Fiction Big Book

Objectives

Oral Language and Grammar
• Use complete sentences with varied beginnings.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Analyze story elements.
• Determine main idea and supporting details.
• Cite sources.

Writing
• Write a report.

Materials
• Big book: The Three Billy Goats Gruff (Benchmark Literacy Unit 2, Week 2)
• Prepared graphic organizer (BLM 3 from Day 2)
• Informational Reports graphic organizer (BLM 2)
• Familiar nonfiction books
• Chart paper and markers
• Interactive whiteboard resources

Model Writing a Book Review

1. Focus (15 minutes)

Display the graphic organizer you completed yesterday on chart paper or using the interactive whiteboard resources. Say: Today I’m going to use my notes on this graphic organizer to write a book review. I’ll write the title and the authors first. (Write the title and author names on chart paper.) Next I need to write a summary of the book. I’ll use my notes to help me. I could start a sentence with “The characters are” and then just list the characters. Then I could start another sentence with “The problem is” and list the problem. But I don’t think this sounds very interesting or natural. I will look at my notes and think about a way to tell about the book without listing things.

<table>
<thead>
<tr>
<th>Title: The Three Billy Goats Gruff</th>
<th>Author(s): Brenda Parkes and Judith Smith (who retold the story)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
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<tr>
<td><strong>Character(s) and Setting:</strong></td>
<td></td>
</tr>
<tr>
<td>Little Billy Goat Gruff</td>
<td>Medium-sized Billy Goat Gruff</td>
</tr>
<tr>
<td>Great Big Billy Goat Gruff</td>
<td>A mean Troll</td>
</tr>
<tr>
<td>A bridge over a river</td>
<td></td>
</tr>
<tr>
<td><strong>Problem:</strong></td>
<td>Troll won’t let goats over bridge</td>
</tr>
<tr>
<td><strong>Resolution:</strong></td>
<td>Largest goat butts Troll off bridge so Troll never bothers goats again</td>
</tr>
<tr>
<td><strong>Opinion:</strong></td>
<td>Great Big Billy Goat Gruff is best.</td>
</tr>
<tr>
<td><strong>Reason:</strong></td>
<td>Solves the problem and butts Troll off bridge</td>
</tr>
<tr>
<td><strong>My Recommendation:</strong></td>
<td>Others should read book—good action</td>
</tr>
</tbody>
</table>

Sample Book Reviews Graphic Organizer (BLM 3)

Model writing your summary on chart paper. As you write, model applying the skills and strategies students are learning. For example, model applying concepts about print, letter/sound relationships, high-frequency words, and rereading after each word.

Ask: What do I need to write next in my book review? (Allow responses.) Yes. I need to write an opinion. The notes on my graphic organizer say that I like Great Big Billy Goat Gruff best. My reason is that he knocks the Troll off the bridge and solves the problem in the story. Model writing your opinion and reason below the summary on your chart paper.
Ask: What do I write next? (Allow responses.) Yes. I need to tell whether others should read this book. My notes say I think others would like it because it has lots of action. I’ll use those notes to write a recommendation. Model writing your recommendation below the opinion and reason on your chart paper.

**The Three Billy Goats Gruff**  
Retold by Brenda Parkes and Judith Smith

This story is about three goats and a troll who lives under a bridge. The Troll says he will eat the goats if they cross the bridge. The Troll lets the first two goats go across, but then the biggest goat knocks the Troll off the bridge.

The best character is Great Big Billy Goat Gruff. I like him best because he solves the problem by butting the Troll off the bridge.

This book is full of action! Read it to find out what happens to the Troll.

**Sample Book Reviews Draft**

Ask students to reread your book review to help you check it. Ask volunteers to come up and point to the parts that tell the summary, the opinion, the reason for the opinion, and the recommendation.

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**2. Rehearse** (10 MINUTES)

Provide familiar nonfiction books for those students who are ready to start new informational reports. **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.

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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 is ready to prewrite a new informational report. Support students as they plan, write, revise, or draft. Use the Sample Responsive Conferring Prompts to help you provide differentiated support based on your observations.

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**4. Share** (5 MINUTES)

Invite several students to share their informational reports. Encourage them to tell how they cite their sources.