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 what they remember about the reviews you read together yesterday. Use the following questions as needed to generate conversation:

- What story did the students write about?
- What did the students like and dislike about the story?
- Why did the students think others should read the story?

Show students the story on page 12 and read aloud the title. Ask: Who do you think Jake is? What makes you think that? (Allow responses.) What kind of rules do you think Jake might learn? (Allow responses.) I'll read this story aloud and we'll find out!

Read the story on pages 12–14 in a fluent, expressive voice. Use the following prompts to discuss the story with students after reading:

- Who is Jake? What is he like?
- What problem does Marta have? How does she resolve her problem?
- Do you like this story? Why or why not?

Turn to page 15 and use it to model how you tell a review of the story. Point to each part of the book review as you model.

- Title and author. Say: I read “Jake Learns the Rules” by Carmen Dunst.
- Summary (characters, setting, problem/resolution). Say: Jake the dog lives in a house with Marta and her parents. Marta's parents are angry because Jake doesn't follow the rules. Jake learns how to follow the rules by going to pet school.
- Opinion. Say: I think this story is very funny.
- Reason. Say: The picture of Jake chewing the shoes and the looks on the people's faces makes me laugh. The picture of the shiny shoes at the end also makes me laugh.
- Recommendation. Say: I think everyone would enjoy reading this book, especially people who love dogs.

Say: Now you can tell a review of the story. Say the title and author. Tell a summary. Tell your opinion. Tell a reason for your opinion. Then make a recommendation by telling whether you think other people should read the story or not. Allow time for students to tell their reviews, prompting as needed.
Put the big book aside. Say: Today we’ll continue to work on our informational reports. Our Informational Reports anchor chart is there to remind you about the steps in writing a report. I’ll be here to help you if you need me!

2. Rehearse (10 minutes)

Explain to students that they will continue writing informational reports during Independent Writing and Conferring. Say: Discuss with your partner what you will be working on today. If you and your partner are beginning a new report, choose a familiar nonfiction book and read the book together. Then talk about what the title of your report will be, what your topic sentence will be, and what facts you will use. Allow each pair of students to choose a familiar nonfiction book. 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. 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 think about the most important idea in my report.
- I will look for facts that tell about the main idea.
- I will look for ways to add describing words.

Directive and Corrective Feedback
- You stopped writing. What can I do to help you?
- Read this word. Does it look right? How can you fix it?
- What word could you use to describe ______?

Self-Monitoring and Reflection
- Point to the “who” or “what” in your sentence. Point to the action.
- Did you write enough here so that a reader can picture your ideas? What could you add?
- What did you notice about ______?
- Read your sentence. Does it make sense? How could you fix it?

Validating and Confirming
- These sentences give facts about your topic sentence. That’s what a strong report does.
- I like the way you wrote a describing word here. This helps me picture your writing.
- You asked yourself questions. Strong writers do that to help them choose the best words to write.

Teacher Tip
Provide practice in expressing opinions orally. Ask students to talk about favorite things, for example, pets, colors, and ice cream. Encourage them to tell what they like and why.