Write a Book Review: Analyze Favorite Part

1. Focus (15 MINUTES)

Display the cover of *Katy’s First Day of School*. Read aloud the title. Say: *Today I’m going to retell this story about Katy. Listen as I retell it and decide which part of the story you like the most and why. Maybe this part surprises you. Maybe this part makes you laugh. Maybe this part reminds you of something that has happened to you.* Retell the story in your own words using the illustrations as prompts.

Close the big book and say: *My favorite part of the book is when Katy paints a picture of her teddy bear at school. The teddy bear is in every illustration, so I know it is special to Katy. Now I will write my opinion about my favorite part. Remember that an opinion is part of a book review.*

Write an opinion on chart paper, for example, “I like the picture Katy paints at school.” 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 say: *Another part of a book review is the reason for an opinion. I need to tell why I like the part about Katy painting a picture of her teddy bear.*

Write a reason, for example, “She is painting something she loves!” Model applying the strategies listed above as you write.

Ask students to help you reread to check your sentence. Then say: *Now I want you to think of your favorite part of the story and write your opinion about it. Remember to write why that part is your favorite. An opinion and a reason are two of the most important parts of a book review!*

**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.
- Vary sentence beginnings.

**Purposeful Phonics Connections**
- Listen for sounds in words.
- Write some CVC words.
- Write some high-frequency words.

**Reflecting Reading in Writing**
- Develop genre awareness.
- Analyze story elements.
- Make judgments.
- Ask questions.

**Writing**
- Write a book review.
- Demonstrate writer’s voice.

**Materials**
- Big book: *Katy’s First Day of School* (Benchmark Literacy Unit 5, Week 2)
- Chart paper and markers
Book Reviews

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

**Goal Oriented**
- I like the part about ______ because ______.
- Notice that I give a reason for my opinion about ______.
- I will start the word ______ with an uppercase letter.

**Directive and Corrective Feedback**
- Tell me which part of the story you liked best. Tell me why. Now use this to help you write.
- What words could you use to describe ______?

**Self-Monitoring and Reflection**
- What did you tell your partner about your favorite part of the story?
- What letter would you expect to see at the beginning? In the middle? At the end?
- How could you fix that?

**Validating and Confirming**
- You wrote the letter that stands for the ______ sound.
- You stated an opinion about ______ and gave a reason for it!
- I liked the way you asked yourself questions to improve your writing.

**Teacher Tip**
Continue reinforcing the idea of forming an opinion by asking students to vote on various topics during the day, such as what color of paper to use for a project. Remind students that they should always be able to provide a reason for their opinion, so “Why?” is an important question.

**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 tell a partner about their favorite part of the story. **Say:** Tell your partner which part of the story you like best. Remember to tell why that part is your favorite.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- My favorite part of the story is ______.
- I like this part because ______.

### 3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders. Invite students to write their book reviews. Validate the decision of any student who writes about something other than his or her favorite part of the story. Ask questions as needed to help students develop their sentences, and remind them to reread after each word. 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.

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 book reviews. Point out and celebrate examples of opinions supported by information from the text. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.