Read About Book Reviews

1. Focus (15 MINUTES)

Display the cover of *Book Reviews* using the big book or interactive whiteboard resources. Invite students to tell you what they learned yesterday about book reviews.

Give each student a blank index card. Invite students to draw a happy face on one side and a sad face on the other side. **Say:** Today we’re going to read “The Tortoise and the Hare” together. After we’re done, we’ll use our happy faces and sad faces to show our opinions of the characters, story events, and illustrations.

Read the story aloud in a fluent, expressive voice as you point to each word. Follow students’ lead in discussing the illustrations as you pause after each page.

After you finish reading, model writing a summary of the story. **Say:** I will tell a summary of the story. The first sentence in my summary will name the characters and setting. The second sentence will tell the problem in the story. The third sentence will tell the resolution of the problem.

<table>
<thead>
<tr>
<th>Characters/Setting:</th>
<th>Hare and Tortoise decided to race down a road.</th>
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<tbody>
<tr>
<td>Problem:</td>
<td>Hare bragged that he was faster than Tortoise.</td>
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<tr>
<td>Resolution:</td>
<td>Hare took a nap and Tortoise won the race!</td>
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**Modeling Text**

**Say:** Now we will share our opinions about the story. Remember your opinion is what you think about the characters, events, illustrations, or some other feature of a story. Who are the characters in this story? (Allow responses.) That’s right. The characters are Hare and Tortoise.

Ask students to hold up their cards to show their opinions of Hare and of Tortoise. Then invite several students to share the reasons for their opinions.

**Say:** The events are what happen in the story, such as the problem and resolution. Hold up the card that tells your opinion of the events. Invite volunteers to share the reasons for their opinions.

**Say:** The illustrations are the pictures in the story. What is your opinion of the illustrations? Hold up the card that shows your opinion. Who can tell me the reason for his or her opinion? Allow responses.

**Say:** Tomorrow we’ll read two reviews about “The Tortoise and the Hare.” One review will be a graphic organizer, and the other review will be a paragraph.

**Objectives**

**Oral Language and Grammar**
- Express an opinion and state a reason.
- Share a topic sentence and facts orally.
- Use nouns, verbs, adjectives, and personal pronouns.

**Purposeful Phonics Connections**
- Apply phonics knowledge to encode unknown words.
- Write high-frequency words.

**Reflecting Reading in Writing**
- Develop genre awareness.
- Analyze story elements.
- Determine main idea and supporting details.

**Writing**
- Draft, edit, and revise an informational report.

**Materials**
- Mentor big book: *Book Reviews*
- Familiar nonfiction books
- Informational Reports graphic organizer (BLM 2)
- Blank index cards, one for each student
- Interactive whiteboard resources
Put the big book aside. Say: Because we’re just learning about book reviews, we’ll continue working on our reports today. Make familiar nonfiction texts available to each student who is ready to begin a new report.

2. Rehearse (10 minutes)

Say: If you will be starting a new report, read your book with a partner. Then talk about what the title of your report will be, what your topic sentence will be, and which facts you will use. If you are still drafting your report from yesterday, remember to reread what you have already written and look back at your graphic organizer to remind you of what to write next. If you are revising or editing your report, think about specific improvements you want to make.

Move among the pairs of students to monitor and support their efforts.

NOTE: Allow students who prefer to read and write independently to do so.

3. Independent Writing and Conferring (15 minutes)

Distribute students’ writing folders, and give a copy of BLM 2 to each student who will be prewriting a new informational report. Say: Work with your partner on the report you started writing in the last lesson, or begin working on a new report. Use the graphic organizer to help you write. Support students as they write and draw together, asking questions as needed to help them get their ideas on paper. Reinforce the editing and revising strategies they have learned, and use the Sample Responsive Conferring Prompts to help you provide differentiated support based on your observations.

4. Share (5 minutes)

Invite two pairs or individuals to share their reports and cite their sources. Point out and celebrate examples of developing skills. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will state my topic sentence in an interesting way.
• I will look for ways to vary my sentence beginnings.

Directive and Corrective Feedback
• What is your report about? What is the most important idea about your topic? Now write a topic sentence.
• How many times did you write the word ______? Could you think of other words to use instead?

Self-Monitoring and Reflection
• Did you write a topic sentence? Show me where. Does your topic sentence tell what your report is mostly about?
• Did you visualize before you started writing? Tell me what you pictured.
• What could you ask yourself here to help you choose good describing words?

Validating and Confirming
• You used the word ______ to describe ______. That helps me picture your writing.
• You made sure that your sentences support your topic sentence. That helps make this a strong report.
• I like the way you worked out how to write this difficult word (pointing).

Teacher Tip
Provide practice in expressing opinions and stating reasons by asking students to vote on various topics during the day, such as their favorite food on the lunch menu. Remind students that they should always be able to provide a reason for an opinion, so why is an important word!