Prewrite, Draft, and Edit a Book Review

1. Focus (15 MINUTES)

Display the cover of *Lunch with Little Miss Muffet*. **Ask:** Who remembers hearing or reading a story about Miss Muffet? What happened in that story? (Allow responses.) I wonder if this story will be the same. I’ll read it aloud.

Read aloud the story on pages 4–12. **Ask:** Is this like the story of Miss Muffet that you remember? How is it alike or different? Allow responses. Invite students to act out the new story with you. Then ask them to orally summarize the story with their partners.

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 resolution.

Sample Book Reviews Draft (Part 1)

We read *Lunch with Little Miss Muffet* by Jeffrey B. Fuerst. Miss Muffet and Ant were eating curds and whey in the woods. Suddenly a spider came along! Miss Muffet and Ant ran away.

Sample Book Reviews Graphic Organizer (BLM 3)

We read *Lunch with Little Miss Muffet* by Jeffrey B. Fuerst. Miss Muffet and Ant were eating curds and whey in the woods. Suddenly a spider came along! Miss Muffet and Ant ran away.

**Opinion:** Spider is nice, friendly

**Reason:** Says hi; Wants to be friends; Says he’s nice; Others say he’s cute

**My Recommendation:** Yes—but might make you feel sorry for Spider

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: *Lunch with Little Miss Muffet* (Benchmark Literacy Unit 7, 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
Say: Okay. I'm ready to write. I'll use my ideas 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. Continue with the reason and recommendation, modeling using your notes to come up with sentences.

Sample Book Reviews Draft (Part 2)

Say: Now I'd like you to write an opinion of this story. What could you write an opinion about? List students’ responses. Possible responses include:

- a character (Narrator, Little Miss Muffet, Curds and Whey, Ant, Spider)
- the event in the story I like best/least
- an illustration or other feature of the book, such as the imagination bubble on page 7

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. Remember to ask yourself questions to help you figure out your opinion about one of these parts of the story. Then decide what you will write in your book review. If you are working on a book review from a previous lesson, talk to your partner about where you are in your writing. Provide suggestions for each other. Move among the pairs of students to monitor and support their efforts.

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 two or three students to share their book reviews. Point out and celebrate examples of opinions supported by information from the text.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented

- I like/don’t like ______ because ______.
- I could use the word ______ to describe ______.

Directive and Corrective Feedback

- What do you think of the characters? The story? The illustrations?
- Do you think your friends would like this book? Why or why not? Write that in your recommendation.
- Tell me some words to describe ______. Use one of these describing words in your sentence.

Self-Monitoring and Reflection

- Does your reason clearly explain why you like/don’t like ______? How could you fix it?
- Can you think of a different way to write this so you don’t repeat the words ______?
- Reread your book review and check for problems that you can fix.

Validating and Confirming

- You expressed your opinion! That shows me you’re thinking about the story.
- You gave a reason for your opinion! That’s what book reviewers do.
- This sentence really lets me know why you like/don’t like ______.
- I like the way you worked out how to write ______.

Teacher Tip

Continue to reinforce the idea of expressing an opinion by asking students to vote on various topics during the day. Remind students that they should always be able to provide a reason for an opinion, so why is an important word!