Model Writing a Book Review

1. Focus (15 MINUTES)

Display the cover of *The Three Billy Goats Gruff*. **Say:** Yesterday we read this story. Who can remember what happened? Have students refer to the pictures as they retell the story.

Using chart paper or the interactive whiteboard resources, model completing the Book Reviews graphic organizer you started yesterday. **Say:** Yesterday I started organizing my thinking about the book *The Three Billy Goats Gruff* on this graphic organizer. Today I will take notes on an opinion I have after reading and the reason for my opinion. I will also take notes on the recommendation I have for my book review.

Point to the list of characters on the graphic organizer. **Say:** There are four characters in this story. I like the goats, but I like Great Big Billy Goat Gruff the best. **That’s my opinion.** Point to the “Opinion” box on the graphic organizer and model writing your opinion.

**Say:** I know that my opinion is an important part of my book review, but I also need to tell why I have this opinion. The reason I like Great Big Billy Goat Gruff is that he solves the problem and knocks the Troll off the bridge. Model writing notes on the graphic organizer.

**Ask:** Who can remember what the recommendation is in a book review? (Allow responses.) **That’s right.** The recommendation is our opinion about whether others should or should not read the book. I enjoyed reading this book because I liked the action in it. I am going to recommend that others read it, too. Model writing notes on the graphic organizer.

**Say:** Now that I have my notes about the book, I know what I will write in my book review. Tomorrow I will show you how I use these notes to write it. Because we’re still learning about book reviews, we will continue to write our informational reports today.
**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:** Great Big Billy Goat Gruff is best.

**Reason:** Solves the problem and butts Troll off bridge

**My Recommendation:** Others should read book—good action

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

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### 2. Rehearse (10 MINUTES)

**Say:** Discuss with your partner the part of your informational report you will be working on today. If you are ready to start a new report, choose a nonfiction book and read it with your partner before discussing your ideas. Move among the pairs of students to monitor and support their efforts.

### 3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ writing folders and give a copy of BLM 2 to each student who is ready to prewrite a new informational report. As students work independently or with their partners, use the Sample Responsive Conferring Prompts to help you provide differentiated support based on your observations.

### 4. Share (5 MINUTES)

Invite pairs to share problems they had while planning, writing, or editing. Use the Share time to discuss strategies writers use to address those problems.

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

**Goal Oriented**
- I will say difficult words slowly and listen to the sounds.
- Sometimes I use the word ______ in place of ______.
- I will ask myself questions to help me choose words to use.

**Directive and Corrective Feedback**
- Point to your topic sentence. Check that it tells the main idea of your report.
- What describing word could you use here to help readers picture your sentence?
- Tell me the facts about your topic. Use these facts to write supporting sentences.

**Self-Monitoring and Reflection**
- What questions can you ask to help you decide on the main idea of your report?
- How can you check that you have written a complete thought?
- Have you included all the facts you want to share about ______?

**Validating and Confirming**
- I learned something new from reading your report!
- These details help me picture what you’re writing about.
- I like your topic sentence. It got me to pay attention.

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**Teacher Tip**

Continue collecting book reviews from a variety of sources, such as newspapers, magazines, and older students at your school. Start a bulletin board to display the reviews. Include a photocopy of the book cover for each review when possible.