Focus (15 MINUTES)

Display the cover of Book Reviews using the big book or interactive whiteboard resources. Invite students to tell what they remember about the story of the tortoise and the hare that you read aloud yesterday. Use the following questions as needed to generate conversation:

- Who were the characters?
- What was the problem?
- What was the resolution?

Turn to the story on page 6. Say: Today we’re going to read “The Tortoise and the Hare” again. After we’re done, we’ll read two reviews of the story.

Reread the story on pages 6–9 in a fluent, expressive voice. When you finish reading, invite students to use their index cards to show their opinions about the characters, story events, and illustrations. Ask: Did anyone change his or her opinion since yesterday? Invite any students who changed their opinions to share their reasons.

Show students page 10. Say: A student wrote this review of “The Tortoise and the Hare.” The student used a graphic organizer for the summary, opinion, reason, and recommendation.

Read aloud page 10 as students follow along. After reading ask: What did this student write an opinion about? (Allow responses.) That’s right. This student wrote an opinion about one of the characters. Why doesn’t this student like Hare? Allow responses.

Show students page 11. Say: Now we will read another review of “The Tortoise and the Hare.” A student wrote this review, too. This student’s review is a paragraph. Even though he or she didn’t use a graphic organizer, the student still has a summary, opinion, reason, and recommendation.

Read aloud page 11 as students follow along. After reading ask: What did this student write an opinion about? (Allow responses.) Yes! This student wrote an opinion about one of the story events. What is the student’s favorite part? Allow responses.

Point to the recommendations on both pages. Say: Even though one student doesn’t like a character and the other student likes a story event, they both think other people should read the story.

Put the big book aside. Say: Tomorrow we will read a story called “Jake Learns the Rules” together. When we finish, you’ll have a chance to tell a partner a summary, opinion, reason, and recommendation about the story. But today because we’re still learning about book reviews, we’ll continue to write informational reports.
2. **Rehearse** (10 MINUTES)

If students are ready to begin a new report, allow each pair of students to choose a familiar nonfiction book. **Say:** *Read the book together. Then decide on the title of your report, what your topic sentence will be, and which facts you will use.* Some student pairs will be continuing the writing they started on the previous day. 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. Distribute 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 talking about 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)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to read aloud their informational reports. Ask listeners to identify describing words and explain how the words helped them picture the ideas in each report.
- After volunteers read aloud their reports, invite other students to tell what they liked about the reports. Ask them to make positive suggestions about ways a report could be revised to make it even better.
- Ask students to share the questions they asked to help them write their reports.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I visualize my ideas and then I write and draw what I see.
- I will reread my report and look for places where it could be more descriptive.

**Directive and Corrective Feedback**
- You use the word ______ several times. Let’s think of different words you could use instead.
- I’m having trouble picturing your writing here. Think of a describing word you could use that would help me.

**Self-Monitoring and Reflection**
- What questions did you ask to help yourself write your topic sentence?
- This is a difficult word (pointing). Tell me what you did to help yourself write it.
- How can you check that you wrote a complete sentence?

**Validating and Confirming**
- Your topic sentence tells what your report is mostly about. Good work!
- You asked yourself questions as you wrote. Strong writers do that to help them choose the best words to use.
- I liked the way you went back and fixed ______. Strong writers do that to make sure their writing is the best it can be.

**Teacher Tip**

Reinforce the idea of making a recommendation. Ask students to recommend, or suggest, a healthy snack to eat after school, a fun game to play, or a good song to listen to and to tell why they recommend it.