Brainstorm Ideas Using Memories of Favorite Books

1. Focus

Explain Brainstorming Ideas Using Memories of Favorite Books

Say: Writers need many different strategies to help them brainstorm. When we are trying to think of ideas for a persuasive book review, we need to think about books. We can close our eyes and remember our favorite books and how they made us feel when we read them. We can remember the reasons why we thought these books were so special. Let me show you how I brainstorm by remembering favorite books I have read.

Model Brainstorming Ideas Using Memories of Favorite Books

Use the sample think-aloud or develop your own think-aloud to share with students. Show copies of some of your favorite books to make your modeling stronger. Demonstrate how to record ideas on chart paper as you brainstorm.

Sample think-aloud. Say: I have lots of favorite books. One of my favorites is The Rough-Face Girl. I just read it a couple of weeks ago. I love it because it’s like Cinderella, except that the characters are North American Indians. The language in the book is beautiful. It’s almost like poetry. Even though it’s really a book for children, I love it! It’s definitely going on my list of favorites. Another favorite book of mine is Hatchet. It was so exciting, I couldn’t put it down. I read the whole book in just two days! I was actually sad when I finished it because I didn’t want it to end! I even researched to find out more about the Canadian wilderness where a lot of the story took place. I’m going to add that book to my list, too.

Objects

In this mini-lesson, students will:
• Remember favorite books to learn a strategy for brainstorming ideas for persuasive book reviews.
• Tell a small group of classmates why a book is a favorite.
• Contribute to a class list of books for persuasive book reviews.

Preparation

Materials Needed
• Chart paper and markers
• Writer’s notebooks
• Interactive whiteboard resources

Advanced Preparation

Gather copies of two or three of your favorite books to use as examples when you model brainstorming. If you will not be using the interactive whiteboard resources, you may wish to copy on chart paper the bulleted items for practicing brainstorming and the sample sentence frames provided in “Strategies to Support ELs” to help students talk about brainstorming.

Books I Love

Hatchet
The Rough-Face Girl

Sample Brainstorming Chart
2. Rehearse

Practice Brainstorming Ideas Using Memories of Favorite Books

Invite students to work in small groups to brainstorm their favorite books and share why they think those books are special. Remind students to write their favorites in their writer’s notebooks. Encourage them to share the following information about the books with their partners:
• the books’ titles
• what they remember about the books
• why they like them

If your class includes English learners or other students who need more support, use “Strategies to Support ELs.”

Share Ideas

Bring the students back together and invite them to share some of their favorite books with the whole group. As students contribute ideas, record them on a class brainstorming list. Read the list together. Ask: Are there some books that are a favorite of several people in the class? Which of the books on the list sound most interesting to you?

3. Independent Writing and Conferring

Say: We just learned one strategy for brainstorming books to review. We used memories of our favorite books to brainstorm ideas. When you brainstorm on your own, go back in your mind and remember books that you loved reading. Think about the reasons why these books made such an impression on you. These are the memories that can get your writing started!

Encourage students to apply this brainstorming strategy during independent writing time, as appropriate. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to share what it is they like about their favorite books. Encourage students to be specific.

Strategies to Support ELs

Beginning
Invite beginning ELs to look at books with you. Model the sentence frame I like ______ by talking about some of the books. Then ask ELs to point to the books they like and use the same sentence frame.

Intermediate and Advanced
Pair ELs with fluent English speakers. Provide sentence frames to help ELs talk to their partners about their favorite books. For example:

My favorite book is ______.
Another book I like is ______.
I like the book because ______.
I remember ______.

All Levels
If you have ELs whose first language is Spanish, share these English/Spanish cognates: favorite/favorito(a); memory/la memoria; reason/la razón.