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 show page 13. Invite students to tell what they remember about the 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?
- Why does the child want to keep reading?
- Does the child think other people should read the story? How do we know?

Allow time for students to retell the story, prompting as needed. **Say:** Turn to your partner. Tell the story of “Where's Molly?” in your own words. After you’re done, we’ll read another review of the story. We’ll see how this review is like the first two reviews and how it is different.

Reread the reviews on pages 12 and 13. Discuss the opinions. **Say:** The first child wrote about one of the characters. The second child wrote about the story events. They both liked the story! Now we’ll read what another child thinks about “Where’s Molly?”

Read page 14. **Ask:** What did this child write about? (Allow responses.) That’s right. This child wrote about the illustrations. Does the child like the illustrations? (Allow responses.) Yes! The child says that the illustrations help readers see all the places Sam looked for his cat.

Read page 15. **Say:** At the beginning of the lesson, you retold the story of “Where’s Molly?” to your partner. Now you can tell a review of the story. **Say** the title and author. Tell your opinion. Tell a reason for your opinion. Then make a recommendation. Tell whether other people should read the story or not. Allow time for students to tell their reviews, prompting as needed.

Put the big book aside. **Say:** We’ll talk more about book reviews tomorrow. Today we’ll keep writing in our journals.

Objectives

**Concepts About Print**
- Use uppercase and lowercase letters correctly.
- Put spaces between words.
- Use end punctuation correctly.

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

**Purposeful Phonics Connections**
- Listen for sounds in words.
- Write some CVC words.
- Write high-frequency words.

**Reflecting Reading in Writing**
- Develop genre awareness.
- Analyze story elements.
- Reread from the beginning of the sentence.

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

**Materials**
- Mentor big book: Discover Book Reviews
- 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:
- **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:

- Invite several students to read aloud their sentences. Then ask these students to point out words in their messages that were difficult and the strategies they used to help themselves write them.
- Ask students who are listening to other students read sentences aloud to retell the messages.
- Ask volunteers to share how visualizing helped them write and draw their messages.

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

#### Goal Oriented
- I felt ______ when I ______.
- I will say ______ and listen for the first sound.
- I will describe ______ with the word ______.

#### Directive and Corrective Feedback
- Think about something that happened to you. How did you feel?
- What should you put at the end of this sentence?
- How could you describe ______? What other words could you use?

#### Self-Monitoring and Reflection
- What did you do to come up with your journal entry idea today?
- What letter would you expect to see at the beginning? In the middle? At the end?
- What could you do to help you write that word?

#### Validating and Confirming
- You wrote a complete thought. You told “who” the sentence was about and you told what happened. Good work.
- You heard the ______ sound and wrote the letter ______.
- You asked yourself questions. That’s something strong writers do to help them decide what to write about.

### Teacher Tip

Continue to use a simple checklist students can refer to as they edit and revise their writing, such as this example:

- Begin with an uppercase letter.
- Use an uppercase letter for the word I.
- Use a describing word.
- Put a period or exclamation point at the end of each sentence.