Fiction Big Book

**Objectives**

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

**Purposeful Phonics Connections**
- Apply letter/sound relationships.
- Write high-frequency words.

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

**Writing**
- Prewrite, draft, and edit a book review.

**Materials**
- Big book: *Old MacDonald’s Noisy Farm* (Benchmark Literacy Unit 1, Week 3)
- Sample book review draft (prepare “Part 1” prior to lesson; see Focus)
- Book Reviews graphic organizer (BLM 3)
- Chart paper and markers
- Interactive whiteboard resources

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**1. Focus (15 MINUTES)**

Display the cover of *Old MacDonald’s Noisy Farm*. **Say:** Does this story look familiar to you? (Allow responses.) *It reminds me of a song. I’ll read it again to help you remember what happened.* Read aloud the story on pages 4–12 as students follow along.

Display “Part 1” of the book review draft that you prepared in advance on chart paper or using the interactive whiteboard resources. **Say:** I wrote the title and author of the book. I underlined the title so readers would know it is the name of a book. After that I wrote a summary. I included the characters, setting, problem, and a hint about the resolution.

We read *Old MacDonald’s Noisy Farm* by Jeffrey B. Fuerst. The MacDonalds and their animals live on E-I-E-I-O Farm. The animals are very noisy! Old MacDonald will have to go somewhere else for peace and quiet.

**Sample Book Reviews Draft (Part 1)**

Display a copy of the second part of the graphic organizer on chart paper or using the interactive whiteboard resources and model how you fill it in. **Say:** Now I’m going to write my notes on my graphic organizer about my opinion and the reasons for my opinion. I want to write my opinion about the animals. **My opinion is that they are friendly.** Record your notes on the graphic organizer.

**Say:** I need to support my opinion with a reason from the book. Why do I think they’re friendly? Every time the farmer and his wife stop to look at them, they always talk to the farmer and his wife. Point to the speech bubbles over the animals’ heads in the big book. Then write your notes on the graphic organizer.

**Say:** Now I need to decide whether I think other people should read this book. I think they should. I think they would enjoy the funny animals and the goofy farmer. I will write my ideas on the graphic organizer.

**Opinion:** The animals are friendly.

**Reason:** They say hello to Old MacDonald and Mrs. MacDonald; Look happy, like they are smiling

**My Recommendation:** Yes—animals are funny, farmer is goofy; Would enjoy it and would bring smiles

**Sample Book Reviews Graphic Organizer (BLM 3)**

**Say:** I’ll use my notes on the graphic organizer to write the rest of my book review. I’ll write my opinion first. Model looking at what you wrote and thinking about a sentence. Then record your opinion on chart paper. For
example, write “The animals seem very friendly.” Continue with the reason and recommendation, modeling how to use your notes to come up with sentences. Ask students to read this part of the book review with you. Ask volunteers to come up and point to the sentences that tell the characters, setting, and the problem and resolution. Help them understand that the resolution is only suggested, if necessary.

The animals seem very friendly. They all greeted Old MacDonald and his wife with noises and smiles. Read this book! The friendly animals will make you smile.

Sample Book Reviews Draft (Part 2)

Say: Now I’d like you to write an opinion about Old MacDonald’s Noisy Farm and a reason for your opinion. I’d also like you to write a recommendation. What are some different things you could write an opinion about? List students’ responses, and add any they forget to mention. Possible responses include:

- a character (Mr. or Mrs. MacDonald or one of the animals)
- the event in the story I like best/least
- an illustration or other feature of the book, such as the speech balloons

2. Rehearse (5 MINUTES)

Ask students to turn to their partners. Say: If you are ready to write a new book review, talk to your partner about your opinion, reason, and recommendation. If you are working on a book review from a previous lesson, talk to your partner about where you are in your writing.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Give a clean copy of BLM 3 to students who are ready to prewrite a new book review. 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.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support based on your observations.

4. Share (5 MINUTES)

Invite volunteers to read aloud their book reviews. Ask students to compare the opinions presented in the reviews. Encourage volunteers to share some of the questions they asked themselves as they wrote their book reviews.