow responses. Possible words include long, pointy, green.) All of these words are describing words. Long, skinny, and pointy describe the insect’s shape. Green describes the insect’s color. We use describing words in a book review, too. We use describing words to tell about the book.

Model Describing Words

Display page 2 of the mentor big book. Say: We can find a describing word on this page. Let’s read page 2 and look for a describing word. Read aloud page 2. Say: Oh! I see a describing word. The author says, “It is about what happens when a strange animal comes to a farm.” There’s the word strange again. The word strange describes the animal. This describing word lets us know a different kind of animal has come to the farm. Maybe it is an animal that the farm animals have never seen before.

Guided Practice: Using Describing Words

Say: Now it’s your turn to find describing words. Read aloud page 3. Then reread the second sentence as you point to the words (“The farm animals hear scary noises.”). Ask: Which word is a describing word? (Allow responses.) Yes. The word scary is a describing word. The word scary tells us more about the noises. The noises scare the animals. Maybe the animals hear SCREECH or BAM or AHHH. I can use the word scary in another sentences. I hear scary sounds in my attic. What does scary describe in this sentence? (Allow responses.) Yes. Scary describes sounds. Scary tells us more about the sounds in the attic. Scary helps us think about what the sounds might be and what might make the sounds.
Partner Practice: Using Describing Words

Remind students that describing words tell us more about something. Encourage students to think of an animal they like. Have students draw an illustration of the animal. Then have students find a partner. Encourage students to use describing words to tell their partner about their animal.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Illustrations

Invite volunteers to share their illustrations with the rest of the class and to tell what describing words they used to talk about their animal. Record students’ describing words on chart paper and reread them with students. Use the words in additional sentences to ensure that students know the meaning of each word. Post the list in your class as a “Describing Words” bank.

Connect and Transfer

Say: Today we learned about describing words. We learned that describing words tell more about something. Describing words help people understand what we mean. Remember to use describing words when you talk about something or write about something. You can use describing words to tell about a book you read.

Strategies to Support ELs

Beginning

Meet with beginning ELs individually while other students work with partners. Use simple language to build the concept of describing words. You will need two pencils or markers of two different colors. Show the first pencil. Say: This is a pencil. This is a [color] pencil. Show the second pencil. Say: This is a pencil. This is a [color] pencil. Have students practice saying This is a _____ pencil.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell about their illustrations.

• I drew a _______.
• This _______ is [describing word].

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students use describing words to talk about everyday objects they see at school and at home. Create additional word banks of describing words.
**Author’s Craft**

**Mini-Lesson 3**

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**Mentor Text**

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**Mini-Lesson Objectives**

**In this mini-lesson, teachers will:**
- Introduce sentences with exclamation points.
- Model using sentences with exclamation points.

**Students will:**
- Identify sentences with exclamation points.

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**Mini-Lesson Preparation**

**Materials Needed**
- Mentor text: “The Best Story of All Time!”

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**Using Exclamation Points in Sentences**

**Introduce Sentences with Exclamation Points**

**Say:** My favorite movie is Toy Story 3. **IT IS THE BEST MOVIE EVER!** I CAN WATCH IT AGAIN AND AGAIN! What did I do with my voice as I told you about Toy Story 3? (Allow responses.) Yes. My voice got louder. I used a loud, excited voice. I wanted you to know that I’m excited. Listen to how my words would sound if I didn’t show my excitement. Use a soft monotone voice to repeat the words “**IT IS THE BEST MOVIE EVER! I CAN WATCH IT AGAIN AND AGAIN.**” **Say:** In a book review, you tell what you like about a book. You feel excited about what you like. When you talk, you make your voice sound excited. But how do you show that you are excited when you write? (Allow responses.) Yes. You use an exclamation point at the end of a sentence. Write the sentence **“IT IS THE BEST MOVIE EVER!”** on chart paper and read it with students. Circle the exclamation point at the end of the sentence.

**Model Sentences with Exclamation Points**

Display page 2 of the mentor big book. **Say:** We can find a sentence on this page that shows the author is excited. Let’s read page 2 and look for an exclamation point. Read page 2. Be sure to read the first sentence in a loud, excited voice. **Say:** **Hey! I see an exclamation point. The author says, “Who’s in the Shed? Is one of the best stories I have ever read!”** The exclamation point tells me that this reviewer really likes the book. She is excited about the book. She let me know she is excited because she put the exclamation point at the end of her sentence. When I read that sentence, I know how the author feels about the book. I know that I should read that sentence in a loud, excited voice.

**Guided Practice: Find Sentences with Exclamation Points**

**Say:** Now it’s your turn to find exclamation points. Display page 3 of the mentor text. **Ask:** Who can find an exclamation point? Allow a student to point to the exclamation point in the last sentence. **Say:** Yes. **This sentence ends with an exclamation point.** Now I’ll read this page. What should my voice do when I get to this sentence? (Allow responses.) Yes. **My voice gets louder.** Read aloud page 3. Invite students to echo-read the last sentence using an excited voice.
Partner Practice: Use Sentences with Exclamation Points

Remind students that exclamation points show the writer’s excitement. Encourage students to think of their favorite movies. Have students draw pictures that illustrate the parts of the movies that they liked most. Then have students find a partner. Encourage students to tell their partners about their illustrations. Remind students to use excited voices.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Illustrations

Invite volunteers to share their illustrations with the rest of the class. Remind students to use an excited voice when they tell about their pictures. Write their sentences on chart paper and have volunteers circle the exclamation point.

Connect and Transfer

**Say:** Today we learned about using exclamation points in our writing. We learned to use exclamation points when we want to show that we are excited. We learned to use a louder voice when we read sentences with exclamation points. Remember that writers use exclamation points when they want to show that they are excited.

Strategies to Support ELs

**Beginning**

Meet with beginning ELs individually while other students work with partners. Use simple language to build the concept of using exclamation points. Softly rap your knuckles on a desk. Say: *That was soft.* Now rap loudly on a desk. Say: *THAT WAS LOUD!* Write *That was loud!* on paper. Circle the exclamation point. Reread the sentence. Ask students to repeat it in loud, excited voices.

**Intermediate**

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell about their illustrations. Remind students to use excited, loud voices.

*The best part is when ______!*  

**Advanced**

Pair ELs with fluent English speakers during the partner practice.

**Teacher Tip**

Extend this mini-lesson on subsequent days by having students use sentences with exclamation points to talk about exciting things that happen to them in school (for example, a science experiment, recess activity, gym class, or field trip).
<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using Nouns in Sentences</td>
<td>TK</td>
</tr>
<tr>
<td>2. Forming Regular Plural Nouns by Adding /S/</td>
<td>TK</td>
</tr>
<tr>
<td>3. Using an Uppercase Letter at the Beginning of a Sentence</td>
<td>TK</td>
</tr>
</tbody>
</table>
USING NOUNS IN SENTENCES

Introduce Animal Names as Nouns

Display a picture of a puppy from a book or magazine or using the interactive whiteboard resources. Ask: What animal is this? (Allow responses.) Yes. This is a puppy. Puppy is the name of this animal.

Write the sentence My puppy is cute. Circle the word puppy in the sentence and read aloud the sentence as you point to each word. Say: Every sentence has a noun in it. A noun is a person, place, or thing. The noun in this sentence is the word puppy. We can think of other nouns by thinking of animals we know. The words that name animals are all nouns. Let’s name some other animals you know. Allow time for students to name animals. Record the animal names they mention on a list. Say: All of the animal names you said are nouns. I’m going to use some of these nouns in a sentence. Generate simple sentences using the animal names students mentioned. For example, My cat sleeps all day. The dog wags his tail. I love my hamster.

Model Using Nouns in Sentences

Display page 7 of the mentor big book. Say: We can find animal names in this big book. Look at the picture on this page. Let’s see if we can name the animals. I see an anteater. I also a jaguar. What else do you see? Students will probably say crocodile or alligator. Say: Anteater, jaguar, and crocodile are animal names. They are also nouns. Now let’s read page 7 and listen for another animal name. Read page 7. Say: Hey! I think I read an animal name. Reread the second sentence. I read the word frogs. The word frog is an animal name. The word frog is also a noun. I can use the word frog in a sentence: A frog hops.

Guided Practice: Use Nouns in Sentences

Say: Now it’s your turn to make up sentences using nouns. Who can make a sentence using the noun jaguar? (Allow responses.) Who can make a sentence using the noun anteater? (Allow responses.) Remember, sentences are about people, places, or things. Whenever you use the name of a person, place, or thing, you are using a noun.
Partner Practice: Use Nouns in Sentences

Remind students that animal names are nouns. Ask students to think of their favorite animal. Have students draw an illustration of the animal and label it. (Do not worry about spelling.) Then have students find a partner. Ask students to tell their partner a sentence about their animal.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Illustrations and Sentences

Invite volunteers to share their animal illustrations and sentences with the rest of the class. Have volunteers share something about their animal. Use the following question prompts:
• What was your sentence?
• What was the noun in your sentence?

Connect and Transfer

Say: Today we learned that every sentence has a noun. We learned that nouns can be people, places, or things. We learned that animal names are nouns. We drew pictures of our favorite animals, and we talked about them. Remember that animal names are one example of nouns.

Make Cultural Connections: Animals All Around Us

Start a discussion about animals students see every day. What animals do they see near their homes? What animals might they see in a doctor’s office? What pets do students have? Invite students who have lived in different states or countries to name animals that live in those places.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work independently. Use simple language to build the concept of nouns. Display animal photographs using the interactive whiteboard resources or from animal picture books. For each animal you point to, say: This ______ is an animal. The word ______ is a noun. Have students say the animal names with you. Use the names in oral sentences.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frame on chart paper and model how students can use it to tell about their illustrations:
This ______ is ______.

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students name and talk about nouns in everyday life. For example, objects in the classroom, people at school, places in the neighborhood.
FORMING REGULAR PLURAL NOUNS BY ADDING /S/

Introduce Regular Plural Nouns Ending in /s/

Display the picture of a cat from a book or magazine or using the interactive whiteboard resources. **Ask:** What does this picture show? (Allow responses.) **Say:** Yes. This is a cat. Cat is the name of this animal. Words that name animals are called nouns. Only one cat is in this picture. Now display the picture of more than one cat. **Say:** What does this picture show? (Allow responses.) Yes. This picture shows cats. How many cats are in this picture? (Allow time for students to count the cats.) **Say:** The first picture shows one cat. The second picture shows ______ cats. I add /s/ to the end of the word cat when I talk about more than one cat. Cats is the name we use for more than one cat. We add /s/ when we talk about more than one person, place, or thing.

**Say:** Let’s name some other animals. Allow time for students to name animals. Record the animal names students mention on a list. Focus on animal names whose plural form ends in /s/, such as dogs, snakes, monkeys, cows, and goats. **Say:** All of the animal names you mentioned are nouns. I can add an /s/ to these nouns. The /s/ means more than one. Add an /s/ to each animal noun. Circle the /s/. Read the animal nouns in their plural form. Encourage students to repeat each noun as you read it. **Say:** Now I’m going to use some of these nouns in a sentence. **Generate simple sentences using the animal names students mentioned.** Write your sentences on chart paper and circle the s at the end of each plural noun. For example:

- I have three dogs.
- Monkeys swing in trees.

Model: Use Regular Plural Nouns in Sentences

Display page 7 of the mentor big book. **Say:** We can find nouns ending in /s/ in this big book. Let’s read page 11 and listen for animal names that end in /s/. Read page 7. **Say:** Hey! I think I read two animal names that end in /s/. Reread the second sentence. I read the word crocodiles. Crocodiles is a plural noun. Crocodiles means more than one crocodile. I also read the word frogs. The word frogs is a plural noun. Frogs means more than one frog. Write the words frogs and crocodiles on chart paper. Circle the s at the end of each word. Use each word in a sentence. For example:

- I see five frogs in the water.
- Ten crocodiles are sleeping in the sun.
Guided Practice: Use Regular Plural Nouns in Sentences

Say: Now let’s name some animals together. Allow time for students to name animals. Record the animal names they mention on a list. Focus on animal names whose plural form ends in /s/, such as dogs, snakes, monkeys, tigers, lion, and pigs. Say: All of the animal names you mentioned to me are nouns. I can add an /s/ to these nouns. The /s/ means more than one. Add an /s/ to each animal noun. Circle the s. Read the animal nouns in their plural form. Encourage students to repeat each noun as you read it. Say: Now let’s use some of these animal names in a sentence. Who can make a sentence using the noun pigs? (Allow responses.) Who can make a sentence using the noun snakes? (Allow responses.) Remember, nouns that end in /s/ mean more than one.

Partner Practice: Use Regular Plural Nouns in Sentences

Remind students that nouns ending in /s/ mean more than one. Review the list of animal names and ask students to choose their favorite animal from the list. Have students draw a picture of more than one of their favorite animal and label them (e.g., two lions, three tigers, four monkeys). Do not worry about spelling. Then ask students to work with a partner. Encourage students to tell their partner something about their illustration.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Illustrations and Sentences

Invite volunteers to share their illustrations and sentences with the rest of the class. Use the following questions to focus the discussion on plural nouns:
- What plural noun did you draw a picture of?
- What did you tell your partner about the animals you drew?

Connect and Transfer

Say: Today we learned about nouns that end in /s/. We learned that we put an s at the end of many nouns to make the noun mean more than one.

Make Cultural Connections: Plurals All Around Us

Start a discussion about nouns ending in /s/ that students see every day. What comes in an egg carton? (eggs) What comes in a apple basket? (apples) What do students play with? (toys) Invite students to name specific toys that they play with. (trains, dolls, blocks, books) Include toy names ending in /s/ on the list generated during the guided practice portion of the lesson and circle the /s/ in each word.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work independently. Gather simple classroom objects (two books, two pens, two pencils) to demonstrate the concept of plural nouns ending in /s/. Hold up one book. Say: I have one book. Now hold up two books. Say: I have two books. Emphasize the s at the end of books. Repeat the process with the other objects. Then ask students to supply the correct form of the word as you hold up various sets of objects. Create a chart like the one below to help ELs understand how to form regular plurals.

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Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frame on chart paper and model how students can use it to tell about their illustrations: _______ are _______.

Advanced

Pair ELs with fluent English speakers during the partner practice.
USING AN UPPERCASE LETTER AT THE BEGINNING OF A SENTENCE

Introduce Uppercase Letters at the Beginning of Sentences

Write a student’s name on chart paper. Ask: What is this word? (Allow responses.) Yes. This is [name of student]’s name. We use an uppercase letter for the first letter in our names. Underline the uppercase letter. Say: We also use an uppercase letter at the beginning of a sentence. Write the following sentence on chart paper: School is fun. Read aloud the sentence as you point to each word. Say: The first word in this sentence is School. Look at the word School with me. The first letter in the word is uppercase. Underline the uppercase S in school. Say: Now I will write another sentence about school. I will write the sentence We like school. I will start this sentence with an uppercase letter, too. The word We starts with a W. I’ll start the word with an uppercase W. Watch as I write the sentence. Write the sentence and underline the uppercase W at the beginning of the sentence. Say: The first word in my sentence starts with an uppercase letter.

Model Using Uppercase Letters at the Beginning of Sentences

Display page 2 of the mentor big book. Say: We can find words at the beginning of sentences that start with uppercase letters. Let’s read page 6 and look for words at the beginning of sentences. Read aloud page 2. Say: Hey! I see a lot of uppercase letters. Reread the first sentence. Say: This sentence begins with the word Who’s. I see an uppercase W. Reread the second sentence. Say: This sentence begins with the word This. I see an uppercase T. Read the third sentence. This sentence begins with the word It. I see an uppercase I. The first word in every sentence on this page begins with an uppercase letter.

Guided Practice: Using Uppercase Letters at the Beginning of Sentences

Say: Now it’s your turn to find a word at the beginning of a sentence and show me the uppercase letter. Display page 3 of the mentor big book. Say: Who can find the first uppercase letter? Allow a student to point out the uppercase T in this. Say: Yes. The first word in this sentence is This. It starts with an uppercase T. Read the sentence aloud. Repeat the process with the remaining three sentences. Say: Remember, the first word in a sentence starts with an uppercase letter.
Partner Practice: Using Uppercase Letters at the Beginning of Sentences

Remind students that the first word in a sentence always begins with an uppercase letter. Ask students to think about something they like to do. Have students illustrate the activity and write a sentence about it or use the following sentence frame. (Do not worry about spelling.)

- I like to ______.

Then invite students to show their illustration and read their sentence to a partner.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Illustrations and Sentences

Invite volunteers to share their illustrations and sentences with the rest of the class. Write sentences on chart paper and ask volunteers to underline the first letter of the first word in each sentence.

Connect and Transfer

Say: Today we learned that the first word in every sentence begins with an uppercase letter. We looked at sentences and found the uppercase letters. We drew pictures of activities we like to do, and we wrote sentences about them. We used uppercase letters at the beginning of our sentences.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work independently. Use simple language to build the concept of using an uppercase letter at the beginning of a sentence. Write the sentence My name is [student’s name] on chart paper. Read the sentence with students. Say: This is a sentence. Circle the letter M in My. Say: This is an uppercase letter. I start a sentence with an uppercase letter.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frame on chart paper and model how students can use it to tell about their illustration and use an uppercase letter at the beginning of a sentence:

I like to ______.

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students find the uppercase letter in the first sentence of books in your classroom library.