Read Aloud a Mentor Book Review 2

1. Focus

Introduce the Mentor Persuasive Book Review

Say: Today I’m going to read you a persuasive book review by Cynthia Swain. The title of this review is “Different Isn’t Ugly.” What thoughts or images does this title bring to mind? What do you predict that the book or story that is the subject of this review might be about? Allow students to share their predictions.

If your class includes English learners or other students who would benefit from vocabulary or oral language development to comprehend the persuasive text, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Persuasive Book Review

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight three key features of a persuasive book review:
2. Persuasive book reviews identify their intended audience.

Evaluate Characters, Plot, and Ideas

Page 13, after first paragraph. Say: In a strong book review, the reviewer will evaluate the characters, plot, and ideas of the book. In the first paragraph of this review, the reviewer says, “You cannot read this tale without feeling sorry for the Ugly Duckling.” This tells me that the Ugly Duckling is a well developed character that I will identify with. It helps me understand why the story is worth reading.

Page 14, after first paragraph. Say: In this paragraph, the reviewer writes, “I wished that I could tell the Ugly Duckling not to listen to those creatures. Who were they to pass judgment on him? But he believes them. He can’t help it.” Here the book reviewer shares her opinions of the Ugly Duckling and the other characters. She doesn’t like the way the duckling acts but says that it isn’t his fault. Book reviewers often evaluate a character or a character’s actions and explain their opinion.

Evaluate Characters, Plot, and Ideas

Page 14, after third paragraph. Say: The book reviewer expresses her opinion that everyone should read the story. She says, “This story helps us find the beauty in ourselves.” Book reviews often identify the intended audience, and like this reviewer, offer an opinion about the audience.

Objectives

In this mini-lesson, students will:
• Listen to a persuasive book review read aloud to learn that a persuasive book review identifies the intended audience; identifies strengths and weaknesses; and evaluates the characters, plot, and ideas.
• Share personal responses to the persuasive book review.

Preparation

Materials Needed
• Mentor text: “Different Isn’t Ugly”
• Interactive whiteboard resources
Strengths and Weaknesses
After reading page 14. Say: Book reviews tell the reader what the strengths and weaknesses of the book are. This reviewer expresses her opinion that this book is worth reading and that her only criticism is that the story ends too quickly. She ends by saying, “... [G]reat stories always leave us wanting more.” As a reader, I can weigh the strengths and weaknesses identified by the reviewer. I don’t think I would mind that the story ends quickly, because it sounds like the story has good characters and an interesting theme. I would like to read this story.

3. Independent Writing and Conferring
Say: As you work on your own persuasive book reviews, keep in mind the features of the genre. Remember to identify the book’s audience, mention the book’s strengths and weaknesses, and evaluate the characters, plot, and ideas. This will help your readers decide whether to read the books you review.

Ask students to write a paragraph summarizing the characters, setting, and plot of any story they have read.

4. Share
Bring students together. Invite volunteers to read aloud their story summaries. Reinforce the concept that every book review includes summary information about the book’s characters, setting, and plot.

Make the Mentor Text Comprehensible for ELs

Beginning
Point to the title of the story being reviewed on page 13. Then point to the mother duck in the picture on page 12. Say: This is a duck. (Point to the ducklings in the picture on page 12.) These are baby ducks. They are ducklings. (Point to the Ugly Duckling.) This is the Ugly Duckling. This duckling is not pretty.

Beginning and Intermediate
Say: This persuasive book review is about a story about a duckling. The duckling looks different from his brothers and sisters. He thinks he is ugly.