Write a Book Review: Analyze Least Favorite Part

1. Focus (15 minutes)

Display the cover of Katy’s First Day of School. Read aloud the title. Ask: Do you remember this story? What problem did Katy have? (Allow responses.) Today I’m going to retell it while you listen and think about which part of the story you like least. Think about why you don’t like this part. Maybe this part disappoints you. Maybe you wish the author had used different words. Maybe you wish something else had happened. Retell the story in your own words using the illustrations.

Close the big book and say: My least favorite part of the book is when Katy is imagining painting the classroom walls and floor with her new friends. That’s not such a good idea! Now I will write my opinion about my least favorite part. Remember that an opinion is an important part of a book review.

Write an opinion on chart paper, for example, “I don’t like it when Katy imagines what she will paint on the walls.” 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, such as I, the, and my.
- 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 ask: What should I write after I write my opinion? (Allow responses.) Yes! I need to write the reason for my opinion. I need to tell why I don’t like that part of the story.

Write a reason, for example, “She shouldn’t paint on the walls.” 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 a your least favorite part of the story. You will write about this part. First write which part is your least favorite. Then write why that part is your least favorite. Remember that an opinion and a reason are two of the most important parts of a book review!
Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I don’t like the part about ______ because ______.
- Notice that I give a reason for my opinion about ______.
- I will describe ______ with the word ______.

**Directive and Corrective Feedback**
- Which part of the story will you write about?
- Listen for sounds you know. Write any sounds you can hear.
- Describe ______ to a partner. Now write that.

**Self-Monitoring and Reflection**
- How did you explain why you liked one part of the story least? What did you tell your partner?
- What letter would you expect to see at the beginning? In the middle? At the end?
- Did you reread your sentences to look for ways to improve them? Tell me about that.

**Validating and Confirming**
- Your descriptions helped me understand your opinion. Good work!
- You wrote the word ______! You worked that out!
- You asked yourself questions. That’s something strong writers do to write 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.

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

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- My least favorite part is ______.
- I don’t 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 least 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.