1. Focus (15 MINUTES)

Display the cover of Itsy Bitsy Spider Climbs Again. Say: We have been reading different versions of old stories that we know. Then we’ve been writing our opinions about them. Today we will read this book and write our opinions. This book reminds me of the rhyme “Itsy Bitsy Spider.” I wonder how the book and the rhyme will be alike and different. I’ll read the book aloud so we can find out.

Read aloud the story on pages 4–12. Then invite students to act out the story with you. When you finish, 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. Read it aloud.

Sample Book Reviews Draft (Part 1)

We read Itsy Bitsy Spider Climbs Again by Jeffrey B. Fuerst. Itsy Spider wanted to go up the water spout in the garden. Suddenly it began to rain. The rain washed Itsy back down!

Sample Book Reviews Graphic Organizer (BLM 3)

Display a copy of the second part of the graphic organizer on chart paper or using the interactive whiteboard resources. Model how you fill it in. Say: I want to write about my least favorite part of the story. I don’t like it when Itsy gets washed down by the rain. I’ll write my notes on the graphic organizer.

Say: I need to support my opinion with a reason. Why don’t I like this part? Itsy tried so hard to climb up and he seemed so proud of himself. And he seems scared when he falls down. Display the picture on page 5 from the big book and read what Itsy says on page 4. Display the pictures on pages 8 and 9 and point out how Itsy looks and what he says.

Say: I think people should read this story, even though it has the part about Itsy falling. The end of the story makes up for this.

Opinion: I don’t like it when Itsy gets washed down the water spout.

Reason: Tried hard; Seemed proud of himself; Seems scared—calls for help

My Recommendation: Yes—has bad part but all works out in the end

Sample Book Reviews Graphic Organizer (BLM 3)

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 your notes, thinking about your sentences, and then writing them.
The part I don’t like in this story is when the rain washes Itsy down. He had tried so hard to climb up. You should read this book. I think everyone should read this book because Itsy wins in the end. Find out how he does it!

Sample Book Reviews Draft (Part 2)

2. Rehearse (5 MINUTES)

Ask students to turn to their partners. Say: If you are ready to write a new book review, tell your partner which feature of the book you want to write about. 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.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I will write about ______ because ______.
• I would/would not recommend this book because ______.

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 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. 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. 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 like/don’t like ______ because ______.
• Watch how I write this word.
• Here’s how I check for uppercase letters and end punctuation.

Directive and Corrective Feedback
• What could you write about this book?
• Are you going to write about something you like or don’t like? What would you like to say about it?
• Look at this word. Does it look right and sound right to you?
• You look stuck. What could you do to help yourself?

Self-Monitoring and Reflection
• You express your opinion. Check that you have written a clear reason for your opinion.
• How did you decide what to write about?
• What could you ask yourself here to help you write a strong reason for your opinion?

Validating and Confirming
• I like the way you wrote your recommendation. This will help readers decide whether they want to read the book.
• I like the way you used details from the story.
• You wrote complete sentences! That’s an example of strong writing.

Teacher Tip
During the Rehearse portion of the lesson, pair students at similar stages of writing to share ideas and discuss problems.