Write a Book Review: Analyze Characters

1. Focus (15 minutes)

Display the cover of *Who’s in the Shed?* Read aloud the title. **Say:** What do you see in the picture? (Allow responses.) Who or what do you think might be in the shed? I’ll read the story aloud and we can find out! As I read, think about which character is your favorite and why.

After you finish reading, close the big book and **say:** My favorite character is the sheep. She’s the first animal that is brave enough to look in the shed. Now I will write my opinion. Remember that an opinion is part of a book review.

Write an opinion on chart paper, for example, “I think the sheep is brave.” 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 **say:** Another part of a book review is the reason for an opinion. I need to tell why I think the sheep is brave. I’ll add my reason.

Write a reason, for example, “She is the first animal to peep through the hole.” 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 the character you like most in the story. First write which character you like. Then write why you like that character. Remember that 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 end punctuation correctly.

**Oral Language and Grammar**
- Express an opinion and state a reason.
- Use common nouns and adjectives.

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

**Reflecting Reading in Writing**
- Analyze characters.
- Make judgments.
- Ask questions.

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

**Materials**
- Big book: *Who’s in the Shed?* (Benchmark Literacy Unit 7, Week 2)
- Chart paper and markers
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 talk to a partner about their favorite character. **Say:** Tell your partner which character you plan to write about. Remember to include the character’s name and why that character 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 character is ______.
- I like ______ because ______.

3. Independent Writing and Conferring (20 MINUTES)
Distribute students’ writing folders. Invite students to write their book reviews. 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)
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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I like _____ because ______.
- I will say the word _____ and listen for the first sound.
- I will describe my _____ with the word _____.

**Directive and Corrective Feedback**
- Which character will you write about? Why?
- Try telling your partner about the character _____. Then write the words you used.
- Write the sentence again, using an uppercase letter at the beginning of the sentence.

**Self-Monitoring and Reflection**
- Reread your review. Did you include a reason for your opinion? Show me where.
- What letter would you expect to see at the beginning? In the middle? At the end?
- How could you fix that?

**Validating and Confirming**
- I noticed that you reread to check your sentence endings!
- I like that you used the word _____!
- You gave a very clear reason for your opinion. That’s what strong writers do!

**Teacher Tip**
Although drawing is not mentioned in the Focus lesson, allow students who would benefit from continuing to draw before writing to do so. Alternatively students could draw pictures after writing to reinforce the idea that their opinions and reasons are based on the text.