Model Writing a Book Review: Characters

1. Focus (15 minutes)

Display the cover of *The Three Little Pigs*. Read aloud the title. **Say:** I read this story aloud yesterday and then I wrote a book review about the character that I liked best. Today I will retell the story. As you listen to my retelling, think about which character is your least favorite and why. Retell the story in your own words using the illustrations. Invite students to join you as you say the pigs’ and wolf’s familiar responses to one another.

Close the big book. **Ask:** Which character is your least favorite? Why? (Allow responses.) Thank you for sharing your opinions and reasons! My least favorite character is the wolf. He is so mean! He tries to blow down the pigs’ houses. I will draw a picture of the big bad wolf.

Make a quick sketch on chart paper of your least favorite character. **Say:** Now that I have my sketch, I will write my opinion, or what I think, about the story. Remember that an opinion is an important part of a book review.

Write your opinion, for example, “I think the wolf is mean.” 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. Remind students about the reason for your opinion. **Say:** We learned that another part of a book review is the reason for an opinion. I need to tell why I think the wolf is mean.

Write your reason, for example, “He tries to get the pigs.” As you write, model applying the strategies listed above.

Ask students to help you reread. Then put the chart tablet aside. **Say:** Tomorrow I will write another opinion about *The Three Little Pigs*. Then I will write a reason for my opinion. Remember that an opinion and a reason for the opinion are two of the most important parts of a book review! Because we’re still learning about book reviews, we’ll continue to write in our journals today.

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.
- Vary sentence beginnings.

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.

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.

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.

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**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 ______.
- I felt ______.

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**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. 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.

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**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.

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

**Goal Oriented**
- One time I ______. I felt ______.
- I’m going to start my sentence with an uppercase letter.

**Directive and Corrective Feedback**
- Try writing about something that you remember clearly and can explain easily.
- 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**
- Did you show what you did? How you felt?
- What helped you when you didn’t know how to spell a word?
- Did you use the correct beginnings and endings to your sentences? Show me.

**Validating and Confirming**
- Your picture shows what you did and how you felt.
- I liked how you told your partner about what happened to you.
- You wrote the word ______! You worked that out!
- You asked yourself questions. That’s something strong writers do to improve their writing.

**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.