Learn About Book Reviews

Mentor Text

Objectives

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

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.
• Visualize and ask questions.
• 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

1. Focus (15 minutes)

Display the cover of the mentor big book using the big book or interactive whiteboard resources. Invite students to tell what they remember about book reviews. Ask: What does a book review include? What do you remember about some of the reviews we read together? (Allow responses.) Today we will look back to see what we have learned about book reviews so far.

Reread pages 2–5 in a fluent, expressive voice as you point to each word, discussing each section in turn. After reading each page, ask students to retell what they learned about what’s in a book review from listening to you read the page.

Read page 16. Say: This page tells us how to write our own book reviews. We have read several reviews this week. Now we know the steps we need to follow to write our own book reviews! Next week I will show you how to write a book review for The Three Little Pigs. Soon you’ll be ready to write your own reviews!

Put the big book aside. Say: Because we’re still learning about book reviews, we’ll keep writing in our journals.

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. Encourage each student to write more than one sentence—one telling what happened and the other telling the student’s feelings. Ask questions as needed to help students develop their sentences, and remind them to reread after each word. Continue to support students in the skills taught in the Journal Writing unit, including writing complete thoughts, using uppercase letters and punctuation correctly, and using compound subjects.

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

4. Share (5 minutes)

Invite two or three students to share their drawings and written messages. Point out and celebrate examples of developing skills. 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’m going to tell about the time I ______. I felt ______.
• Notice that I start my sentence with an uppercase letter.

Directive and Corrective Feedback
• Try thinking about something that happened yesterday. Now write about it.
• Does this word need an uppercase or lowercase letter?
• What other words could you use to describe ______?

Self-Monitoring and Reflection
• Did you reread your sentences? Did you need to fix anything?
• How did you start and end your sentence?
• What word did you use to describe ______?

Validating and Confirming
• I like the way you wrote one sentence telling what happened and another about how you felt.
• You wrote the letter that stands for the ______ sound.
• I like the way you asked yourself questions to write strong sentences.

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.