1. Focus (15 Minutes)

Display the cover of *The Enormous Watermelon*. Read aloud the title. **Say:** I will read this book today. As I read, think about what you like about the book and what you don’t like. Read the book aloud in a fluent, expressive voice. Follow students’ lead in discussing the illustrations as you pause after each spread or page.

Display page 4 of *Discover Book Reviews* using the big book or interactive whiteboard resources and read it aloud. **Say:** A child wrote this review of the book we just read. Use the following questions to analyze the book review. Allow time for students to respond to each question.

- What part of the story does the child draw?
- What is the child’s opinion about the book?
- What reason does the child give for his or her opinion?

Close *Discover Book Reviews* and redisplay *The Enormous Watermelon*. **Say:** Now you can give your opinions about *The Enormous Watermelon*. Think about the characters. Think about the story events. Think about the illustrations. What do you like? What do you not like? Why?

Allow time for students to draw a picture of a feature of the book that they like or don’t like. Then invite volunteers to share their drawings and opinions with the class. As they share, prompt them to support their opinions with reasons from the text.

**Say:** Tomorrow you will start writing your own book reviews. Today is our last day to write in our journals.

**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.

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 ______.
- I pictured ______.

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, write the sounds they hear, and write the high-frequency words they know. Reinforce the editing and revising strategies taught in the Journal Writing unit, such as adding adjectives, using an uppercase letter for the word I, and checking for the correct beginning and end on each sentence. Encourage students to get ideas from one another as well.

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

4. Share (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:
- Invite volunteers to read aloud their sentences and then to hold them up for the group to see. Ask students to point out the things the writer did that strong writers do, for example: write from left to right, put spaces between words, begin with an uppercase letter, end with a period, write a complete thought, match text to picture.
- Ask volunteers to share what words they found difficult and to tell what strategies they used to write them.
- Ask a student to read aloud his or her sentence. Ask listeners to identify “who” or what the sentence is about and the action.

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
- What could you write about today?
- Listen for sounds you know. Write any sounds you can hear.
- What words could you use to describe ______?

Self-Monitoring and Reflection
- How did visualizing help you write your message?
- How did telling your partner about your ideas help you?
- What other words could you use to describe ______?

Validating and Confirming
- Your picture shows what you did and how you felt.
- You wrote the letter that stands for the ______ sound.
- You wrote the word ______! You worked that out!
- You asked yourself questions. That’s something strong writers do to choose what to write about.

Teacher Tip
This is the last day that drawing is mentioned in the Focus lesson. However if you feel that some or all of your students would benefit from continuing to draw before writing, allow them to do so. Alternatively students could draw a picture after writing to reinforce the idea that their opinion and reason are based on the text.