Draft and Edit a Book Review

1. Focus (15 Minutes)

Display the cover of *The Little Red Hen*. Say: You wrote a review of these characters in the book last week: the duck, dog, cat, and pig. (Ask volunteers to share the opinions they wrote and their reasons.) Today you will write a new book review about this book. You will write an opinion about a different character and a new reason for your opinion.

Display your draft of the book review from Week 26, Day 5 on chart paper or using the interactive whiteboard resources. Ask students to help you reread the title, authors, and summary. Then say: Because we already wrote a summary of the book, you don’t have to write that part. Today I want you to write your opinion about the little Red Hen. At the end of the story, the little Red Hen did not share her bread with the other animals. Do you think she was right to do this or not? Let’s think of some arguments on both sides. Who thinks she was right? Raise your hand. Tell me why you think she was right. You need to support your opinion with ideas from the book. Allow responses and then ask students to give their reasons for the opposing point of view. Record students’ ideas on a two-column chart like the one shown below. Reinforce the idea that book reviewers use evidence from the book to support their opinions.

<table>
<thead>
<tr>
<th>Little Red Hen was right.</th>
<th>Little Red Hen was wrong.</th>
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<tbody>
<tr>
<td>The animals were lazy.</td>
<td>Her friends were lazy, but she was mean not to share.</td>
</tr>
<tr>
<td>They kept saying “no” when she asked for help.</td>
<td>She was just getting even when she said, “I will eat it myself” after doing all the work herself.</td>
</tr>
<tr>
<td>She did all the work herself.</td>
<td>The animals didn’t deserve to get a reward.</td>
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</tbody>
</table>

Sample Opinion Chart
2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Tell your partner your opinion about little Red Hen. You and your partner may have different opinions, but that’s okay as long as you give a good reason for your opinion. Tell your partner what you will write in your book review. Move among the pairs of students to monitor and support their efforts.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I think the little Red Hen was ______ because ______.
- I think the animals were ______ because ______.

3. Independent Writing and Conferring (20 minutes)

Distribute student’s writing folders. Say: Think about the opinion and reason you shared with your partner. Then write your sentences. Ask questions as needed to help students express an opinion and state a reason. Continue to support students as they say words slowly, write the sounds they hear, write the words they know, reread after each word, and edit their writing. Encourage students to get help and ideas from one another as well, and 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)

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

- Invite volunteers to read aloud their book reviews. If students have different opinions and reasons, point this out. Discuss how people can have different opinions about things.
- After volunteers read aloud their book reviews, invite other students to tell what they like about the writing. Discuss whether any of the reasons for the opinions could be made stronger. Point out and celebrate examples of opinions supported by information from the text.
- Ask students to share the questions they asked to help them write their book reviews.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I make sure I give a reason for my opinion.
- Sometimes I use the word ______ to describe ______.

Directive and Corrective Feedback
- What is your opinion of the little Red Hen? Now write your opinion.
- Tell me what you think the little Red Hen should have done at the end of the story.
- Say that word slowly and listen for the sounds.

Self-Monitoring and Reflection
- Reread the reason for your opinion. Can you think of a way to make it clearer?
- I liked the way you and your partner talked about your opinions and gave good reasons.
- What strategies did you use to help you write ______?

Validating and Confirming
- You used details from the story to tell your opinion. That’s what strong writers do.
- You remembered to write the reason for your opinion.
- You did a good job of explaining your opinion about the little Red Hen.
- You wrote the word ______! I like the way you worked that out.

Teacher Tip

Keep the Book Reviews anchor chart on display in the classroom and encourage students to refer to it both as a writing tool and as a checklist for editing and revising their writing.