1. Focus (15 minutes)

Display the cover of *What Are Some Rules at Home?* Read aloud the title and author. **Say:** We have read the whole book! Today I will read the inside back cover. It’s called “Rules for Good Health.”

Read the questions and answers aloud in a fluent, expressive voice. Discuss the photographs. **Ask:** What is the topic of this page? (Allow responses.) **Yes, this text is about good health. Now I will write a report using the facts from this page. The title of my report will be “Good Health.”**

Close the big book and write “Good Health” at the top of your chart paper. **Say:** I remember what I learned about good health. I remember the author wrote about rules that keep us healthy. These rules are important. I think the main idea is that rules for good health are important. I will write this for my topic sentence. Remember, the topic sentence gives the main idea of your report.

Under your title, write “Rules for good health are important.” As you write, model the following:

- Continue to 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 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 topic sentence with you, and then **say:** I have written my title. I have written a topic sentence. What do I need to write now? (Allow responses.) **You’re right! I need to write a fact that I learned about good health. The fact will give more information about my topic sentence. I learned that we should go to sleep at bedtime.**

Add the following sentence to your report: “We should go to sleep at bedtime.” Model applying the strategies listed above as you write your sentence.

Ask students to help you reread the entire report. Then **say:** Tomorrow you will start writing your own reports!
NOTE: If time allows, add a drawing before or after writing to reinforce the idea that the information in a report is usually supported by pictures and/or other graphic features.

Put the chart paper aside. Say: Because we’re still learning about reports, we’ll keep working on our book reviews today. Today is our last day to write book reviews.

2. Rehearse (5 minutes)

Display copies of books that students have previously read. Invite partners to choose a book and reread it together. Say: Tell your partner what part of the book you’re going to write about. Remember that you can write about a character, a story event, or an illustration or other feature of the book. Tell what you like or don’t like. Then tell why.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

• I like ______ because ______.
• I don’t 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 they have learned, 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 also 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
• Notice how I talk about my opinion first before I write it.
• I will check the start and end of each sentence I write.
• Notice that I reread to find and fix mistakes.

Directive and Corrective Feedback
• Which part of the book will you write about? Why?
• Try adding a describing word to your sentence about ______.
• Can you think of a reason for your opinion? Write that.

Self-Monitoring and Reflection
• Did you tell what you like or don’t like? Did you tell why?
• Which part of the book review was hardest to write? Why?
• Reread your book review. Did you include all the parts? If you didn’t, how could you fix this?

Validating and Confirming
• I like the way you described that character.
• You made me think about ______ in a new way!
• You asked yourself questions. That’s something strong writers do to check their writing.

Teacher Tip

Reinforce the concept of a topic by reading short informational newspaper articles aloud and asking students to help you figure out the topic of each one. Point out that writers often reveal the topic in the title and/or first sentence of the article. If the article includes photographs, explain that these often support the topic as well.