Draft and Edit a Book Review

1. Focus (15 MINUTES)

Say: This week we learned that opinions and recommendations in book reviews can be positive or negative. We can tell what we like, or we can tell what we don’t like. We also learned that we can review the features of a book as well as the story itself. Let’s add these ideas to our Book Reviews anchor chart.

Refer to the Book Reviews anchor chart posted in your classroom. Review with students what has been listed so far. Add new bullets for writing about what you like and don’t like and for writing about the features of the book.

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.
• I can write about what I like and what I don’t like.
• I can write about the features of the book.

Book Reviews Anchor Chart

Display the cover of The Little Red Hen. Read aloud the title and authors. Ask: Based on the cover and the title, what do you think this story might be about? (Allow responses.) Today I will read this story aloud. Then I’ll start writing a book review about it.

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

Close the big book. Say: Today I’ll write a summary. First I’ll write the title and authors of the book. I’ll underline the title so readers will know it is the name of a book. Write the following on chart paper or using the interactive whiteboard resources: “We read The Little Red Hen. It was retold by Brenda Parkes and Judith Smith.”

Character and setting. Say: Now I’ll write a summary. My first sentence will tell about the characters and setting. I’ll write “This story is about a hen and her friends who live on a farm.” Model writing your sentence.

Story problem. Say: Now I’ll write a sentence about the story problem. I’ll write “No one will help the hen do her work.” Model writing your sentence.
Resolution. Say: To finish the summary, I will write about the resolution. The resolution is how the character solves the problem. I’ll write “Because the hen does all the work, she eats the bread herself.” Model writing your sentence.

When you finish writing, model how to check your writing. Then say: Today I want you to write your opinion of the animals who didn’t want to help the hen. After you write your opinion, remember to write the reason for your opinion. Make sure to use details from the story in both your opinion and your reason.

We read The Little Red Hen. It was retold by Brenda Parkes and Judith Smith.

This story is about a hen and her friends who live on a farm. No one will help her with her work. Because the hen does all the work, she eats the bread all by herself.

Sample Book Reviews Draft

NOTE: Save the draft of your book review to use in the next lesson.

2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Talk about your opinions of the characters other than the hen. Talk about the reasons for your opinions. Then decide what you will write in your book review. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders. Say: Now write your opinion and your reason. Write what you and your partner talked about. Ask questions as needed to help students express opinions and state reasons. Continue to support students as they write. Use the Sample Responsive Conferring Prompts to help you provide differentiated support based on your observations. If time allows, invite students to turn the graphic organizer over and draw a picture about the story to reinforce the idea that their opinions and reasons are based on the text.

4. Share (5 minutes)

Invite two or three students to share their book reviews. Point out and celebrate examples of opinions supported by information from the text.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will state my opinion in the first sentence. I think ______.
- I will go back to the book and find a specific reason why I like/don’t like ______.

Directive and Corrective Feedback
- What did you think of these characters?
- What is your opinion? What is the reason for your opinion? Now write down these ideas.
- How could you describe ______?

Self-Monitoring and Reflection
- What information can you use to support your opinion?
- How could you say that? How could you fix it?
- What could you ask yourself here?

Validating and Confirming
- You expressed your opinion! That shows me you’re thinking about the story.
- You gave a reason for your opinion! That’s what strong book reviewers do.
- I like the way you used details from the story.
- You asked yourself questions. That’s something strong writers do.
- You wrote the word ______! I like the way you worked that out.

Teacher Tip

As you model each book review, emphasize concepts about print, phonetic strategies, and comprehension strategies based on your daily observations of students during Independent Writing and Conferring. Consult the Grade 1 Assessment Checklist at the back of the Teacher Resource System for a list of target skills and strategies that students should be developing during the year.