Model Writing a Book Review

1. Focus (15 minutes)

Refer to the Book Reviews anchor chart displayed in your classroom and review it with students.

Display the cover of The Three Billy Goats Gruff. Read aloud the title and authors. **Ask:** Have you read or heard this story before? (Allow responses.) **Today I will read this story and you can see if it is a story you know.**

Read the book aloud in a fluent, expressive voice. Follow students’ lead in discussing the illustrations as you pause after each spread or page.

Display a copy of the Book Reviews graphic organizer from BLM 3 on chart paper or using the interactive whiteboard resources. Model how you organize your thinking using the graphic organizer. **Say:** Today I will begin writing a book review of The Three Billy Goats Gruff. I will use this graphic organizer to write my ideas about the book. Then I will use these ideas when I’m ready to write my book review. I’ll write the title and the author names. I’ll underline the title so that readers will know it’s the name of a book. Model writing the names of the authors and the title on the graphic organizer. Explain, if necessary, that the authors of this book have retold this famous old story.

**Say:** Now I will write notes to help me think about the summary of the book. **The setting is a bridge over a river where a troll lives. The characters are three goats and a troll.** Model writing notes on the graphic organizer.

**Say:** The problem in the story is that the troll won’t let the goats over the bridge. The two smaller goats trick the troll into letting them cross by telling him to wait for their brother who will make a better meal because he is so big. The problem is solved when the biggest goat butts the troll off the bridge—after this happens, the goats don’t have to worry about the troll blocking the bridge. Model writing notes on the graphic organizer.

**Say:** Tomorrow I will continue taking notes on the graphic organizer. **While we’re learning more about book reviews, we’ll continue writing our informational reports.**

**NOTE:** Save the graphic organizer to use in the next lesson.
**Book Reviews**

**Title:** The Three Billy Goats Gruff  
**Author(s):** Brenda Parkes and Judith Smith (who retold the story)

**Summary:**

**Character(s) and Setting:**
- Little Billy Goat Gruff
- Medium-sized Billy Goat Gruff
- Great Big Billy Goat Gruff
- A mean Troll
- A bridge over a river

**Problem:** Troll won’t let goats over bridge

**Resolution:** Largest goat butts Troll off bridge so Troll never bothers goats again

**Opinion:**

**Reason:**

**My Recommendation:**

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**Sample Book Reviews Graphic Organizer (BLM 3)**

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**2. Rehearse**  
(10 MINUTES)

**Say:** Discuss with your partner what you’ll be working on today. If you are ready to write, reread a familiar book with your partner. Talk to your partner about the main idea of your report. Use the main idea to come up with a topic sentence. Move among the pairs of students to monitor and support their efforts.

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**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. Use the Sample Responsive Conferring Prompts to help you provide differentiated support based on your observations.

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**4. Share**  
(5 MINUTES)

Ask several students to read aloud their writing. Encourage students to ask questions as they listen to others read. They can ask questions to clarify information or to find out other information. Discuss with writers how they could include this other information in their writing.

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

**Goal Oriented**
- I’m going to reread and look for places where I can add describing words.
- I will vary the way my sentences begin.
- Watch how I check for uppercase letters and end punctuation.

**Directive and Corrective Feedback**
- What did you learn about ______?
- How could you describe ______?
- What is another way to write ______?

**Self-Monitoring and Reflection**
- Read your topic sentence. Does it help readers understand the main idea of your report? How could you change it?
- Is this sentence a complete thought? How could you fix it?
- Can you think of another word to use here?

**Validating and Confirming**
- I enjoyed reading the information in your report.
- You included facts that tell about your main idea. That’s what strong writers do.
- I like the way you and your partner worked together to come up with a main idea.
- Your sentences are detailed and include good describing words. Nice job!
- You fixed ______. Good thinking!

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**Teacher Tip**

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