Model Writing a Book Review: Characters

1. Focus (15 minutes)

Display the cover of *The Three Little Pigs*. Read aloud the title. *Say:* I will read this book today. *As I read, think about which character is your favorite and why.* Read the book aloud in a fluent, expressive voice. Follow students’ lead in discussing the illustrations as you pause after each spread or page.

Close the big book. *Ask:* Which character is your favorite? *Why?* (Allow responses.) *Thank you for sharing your opinions and reasons!* My favorite character is the third little pig. He is so smart! He builds his house with bricks. *I will draw a picture of this pig and his house.*

Make a quick sketch on chart paper. *Say:* Now I will write my opinion. My opinion is what I think about the book. An opinion is an important part of a book review.

Write your opinion, for example, “I like the third pig best.” As you write, model the following:

- Emphasize the concepts about print that students still need to practice.
- Continue to model how to say a word slowly and use letter/sound relationships to write words. For words with higher-level spelling patterns, *say:* Remember that if you don’t know how to spell a word, you can just write the letters for the sounds you hear.
- Tell how you remember to write those words you see often in print.
- Model rereading after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. *Say:* We’re ready for the word ______. Then discuss and write the word.
- Model adding end punctuation and checking for the correct beginning and end to your sentence.

Ask students to reread your sentence with you. Then model writing the reason for your opinion. *Say:* Another important part of a book review is the reason for my opinion. I need to tell why I like the third pig best.

Write your reason, for example, “He is the smartest pig.” As you write, model applying the strategies listed above.

Ask students to help you reread your sentences. *Say:* Tomorrow I will write another opinion about *The Three Little Pigs*. Then I will write a reason for an opinion. Remember that an opinion and a reason are two of the most important parts of a book review!

Put the chart tablet aside. *Say:* We’re still learning about book reviews, so we’ll keep writing in our journals for one more week.

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.
- Make judgments.
- Visualize and ask questions.

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

Materials
- Big book: *The Three Little Pigs* (Benchmark Literacy Unit 2, Week 2)
- Chart paper and markers
NOTE: Although the mentor big book teaches four parts of a book review—title and author, opinion, reason, and recommendation—these kindergarten lessons focus on the opinion and reason. This addresses the standard for persuasive text for kindergarten and is more developmentally appropriate and instructionally sound than asking young students to spend writing time copying the title and author. In addition, many students may not be ready to weigh positive versus negative opinions to compose a recommendation. For students who need more challenge, continue to display the book reviews in the mentor big book so they have models to refer to. Later you may also want to add the title/author and a recommendation to your modeled book reviews (while emphasizing that students need write only an opinion and a reason) to help reinforce the four parts.

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.

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. Continue to ask students to say words slowly and write the sounds they hear as you document their gains in sound/symbol relationships and known words. Encourage students to get ideas from one another as you provide ongoing support for 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)

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
- Listen as I say the word ______ slowly to hear the sounds.
- I will describe ______ with the word ______.

### Directive and Corrective Feedback
- Tell me about something you’ve done. What could you say about it?
- Try writing the sentence again using an uppercase letter at the start.
- How could you describe ______? What other words could you use?

### Self-Monitoring and Reflection
- Why did you choose to write your message about ______?
- What helped you write the most difficult words in your sentences?
- What word did you use to describe ______?

### Validating and Confirming
- I noticed you told your partner about your experience very clearly.
- You wrote the letter that stands for the ______ sound.
- Good job acting out your idea to make sure you had a complete thought!
- You asked yourself questions. That’s something strong writers do to write and explain their opinions.

Teacher Tip

Reinforce the idea of forming an opinion by asking students to vote on various topics during the day, such as their favorite food on the lunch menu. Remind students that they should always be able to provide a reason for their opinion, so “Why?” is an important question.