Draft and Edit a Book Review

1. Focus (15 minutes)

Display a traditional version of “The Three Little Pigs” along with the big book The Three Shapely Pigs. Read aloud the title of the traditional version and the name of its author(s). Say: Today I will read this book about the three pigs to you. In some ways, it is like The Three Shapely Pigs. In other ways, it is different. When I finish reading, you will decide which version of the story you like best.

Read the book aloud in a fluent, expressive voice. Follow students’ lead in discussing the illustrations as you pause after each spread or page. When you finish, ask students to summarize the story orally with their partners.

Ask volunteers to tell which story about three pigs they like best and why. Say: Today you will write your opinion about which story you like best. You will need to write a reason for your opinion and a recommendation.

2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Tell your partner which story you like best. Talk about your opinion, reason, and a recommendation about the story. Then decide 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 ______.

Objectives

Oral Language and Grammar
• Express an opinion, state a reason, and make a recommendation.
• 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 Three Shapely Pigs (Benchmark Literacy Unit 7, Week 2)
• Traditional version of “The Three Little Pigs”
• Book Reviews graphic organizer (BLM 3)
3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders and give each student a new copy of BLM 3. Say: Today I want you to write about your opinion, reason, and a recommendation for the book you like the best. Use the graphic organizer to help you plan your writing. Remember to ask yourself questions to help you figure out your opinion. After you write your opinion, write the reason for your opinion. Make sure to use details from the story in both your opinion and your reason. Then write your recommendation. Tell whether you think other people should read 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 they like best 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. Invite students who are listening to ask the writers questions to clarify information in their book reviews.
- Divide students into those who would recommend one story and those who would recommend the other. Ask each student in each group to share his or her reasons with other members of the group. Then ask the groups to discuss the different opinions and to provide their reasons to support their ideas.
- Invite students who didn’t like The Three Shapely Pigs to suggest ways they would change the book to make it better.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I like ______ best because ______.
- I will support my opinion with a reason.

Directive and Corrective Feedback
- You could add a describing word here to tell more about ______.

Self-Monitoring and Reflection
- Check that you wrote your opinion and then supported your opinion with a reason.
- Could you think of a different way to write this so you don’t repeat the word(s) ______?
- Reread your recommendation. Do you think you clearly explain why others should/shouldn’t read the book? How can you make this clearer?

Validating and Confirming
- You expressed your opinion clearly and you wrote a reason for your opinion. That’s good writing.
- I like the way you used details from the story.
- Your recommendation makes me want to read the book!

Teacher Tip
Continue to ask students to say words slowly and write what they hear. Encourage them to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.