Draft a Strong Ending

Objectives
In this mini-lesson, students will:
• Learn specific techniques for drafting a strong ending in a persuasive book review.
• Practice applying the techniques to their own book review drafts.
• Discuss how to apply this strategy to their independent writing.

Preparation
Materials Needed
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the excerpt from “Oh, My Aching Back!” onto chart paper. Also copy the modeling text and the Strong Endings chart onto chart paper.

1. Focus

Explain Drafting a Strong Ending
Say: When I’m reading a book review, I’m trying to decide whether the book sounds like something I want to read. I pay special attention to the end of the book review, where I expect the writer to give a kind of “thumbs up” or “thumbs down” on the book. So when I’m drafting a book review, I want to make sure the ending tells the reader whether I liked the book or not. As a reviewer, I want to give my opinion about whether this book is worth reading. Today I’ll give you some tips on how to end your book review.

Model Drafting a Strong Ending
Display the modeling text on chart paper or using the interactive whiteboard resources.

Say: Listen as I read aloud the ending of “Oh, My Aching Back!” This book review is about the story “The Princess and the Pea.” In that story, the queen makes up a test to see if the princess is a real princess. The princess has to lie on top of twenty mattresses and feel the pea placed beneath them.

Of course, the queen’s test is absurd. In a different story, the princess might say, “You expect me to sleep on twenty mattresses?” But in this story, she climbs right on without complaint. Will she fall asleep? Or will she feel the pea digging into her back? Read the story to find out. You won’t be disappointed.

Modeling Text
Say: Let’s analyze how this book reviewer creates a strong ending.

Reread sentences 1, 2, and 3. Say: In these sentences, the reviewer shares her own judgment about the text. She acknowledges that the story is absurd and that this plot would never happen in real life. I’m glad that she does this, because I’m already thinking this. The fact that she agrees with me gives me confidence in her as a reviewer.

Reread sentences 4 and 5. Say: Now the reviewer asks me questions. Will the princess fall asleep? Will she feel the pea? I find myself curious.

Reread sentences 6 and 7. Ask: Does the reviewer answer her questions? No! Instead, she leaves me hanging! And this makes me even more curious. She speaks directly to me and says, “Read the story to find out. You won’t be disappointed.” She is promising me that I’ll be missing out on something good if I don’t read the story. Well, I definitely want to read this story now.
Display the chart below on chart paper or using the interactive whiteboard resources. Work with students to summarize the techniques this reviewer uses to create a strong ending and to explain in their own words why these techniques are effective. Point out that these are not necessarily the only techniques reviewers use and that they should feel free to experiment in their own drafts.

<table>
<thead>
<tr>
<th>Ways to Create a Strong Book Review Ending</th>
<th>Example</th>
<th>Why is this strong?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share personal judgments about the text</td>
<td>“the queen’s test is absurd”</td>
<td>Makes readers feel reviewer is sharing with them.</td>
</tr>
<tr>
<td>Ask questions that build interest</td>
<td>“Will she fall asleep? Will she feel the pea?”</td>
<td>Writer involves reader in the search for the answers.</td>
</tr>
<tr>
<td>Don’t give away the whole story</td>
<td>“Read the story to find out.”</td>
<td>If reader knows the ending, there’s no point in reading to find the answers to the questions.</td>
</tr>
<tr>
<td>Make readers want to know more</td>
<td>“You won’t be disappointed.”</td>
<td>Makes reader want to know more about the pea test.</td>
</tr>
</tbody>
</table>

**Sample Strong Endings Chart**

### 2. Rehearse

**Practice Drafting a Strong Ending**

Invite students to focus on the ending of the book review they are drafting and to look for ways to incorporate one or more of the strategies you have discussed. (Note: Students who have not yet begun to draft their review should work with a partner who has a text.) Students should write down their revised endings and be prepared to read the before and after endings to the class.

### Share and Discuss Strong Endings

Bring students together. Invite several volunteers to read aloud their original book review ending and the revisions they made. Ask them to explain how their revisions make their endings stronger. Invite other students to comment on how each ending affected them.

### Strategies to Support ELs

**Beginning**

While other students complete the “Practice Drafting a Strong Ending” activity (or during independent writing time), work with beginning ELs to help them draft their book review ideas orally or in written text using any language they have.

**Intermediate and Advanced**

Pair ELs with fluent English speakers for the practice activity.