Write a Book Review: Analyze Favorite Part

1. Focus (15 minutes)

Display the cover of Who’s in the Shed? Read aloud the title. Say: Today I’m going to retell this story that I read to you yesterday. As you listen to my retelling, think about which part of the story you enjoy the most and why. Maybe the part surprises you. Maybe it makes you laugh. Maybe it makes you want to keep reading. Retell the story in your own words using the illustrations.

Turn back to page 2. Say: My favorite part of the story is when the animals hear sounds on page 2. When I hear the words howling and growling and roaring and clawing, I can’t wait to find out what is going on in the shed! Now I will write my opinion about the book. Remember that an opinion is part of a book review.

Write an opinion on chart paper, for example, “I think the best part of the story is when the animals first hear sounds.” 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 help you check your sentence by rereading it with you. Then say: We learned that another part of a book review is the reason for an opinion. I need to tell why I like that part of the story best. I’ll add my reason.

Write a reason, for example, “I enjoyed the sound words. I wanted to know what was making those sounds!” 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 part of the story you liked most. First write which part is your favorite. Then write why that part is your favorite. 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 sounds in words.
- Write some CVC words.
- Write 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: 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 tell a partner about the part of the story they liked best. Say: Tell your partner which part of the story you plan to write about. 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. 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 Confering 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 Confering 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 describe ______ with the word ______.

Directive and Corrective Feedback
- Tell me your opinion. Now go write that.
- Look again at the start of each sentence you wrote. What kind of letter do you need to use?
- What words could you use to describe ______?

Self-Monitoring and Reflection
- Did you tell which part you like best? What reason did you give for your opinion?
- What part of writing gave you trouble? What helped?
- How did asking questions help you write?

Validating and Confirming
- You told me your opinion and then you gave a reason. That is exactly what a book review writer does!
- You wrote the word ______! You worked that out!
- I like that you described the part of the story when ______ using the word ______.

Teacher Tip

Continue reinforcing the idea of forming an opinion by asking students to vote on various topics during the day, such as what game to play at recess. Remind students that they should always be able to provide a reason for their opinion, so “Why?” is an important question.