Draft and Edit a Book Review

1. Focus (15 MINUTES)

Display the cover of The Three Shapely Pigs. Say: Yesterday you took notes on your graphic organizers about what to write in your summaries. Some of you then began drafting your summaries of this book. Distribute students’ writing folders and ask them to take out the graphic organizers and book reviews from the previous lesson. Invite several students who didn’t share yesterday to do so now. Point out and celebrate the inclusion of characters, a setting, a problem, and a resolution.

Say: Today you can continue writing about The Three Shapely Pigs. You can write a reason for your opinion and a recommendation. What are some different things you could write an opinion about? List students’ responses using chart paper or the interactive whiteboard resources. Add any they forget to mention. Possible responses include the following:
• a character (one of the pigs or the wolf)
• the event in the story I like best
• the event in the story I like least
• an illustration
• another feature of the book, such as the pigs’ drawings or the characters’ imagination bubbles

Say: Remember to ask yourself questions to help you figure out your opinion about one of these parts of the story. Write your ideas on your graphic organizer. Then you can use your notes to write your opinion, reason, and recommendation. Make sure to include details from the story in both your opinion and your reason.

2. Rehearse (5 MINUTES)

Ask students to turn to their partners. Say: Share your opinion, reason, and recommendation with your partner. Then 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 like ______.
• I don’t like ______.
• I think the characters ______.
• I think the illustrations ______.
• I think people should/should not read this book because ______.
3. Independent Writing and Conferring  (20 MINUTES)

Say: Now you are ready to continue writing your book review. Remember what you talked to your partner about and use the ideas on your graphic organizer to help you write interesting sentences that tell your opinion and the reason for your opinion. Don’t forget to write whether you would recommend this book or not. Ask questions as needed to help students express an opinion, state a reason, and make a recommendation. 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:

- Choose book reviews that give opinions of different features of the book and ask the students who wrote those reviews to read them aloud. After each student reads, ask other students if they agree or disagree with the opinions expressed in the book review and have them tell why. Reinforce that it’s fine to have different opinions about a book.

- Invite volunteers to read aloud their book reviews. Ask other students to comment on what they like about each book review. Ask if they have any suggestions that would make the review even better.

- Ask students to share the questions they asked themselves as they decided on their opinions and wrote their book reviews.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will write an opinion about ______.
- The reason for my opinion is ______.
- I will write complete sentences.

Directive and Corrective Feedback
- What feature of the story do you want to write about? Did you like or not like it? Why?
- Would your friends like/not like this story? Why? Write that in your recommendation.
- How could you describe ______? Add a describing word to your sentence.

Self-Monitoring and Reflection
- What information can you use to support your opinion?
- Reread your book review. What’s missing?
- Tell me what you thought of this book. Will you recommend it to others? What could you say about it?
- What do you wish you could change about the story? Could you write that in your book review?

Validating and Confirming
- I noticed you wrote about ______. How did you choose this character/event/illustration?
- You wrote interesting, complete sentences. Nice work!

Teacher Tip
Continue to reinforce the idea of making recommendations by asking students to tell what they recommend, or suggest, for various activities throughout the day. Ask them to explain their recommendations.