**INTRODUCE THE GENRE**

# Analyze the Features of a Book Review

## 1. Focus

### Explain Genre Features

**Say:** You can often identify the genre of the work you are reading based on the features of the text. For example, if a text has characters, a setting, and a plot, chances are you are reading fiction. Persuasive book reviews have certain common features, too. Today we are going to identify and analyze the special features of a persuasive book review.

### Build a Class Genre Features Anchor Chart

**Say:** I want you to think of what you already know about persuasive book reviews from the reviews we have read together and that you have read on your own. Think about what those texts have in common. We’re going to build an anchor chart to summarize the features of persuasive book reviews.

Display a blank chart like the one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. In the left column of the chart, record features of persuasive texts as students discuss them. (The right side of the chart will be completed later in the lesson.) If necessary, use the following questions to help students identify the features:

- **What basic information about the book does a review tell you?**
- **What does the book review tell you about the story?**
- **What does a book review tell you about the characters?**
- **What does a review tell you about who should read the book?**
- **How does a book review offer a balanced opinion?**
- **What does a book review evaluate?**

### Objectives

In this mini-lesson, students will:

- Identify persuasive book review genre features to create a class anchor chart.
- Listen to a persuasive book review mentor text and find the features of the genre in the text.

### Preparation

#### Materials Needed

- Mentor text: “Oh, My Aching Back!”
- Chart paper and markers
- Persuasive Book Review Features (BLM 1)
- Interactive whiteboard resources

#### Advanced Preparation

If you will not be using the interactive whiteboard resources, you may wish to copy the sample sentence frames provided in “Strategies to Support ELs” on chart paper to help students talk about the mentor text.

### Persuasive Book Review Features

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes title and author</td>
<td>page 17: “The Princess and the Pea,” by Hans Christian Andersen</td>
</tr>
<tr>
<td>Has a summary of the book</td>
<td>page 17: “A prince has roamed the world . . .”</td>
</tr>
<tr>
<td>Analyzes characters</td>
<td>page 18, characters: “She is the anti-princess!” page 20, plot: “Of course, the queen’s test is absurd.” page 18, ideas: “Andersen is making gentle fun . . .”</td>
</tr>
<tr>
<td>Identifies the audience</td>
<td>page 17: “Everyone will enjoy this story.”</td>
</tr>
<tr>
<td>Identifies strengths and</td>
<td>page 18: “The story doesn’t have a lot of character development. But that’s part of the fun.”</td>
</tr>
<tr>
<td>weaknesses</td>
<td></td>
</tr>
<tr>
<td>Evaluates the plot and ideas</td>
<td>page 16: “But where are the dragons, witches, or evil spells?” page 17: “The plot of ‘The Princess and the Pea’ is downright preposterous.”</td>
</tr>
</tbody>
</table>

Sample Persuasive Book Review Features Anchor Chart (BLM 1)
Read Aloud a Persuasive Book Review

Before reading, point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud a persuasive book review and that students should listen carefully for examples of the genre features in the text. Explain that, after reading, students will work in small groups to complete the chart by writing down examples of each genre feature. Read aloud “Oh, My Aching Back!” Note: You may wish to project the text using the interactive whiteboard resources so that students can follow along.

2. Rehearse

Analyze the Mentor Text

Form small groups of students to complete the second column of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for the examples they need.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share the examples they found in the text you read aloud. Record students’ findings on the anchor chart. Post the anchor chart for students to refer to throughout the unit as they think about the persuasive book review features they will include in their own persuasive book reviews.

3. Independent Writing and Conferring

Say: You can look at this anchor chart at any time as you are writing your own persuasive book review. Use it to make sure your review includes all of the characteristics of the genre.

Encourage students to think about the features of a persuasive book review as they plan and draft their reviews. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to review the features of persuasive book reviews. Encourage them to tell how they plan to use these features in their reviews.

Strategies to Support ELs

**Beginning**
Pair beginning ELs with fluent English speakers during the “Analyze the Mentor Text” small-group activity. Keep in mind that they will not be able to contribute many ideas orally. You will want to work with them individually to reinforce concepts while other students write independently.

**Intermediate**
Pair ELs with fluent English speakers during the small-group activity. Display the following simple sentence frames on chart paper or using the interactive whiteboard resources and model how students can use them to contribute ideas in the group:

- A book review includes ______.
- A book review evaluates ______.

**Advanced**
Pair ELs with fluent English speakers during the small-group activity.

**All Levels**
If you have students whose first language is Spanish, share the following English/Spanish cognates to help them understand the lesson focus: *audience/la audiencia; author/el autor/la autora; evaluate/evaluar.*