Read About Book Reviews

1. Focus (15 Minutes)

Display the cover of Book Reviews using the big book or interactive whiteboard resources. Say: Today we will look back to see what we have learned about book reviews. Then we will work together to create an anchor chart that we can refer to as we write our book reviews.

Reread the text on pages 2–5. Then review the two types of book reviews on pages 10 and 11, reminding students that both types have a summary, opinion, reason, and recommendation.

Show students page 16. Say: This page summarizes what we need to do to write a book review. Then at the bottom, it gives a checklist that writers can use to make sure they have included all the parts in a book review.

Read the page aloud. Then together with students, create a Book Reviews anchor chart on chart paper that students can refer to as they write. Use the model below.

Writing My Book Review

• I read a book.
• I write the title and author(s).
• I write a summary that tells the characters, setting, problem, and resolution.
• I write my opinion about the characters, story events, or illustrations.
• I write a reason for my opinion.
• I write a recommendation.

Book Reviews Anchor Chart

Say: We have read several reviews this week. Now we know the steps we need to follow to write our own book reviews! Next week I will show you how to write a book review for The Three Billy Goats Gruff. Soon you'll be ready to write your own reviews! Today we will continue writing reports. You will use information from a familiar nonfiction book to get your ideas. You will work with your partner to reread the book and write a report. Remember to use our Informational Reports anchor chart, too. I will be here to help you if you need me!
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:** 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. 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. 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)

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

- Invite two pairs or individuals to share their reports and cite their sources. Discuss the importance of citing the sources they use to write their reports.
- Ask volunteers to read aloud their reports. Encourage other students to ask the writers questions about what they wrote and why they wrote it.
- As students share their writing, point out and celebrate examples of developing skills.

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

**Goal Oriented**
- I am going to make sure that my topic sentence tells the main idea of my report.
- I will use describing words to help readers visualize my ideas.

**Directive and Corrective Feedback**
- You wrote ______. Is that what you meant to write?
- Tell me what your report is about. What is the most important idea in your report? That should be your topic sentence.
- How did you decide what describing word to use here?

**Self-Monitoring and Reflection**
- Read aloud your message. Where could you use a pronoun to make it sound more natural?
- What could you ask yourself here?
- What part did you have trouble with? What did you do?

**Validating and Confirming**
- You did a good job of writing a topic sentence that tells the most important information about your topic.
- Strong writers go back and reread to fix errors. I noticed you did that.
- I like the way you wrote this sentence and included describing words. This helps me picture what you are writing about.

**Teacher Tip**

Display the Book Reviews anchor chart on the wall beside the Journals, Personal Narratives, and Informational Reports anchor charts for easy reference.