Model Writing a Book Review: Favorite Part

1. Focus (15 MINUTES)

Display the cover of *The Three Little Pigs*. Read aloud the title. **Say:** I have used this book to write book reviews. I wrote a book review that tells my favorite character, and I wrote a book review that tells about the character I like least. Today I will retell the story. As you listen, think about which part of the story you enjoy the most and why. Retell the story from memory and in your own words. Invite students to join you as you say the pigs’ and wolf’s familiar responses to one another.

**Ask:** What is your favorite part of the story? Why? (Allow responses.) **Thank you** for sharing your opinions and reasons! My favorite part is when the big bad wolf falls into the pot of water. That makes me laugh every time! I will draw a picture of the wolf in the pot.

Make a quick sketch on chart paper of the story event. **Say:** Now that I have my sketch, I will write my opinion, or what I think, about the story events. An opinion is part of a book review.

Write an opinion, for example, “I think the best part of the story is when the wolf falls into the pot.” 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 talk about the reason for your opinion. **Say:** Another part of a book review is the reason for an opinion. I need to tell why I enjoy this part of the story.

Write a reason, for example, “This part makes me laugh!” Model applying the strategies listed above as you write.

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. My opinion and my reason are two of the most important parts of my book review! Because we’re still learning about book reviews, we’ll write in our journals today.
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.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of 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. 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.