Draft and Edit a Book Review

1. Focus (15 minutes)

Display the modeling text you prepared prior to the lesson on chart paper or using the interactive whiteboard resources. **Say:** We wrote summaries for The Little Red Hen and for The Three Billy Goats Gruff. This is an example of a summary for The Three Billy Goats Gruff. **What do we include in a summary in a book review?** (Allow responses.) Yes. We tell about the characters and setting and we tell the story’s problem and resolution.

Point to Example 1 on the modeling text and read it aloud with students. **Say:** I don’t think Example 1 is a very good summary. What’s wrong with it? (Allow responses.) The summary isn’t very interesting because it just lists the characters. It uses the same two sentence patterns: “The ______ is ______” and “The ______ are ______.”

Point to Example 2 on the modeling text and read it aloud with students. **Say:** Example 2 tells who the characters are and what the setting is, and it tells the problem and the resolution. But these sentences don’t just list these features. Notice how the sentences vary. This example doesn’t use the same two sentence patterns over and over.

**Example 1:** The characters are three goats and a mean troll. The setting is a bridge. The problem is that the troll wants to eat the goats. The resolution is that the biggest goat pushes the troll off the bridge.

**Example 2:** This story is about three goats and a mean 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. Then the biggest goat pushes the troll off the bridge.

**Modeling Text**

Display the cover of The Three Shapely Pigs. Read aloud the title and author. **Say:** This reminds me of a story I’ve read about the three pigs. Does it remind you of a story you’ve read or heard? (Allow responses.) The title of this story is different. The pigs look different, too. I’ll read it aloud.

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 and discuss the story. Use the following prompts to generate discussion.
- **Is this story the same as or different from the story of the three pigs that you remember? Explain how.**
- **What do you like about this story? What don’t you like?**
- **What do you think of the illustrations?**
2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: *Talk about the characters, setting, problem, and resolution. Tell your partner what you will write in your summary.* 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:

- *The pigs _____.
- *The wolf _____.
- *The houses _____.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders, and give each student a copy of BLM 3. 

**Say:** *Make notes on your graphic organizer about what you will write in your summary. Write details that you want to include later in your book review. When you’re ready to write, use your notes to help you write interesting summary sentences. Remember to write about the characters, the setting, and the problem and resolution. Don’t forget to go back and reread your writing when you are finished to check for errors. What are some things you can check for?* Allow responses.

Ask questions as needed to help students summarize the characters, setting, problem, and resolution. 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.

4. Share (5 minutes)

Invite two or three students to share their completed graphic organizers. Point out and celebrate the inclusion of characters, a setting, a problem, and a resolution. Ask volunteers who have written drafts of summaries to read them aloud and share how they used the information on their graphic organizers to help them write. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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

**Goal Oriented**

- I will make the sentences in my summary interesting.
- I will check for uppercase letters and end punctuation.

**Directive and Corrective Feedback**

- Who are the characters? Have you named them all?
- Where does the story take place?
- What is the problem? What is the resolution? Write a sentence about each.
- How could you describe _____?

**Self-Monitoring and Reflection**

- What information from the story can you use in your summary?
- How could you say that? How could you fix it?
- What could you ask yourself here?
- Reread what you wrote about the resolution. Is this the way the problem was solved?

**Validating and Confirming**

- You told the problem and resolution! That’s what makes a story a story.
- I like the way you used details from the story.
- You asked yourself questions. That’s something strong writers do.

**Teacher Tip**

Remind students to keep their graphic organizers and book reviews in their writing folders to use in the next lesson.