1. Focus (15 minutes)

Display the cover of *The Three Little Pigs*. Read aloud the title. **Say:** In the last lesson, I wrote about the part of the story that I liked the best. I remembered to write my opinion and write a reason for my opinion. Today I will retell this story again. As you listen, think about whether there are any parts of the story you don’t enjoy 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:** Are there any parts of the story you don’t enjoy? Why? (Allow responses.) Thank you for sharing your opinions and reasons! I don’t like the parts where the wolf is blowing the little pigs’ houses down. They worked hard to build those houses! I will draw a picture of the wolf huffing and puffing.

Make a quick sketch on chart paper of the story event. **Say:** I have my sketch and now I’ll write my opinion about these story events. I’ll tell what I think about these events.

Write your opinion, for example, “I don’t like it when the wolf blows down the houses.” 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. **Say:** I’ve written my opinion. What else do I need to write? (Allow responses.) Yes! I need to write a reason for my opinion. I need to tell why I don’t like these events in the story.

Write your reason, for example, “I don’t like it when characters are mean on purpose.” Model applying the strategies listed above as you write.

Ask students to help you reread. Put the chart tablet aside, and **say:** Tomorrow we will read another book. We will write an opinion about it together. Then we will write a reason for our opinion. Remember that your opinion and the reason for your opinion are two important parts of a 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 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. 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.

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**
- **One time I ______.** I felt ______.
- **I will say the word ______ and listen for the first sound.**
- **I will describe ______ with the word ______.**

**Directive and Corrective Feedback**
- Picture something that happened to you. Now write about it.
- 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**
- How did drawing your idea help you write it?
- What letter would you expect to see at the beginning? In the middle? At the end?
- Why did you use the word ______ to describe ______?

**Validating and Confirming**
- Your writing helped me understand what happened!
- You wrote the letter that stands for the ______ sound.
- You wrote the word ______! You worked that out!
- I like the way you asked yourself questions. That’s something strong writers do to help them write about their opinions.

**Teacher Tip**

Continue collecting book reviews from a variety of sources, such as newspapers, magazines, and older students at your school. Use a bulletin board to display the reviews. Include a photocopy of the book cover for each review if possible.