Draft and Edit a Book Review

1. Focus (15 MINUTES)

Display the cover of *The Little Red Hen*. Say: *We have been writing book reviews about this book. We have already written a summary of the book.* (Display your draft of the book review.) *You have written your opinion of the little Red Hen, and you’ve written an opinion of the other characters.* (Ask students to share their opinions of the characters and their reasons.) *Today we will continue to write opinions and support them.*

Reread the title, authors, and summary on your draft book review with students. Then explain what you want students to do. Say: *When we write a book review, we can write our opinions about characters. But we can also write our opinions about events in the story. That’s what I want you to do today. Ask yourself, “What is my favorite part of the story? What is my least favorite part?” Let’s all think about some of the scenes in the book and make a list of possible favorite or least favorite parts. I will start. One of my favorite parts is when the little Red Hen goes to the animals and shows them the grain of wheat and asks them to help her plant it. Now you tell me a favorite part.* Encourage students to mention specific scenes from the book. After generating a list of favorite parts, ask students to tell their least favorite parts. List these on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Favorite Story Events</th>
<th>Least Favorite Story Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the little Red Hen asks her lazy friends to help her plant the seed</td>
<td>When the animals tell the little Red Hen they won’t help her</td>
</tr>
<tr>
<td>When the little Red Hen carries the grain to the mill</td>
<td>When the little Red Hen has to do all the work alone</td>
</tr>
<tr>
<td>When the little Red Hen enjoys her bread</td>
<td></td>
</tr>
</tbody>
</table>

Sample Opinion Chart

Objectives

**Oral Language and Grammar**
- Express an opinion and state a reason.
- Use complete sentences.
- Use nouns, verbs, adjectives, and personal pronouns in complete sentences.

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

**Reflecting Reading in Writing**
- Develop genre awareness.
- Ask questions.
- Analyze story elements.

**Writing**
- Draft and edit a book review.

Materials
- Big book: *The Little Red Hen* (Benchmark Literacy Unit 4, Week 2)
- Teacher’s draft of book review (from Week 26, Day 5)
- Chart paper and markers
- Interactive whiteboard resources
2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Tell your partner which part of the book you like best or which part you like least. Remember to tell your partner the reasons for your opinions. Then decide what you will write in your book review and tell your partner. 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:
- My favorite part is ______ because ______.
- My least favorite part is ______ because ______.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders. Say: Think about what you told your partner about the part you liked best or least. Then write your opinion of a part of the story. 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. Ask listeners to tell what details in the book reviews are supported by the story.
- If you have book reviews with examples of parts students like and reviews with examples of parts they don’t like, ask students to read aloud the examples. Then ask students to choose sides and defend their opinions. Remind students that it’s fine for them to have different ideas about the story events. The important thing is that they can give reasons for their opinions.
- Ask students to share ideas they might have for changing the story events that they don’t like.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will tell which part I like best and give a reason.
- I will use describing words when I write.
- I will make sure I write complete sentences.

Directive and Corrective Feedback
- Tell me which part you like best. Why do you like it? Now you can write that on the graphic organizer.
- What words could you use to 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?
- How could you explain more clearly why you like/don’t like this part?

Validating and Confirming
- Your reason is clear and explains your opinion.
- I like the way you used details from the story. That makes your opinion stronger.
- You asked yourself questions. That’s something strong writers do.
- You wrote the word ______! I like the way you worked that out.

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.