Introduction the Genre: Book Reviews

1. Focus (15 Minutes)

Display the cover of Discover Book Reviews using the big book or interactive whiteboard resources. Read aloud the title and authors of the book. Say: Today we are going to learn about book reviews. What do you think a book review might be? Allow responses.

Read aloud pages 2–5 one section at a time at a fluent, expressive voice as you point to each word. Stop and discuss where indicated below. Say: I’m going to read to you about book reviews. Follow along as I read.

After reading page 2. Say: We just learned what a book review is. We can read a book review to find out what a book is about. We can write a book review to tell others what we think about a book.

After reading page 3. Ask: Why do some people read book reviews? (Allow responses.) That’s right. Some people read book reviews to help them choose which books to read.

After reading page 4. Ask: What do we need to include in a book review? (Allow responses.) We need the title and the author. Look at this example. It’s from a book review about The Enormous Watermelon by Brenda Parkes. A child wrote this review. The child wrote the title and the author. (Point to the examples on the page.) The child wrote an opinion about the book. An opinion is what you think about something. This child wrote that he or she liked the characters. (Point to the opinion.) That is the child’s opinion. The child also wrote the reason for the opinion. (Point to the reason.) The child wrote that he or she liked the characters because they help each other. Finally the child gave a recommendation. A recommendation tells whether the writer thinks someone should read the book or not read the book. The child recommended that you should read the book. If the child had not liked the book, the child would have probably recommended that you not read the book.

After reading page 5. Say: It’s fun to review the different parts of a story! We can use happy or sad faces to tell whether we like the characters and the story events. We can use happy or sad faces to tell whether we like the illustrations, too. Tomorrow we will read a story called “Where’s Molly?” together. Then we will use happy faces and sad faces to show our opinions of the characters, story events, and illustrations. Let’s do a picture walk through the story right now.

Preview pages 6–11. Invite students to tell what they see in the pictures and to make predictions about what might happen in the story.

Put the big book aside. Say: We’ll learn more about book reviews tomorrow. While we’re learning, we’ll keep writing in our journals.
2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of an experience that they could draw and write about in their journals. **Say:** Tell your partner what you plan to draw and write about. Tell what happened, and tell how you felt. Then act out your idea to make sure you have complete thoughts.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- **One time I ______.**
- **I felt ______.**

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Invite each student to draw a picture of what he or she described and to write a message. Ask questions as needed to help students develop their sentences, and remind them to reread after each word. Encourage students to get ideas from one another as well, while you continue to support them in the skills taught in the Journal Writing unit.

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

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 share how talking to a partner helped them organize their thoughts for writing a journal entry.
- Ask several students to read aloud their sentences. Encourage others to listen for examples of complete thoughts. Discuss with students what makes the sentences complete.
- Ask students to read aloud their sentences without showing their drawings. Have other students close their eyes and visualize the sentences while they listen. Ask volunteers to tell what they visualized. Then ask the writers to show their drawings.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**

- One time I ______. I felt ______.
- I will say the word ______ and listen for the first sound.
- I will describe ______ with the word ______.

**Directive and Corrective Feedback**

- Tell me about something you’ve done. What could you say about it?
- Listen for sounds you know. Write any sounds you can hear.
- How could you describe ______? What other words could you use?

**Self-Monitoring and Reflection**

- How did visualizing help you decide what to draw and write?
- What letter would you expect to see at the beginning? In the middle? At the end?
- What word did you use to describe ______?

**Validating and Confirming**

- I like the way you acted out your idea to check your thinking.
- You wrote the letter that stands for the ______ sound.
- You wrote the word ______! I like the way you worked that out!
- You asked yourself questions about your sentence. That’s something strong writers do to help them write strong sentences.

**Teacher Tip**

Begin collecting book reviews from a variety of sources, such as newspapers, magazines, and older students at your school. Start a bulletin board to display the reviews. Include a photocopy of the book cover with each review if possible.