Learn About Book Reviews

1. Focus (15 minutes)

Display the cover of the mentor big book using the big book or interactive whiteboard resources. Then turn to page 12. Invite students to tell what they remember about the book review you read together yesterday. Use the following questions as needed to generate conversation:

- What is the name of the story the child wrote about?
- Which character does the child like? Why?
- Does the child think other people should read the story? How do we know?

Reread the headings and story text on pages 6–11 in a fluent, expressive voice as you point to each word. Say: Today we’re going to read “Where’s Molly?” again. After we’re done, we’ll read another review of the story. We’ll see how this review is like the first review and how it is different.

After reading the story again, invite students to use their index cards to show their opinions about the characters, story events, and illustrations. Ask: Did anyone change his or her opinion since yesterday? Invite any students who changed their opinions to share their reasons.

Reread page 12. Say: This child wrote about one of the characters. He likes Sam! Now we will read what someone else thinks about “Where’s Molly?”

Read page 13. Say: Another child wrote this review. What did this child write about? (Allow responses.) This child wrote about the story events. Does the child like the story? (Allow responses.) Yes! The child thinks the story was interesting. The child wanted to keep reading to find out where Molly was!

Put the big book aside. Say: We’ll read another review of “Where’s Molly?” tomorrow. Because we’re just learning about book reviews, we’ll keep writing in our journals.

Objectives

Concepts About Print
- Use uppercase and lowercase letters correctly.
- Use end punctuation correctly.

Oral Language and Grammar
- Express an opinion and state a reason.
- Use common nouns and adjectives.
- Vary sentence beginnings.

Purposeful Phonics Connections
- Listen and record sounds in words.
- Write some CVC words.
- Write high-frequency words.

Reflecting Reading in Writing
- Develop genre awareness.
- Analyze story elements.
- Visualize and ask questions.

Writing
- Draw and write a journal entry.
- Demonstrate writer’s voice.

Materials
- Mentor big book: Discover Book Reviews
- Index cards from Day 2
- Interactive whiteboard resources
2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize 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:

- I pictured ______.
- 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 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:

- After volunteers read aloud their sentences, ask other students to retell what the messages were about.
- Ask several students to share the strategies they used to write difficult words.
- Ask volunteers to hold up their sentences and point to the spaces between words.

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

**Goal Oriented**
- I will say ______ and listen for the first sound.
- When I write an opinion, I also write a reason for my opinion.
- I will describe ______ with the word ______.

**Directive and Corrective Feedback**
- Try asking your partner for ideas about ______.
- Tell me about your experience. Now write about it.
- How could you describe ______? What other words could you use?

**Self-Monitoring and Reflection**
- Did you show what you did? How you felt?
- Did you have any trouble choosing the letters for sounds in words? What did you do?
- How did you choose the words you used?

**Validating and Confirming**
- Good job at rereading the words you used.
- You wrote the letter that stands for the ______ sound.
- You wrote about what you drew. Good work!
- You asked yourself questions. That’s something strong writers do to help them decide what to write about.

**Teacher Tip**

Continue to ask students to say words slowly and write the sounds they hear as you document their gains in sound/symbol relationships and number of words known.