

## Lesson 9: Writing a Book Review: Drafting the Introduction



### CCS Standards

- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



### Daily Learning Target

- I can write an introductory paragraph for my book review including a brief recount of the story. (W.3.1a)

### Ongoing Assessment

- Introduction to book review (W.3.1a)

### Agenda

#### 1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)
- B. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. Forming an Opinion (10 minutes)
- B. Shared Writing: Writing an Introduction (20 minutes)

#### 3. Closing and Assessment

- A. Independent Writing: Writing an Introduction (15 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In this lesson, students write the introductory paragraph for their book reviews. Since this paragraph is very similar for all students, the first part is written as a group and students add their individual recommendations at the end (**W.3.1a**).
- In Work Time B, students are introduced to the Opinion Writing Checklist (**W.3.1**). Since this is the first time students have seen this checklist, only four of the criteria are included. More will be introduced over the next few lessons.
- Recall that throughout the school year, students are provided with checklists for their writing, which outline the key criteria that the CCSS require of the writing type. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.
- In this unit, the habits of character focus are working to become ethical people and working to become effective learners. The characteristics students practice in this lesson are respect and responsibility, as they voice their own opinions and hear the opinions of others.
- Students who require an extension can write their own introductory paragraphs rather than using the one generated by the class.

### How it builds on previous work:

- In the previous lesson, students analyzed the structure of the Model Book Review: *Peter Pan in Kensington Gardens*. In this lesson, the introductory paragraph is analyzed in detail to help students write their own.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

### Areas in which students may need additional support:

- Some students may find it challenging to identify their own opinion, as the ideas suggested may not resonate with them. Group those students for a teacher-led discussion that guides them to identify their own opinion. If this is still unsuccessful, pair those students with another student who has a clear opinion to write the review from the partner's perspective with the ideas he or she suggests.
- Students may require additional support writing their introductory paragraphs. Consider using technology to provide these students with the student-generated introduction, so that they only have to add the focus statement and reasons they will be writing about.

### Assessment guidance:

- Review students' introductions to ensure that they have included all the necessary information. Use common issues as teaching points for the whole group.
- Consider using the Writing Informal Assessment: Writing Process Checklist during students' planning and writing throughout the lesson (see Module 1 Appendix).

### Down the road:

- In the next lesson, students will write the first proof paragraph of their book reviews.

**In advance:**

- Strategically pair students for work in Opening A.
- Prepare:
  - *Peter Pan* Recommendations anchor chart. Use the template in the supporting Materials and student responses from the Recommending *Peter Pan* homework collected in Lesson 8 to complete the chart with student suggestions. Ensure that all student recommendations are recorded, but combine those that are similar when possible, while providing all of the text examples suggested as evidence. Some suggestions have been added to the template should student homework not yield sufficient options. Use those most relevant to your student population.
  - One part of the parts of the Model Book Review: Introductory Paragraph for each pair (see supporting Materials). If possible, ensure the correct amount of parts to make complete paragraphs. This may involve giving some pairs more than one part.
- Review the Opinion Writing Checklist and the Book Review Examples: *Peter Pan* (for teacher reference) to familiarize yourself with what will be required of students over the course of the rest of the unit (see supporting Materials).
- Post: Learning target and applicable anchor charts (see Materials list).

**Technology & Multimedia**

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.C.10, 3.I.C.11

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs with opportunities to work closely with essay structure, building on their understanding one paragraph at a time. In this lesson, students focus exclusively on the introduction to their book review. Students continue to benefit from the color-coding system established in previous lessons for visual support and from shared writing of the introduction.
- ELLs may find the abundance of language in the *Peter Pan* Recommendations anchor chart overwhelming and also may find it challenging to determine an opinion within the allotted time. Consider adding visuals to this anchor chart, corresponding to each piece of evidence. Additionally, consider working with a small group after working with the class, encouraging students to orally process the evidence as they determine their opinion.

**Levels of support**

*For lighter support:*

- Encourage students to vary their focus sentence and reasons across two sentences in Work Time A, as done in the model book review. Challenge them to use linking words (*additionally, although, despite*) to connect the reasons for their recommendation. (Example: I would recommend the book to a friend with some cautions. *Although* the story has some interesting characters, the violence in the story is troubling.) Consider providing a word bank of linking words for students to refer to.

*For heavier support:*

- Use the interactive model of the Painted Essay® template introduced in Lesson 8 to organize the introduction paragraph during Opening A. Invite students to attach each color-coded Introductory Paragraph strip to the template in the correct order as they check their work against the model book review. Encourage students to refer to the Book Review anchor chart to explain the purpose of each Introductory Paragraph strip as they organize it.

**Universal Design for Learning**

- **Multiple Means of Representation (MMR):** In this lesson, students write the introductory paragraph for their book review. This requires drawing on several tools such as the Painted Essay® template, the model book review, and their Opinion Writing Checklist. When possible, use think-alouds, visual displays, and/or peer models to make this thought process explicit. This allows students to see the model visually and also understand the thought processes behind it.
- **Multiple Means of Action and Expression (MMAE):** This lesson includes writing time, during which some students may need additional support building their writing stamina. Continue to support them in building their persistence and effort by providing scaffolds that build an environment that is conducive to writing.
- **Multiple Means of Engagement (MME):** Support students in feeling successful with writing by allowing them to celebrate writing goals. Consider chunking the writing block into smaller blocks with breaks at specific intervals. Celebrate students who meet their writing goals, whether for length of text or sustained writing time.

**Vocabulary****Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- brief, introductory paragraph (L)

### Materials

- ✓ Organizing the Model: Introductory Paragraph strips (one strip per pair)
- ✓ The Painted Essay® template (from Module 1; one per student)
- ✓ Colored pencils (red, yellow, blue, green; one of each per student)
- ✓ Model Book Review: *Peter Pan in Kensington Gardens* (from Lesson 8; one per student and one to display)
- ✓ Book Review anchor chart (new; co-created with students during Opening A; see supporting Materials)
- ✓ Book Review anchor chart (example, for teacher reference)
- ✓ End of Unit 2 Assessment, Part II Prompt (from Lesson 8; one per student and one to display)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ *Peter Pan* Recommendations anchor chart (new; teacher-created; see Teaching Notes)
- ✓ Book Review Planning graphic organizer (one per student)
- ✓ Book Review Planning graphic organizer (example, for teacher reference)
- ✓ Opinion Writing Checklist (one per student and one to display)
- ✓ Opinion Writing Checklist (example, for teacher reference)
- ✓ Book Review Examples: *Peter Pan* (for teacher reference)
- ✓ Timer (optional; one per pair)
- ✓ Paper (lined; one piece per student)

### Opening

#### A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)

- Move students into pre-determined pairs and invite them to label themselves A and B.
- Distribute **Organizing the Model: Introductory Paragraph strips**. Tell students that each pair has been given only one part of the introduction, and later on they will find the other parts to create a complete introduction.
- Invite students to refer to their **Painted Essay® template** to remember the parts of an introductory paragraph:
  - Introduction (background information to engage the reader)
  - Focus statement
  - Two points
- Invite pairs to use the Painted Essay® template and **colored pencils** to underline their part in the correct color: red for introduction, green for focus statement, yellow for point 1, and blue for point 2.

- Invite pairs to find pairs with the other parts of the introduction and put them together in the right order. Model an example as necessary.
- Tell students that when they have finished, they will check their work against the **Model Book Review: *Peter Pan in Kensington Gardens***.
- Invite students to begin and circulate to support them in reading and sorting the strips of the introduction.
- After 5 minutes, refocus whole group.
- Invite students to help you record the parts of an introductory paragraph on the new **Book Review anchor chart**. Refer to the **Book Review anchor chart (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For students who may need additional support: Provide differentiated mentors by purposefully pre-selecting student partnerships and meeting with mentors in advance. (MMAE)
- For ELLs and students who may need additional support with comprehension: (Modeling) Consider thinking aloud and modeling the process for organizing Introductory Paragraph strips before students do so in pairs. Consider using the teacher introduction to the Reading Contract from Module 1 as a familiar model. Color-code the text on the strips to represent each part of the introduction paragraph. (MMR, MME)
- For ELLs: (Concrete, Corresponding Examples) Display the interactive model of the Painted Essay® template (see "For heavier support" in the Supporting English Language Learners section) next to the Book Review anchor chart, providing students with concrete, corresponding examples to refer to for each part of the introductory paragraph.

## Opening

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### B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud: "I can write an introductory paragraph for my book review including a brief recount of the story."
  - Underline the word *brief* and review what this means (short).
  - Underline the words *introductory paragraph* and review what an introductory paragraph is (the paragraph that opens a piece of writing and helps the reader understand what the writing will be about).
- Invite students to retrieve their **End of Unit 2 Assessment, Part II Prompt** and follow along, reading silently in their heads as you read the prompt aloud.



### Meeting Students' Needs

- For students who may need additional support with comprehension: Check for comprehension by asking students to summarize and then to personalize the learning target. (MMR, MMAE, MME)
- For students who may need additional support with comprehension: Activate prior knowledge and help students generalize by connecting the learning target to previous lessons (e.g., the Painted Essay® template and fluency reading). (MMR)

## Work Time

### A. Forming an Opinion (10 minutes)

- Direct students' attention to the **Working to Become Ethical People anchor chart** and focus them on the characteristic of respect. Then direct their attention to the **Working to Become Effective Learners anchor chart** and focus them on responsibility.
  - Remind students what respect looks and sounds like, as they need to be able to voice their own opinions without judgment. Remind them that they need to be responsible and voice their opinions in a way that isn't hurtful to others.
- Focus students on the **Peter Pan Recommendations anchor chart**. Tell them that these are the recommendations they came up with for homework and that you have put them on this chart for their reference.
- Invite volunteers to read aloud each of the options.
- Write on the board:
  - “Would recommend”
  - “Would recommend with some cautions”
  - “Would not recommend”
- Focus students on each option, one at a time, and Think-Pair-Share:
 

*“What does this mean? If you choose this option, what are you saying about your opinion of the book?” (would recommend means that they really liked the book and don't have any concerns about it; would recommend with some cautions means they mostly enjoyed the book, but there were some things they really didn't like; would not recommend means they really didn't like the book)*
- Distribute and display the **Book Review Planning graphic organizer**. Select volunteers to focus question at the top of the graphic organizer, and the headings and questions in each box. Clarify as need.
- Focus students on the Proof Paragraph 1 and 2 boxes. Tell them that they are going to review the options on the *Peter Pan* Recommendations anchor chart and choose two options that they agree with. They will then record those options and the evidence on their planning graphic organizer.

- Model a think-aloud and complete the Proof Paragraph 1 and 2 boxes on the displayed planning graphic organizer. Refer to the **Book Review Planning graphic organizer (example, for teacher reference)** as necessary:

*“I think the story takes you on magical adventures and has some interesting characters, so I am going to record the first reason in the Proof Paragraph 1 box, and the evidence underneath. I’ll record the second reason and evidence in the Proof Paragraph 2 box. If there are multiple examples of evidence for each, I will choose the two that I most agree with.”*

- Help students understand how the options they have chosen determine their opinion for the book review and focus students on the three options in the Introduction box:
  - Would recommend: Both chosen options are in the “reasons to recommend” column of the anchor chart.
  - Would recommend with some cautions: One chosen option is in the “reasons to recommend” column, and the other is in the “reasons not to recommend” column of the anchor chart.
  - Would not recommend: Both chosen options are in the “reasons not to recommend” column of the anchor chart.
- Model a think-aloud for the options recorded on the displayed graphic organizer and circle the appropriate opinion in the Introduction box. Refer to the Book Review Planning graphic organizer (example, for teacher reference) as necessary.
- Invite students to circle the appropriate opinion on their planning graphic organizer for the options they have chosen.

### Meeting Students’ Needs

- For students who may need additional support in self-regulation: As they Think-Pair-Share, remind students that *respectful* disagreement means that disagreement can be positive and productive. (MME)
- For ELLs: (Visual Recommending) Provide visual cues for each option. (Example: thumbs-up for *would recommend*, thumbs to the side for *would recommend with some cautions*, and thumbs-down for *would not recommend*). Consider sketching these cues next to each option, as well as having students give a thumbs-up, thumbs to the side, and thumbs-down as each option is read.
- For ELLs: (Practice with Something Familiar) Invite students to orally practice each option by discussing something familiar to them. Provide sentence frames for support. (Example: I would recommend salad for lunch because it is healthy for you. I would recommend green curry with cautions because it is delicious, but also spicy. I would not recommend candy for lunch because it isn’t good for you and can make you feel sick.)
- For ELLs: (Discuss Reasons with a Partner) Consider inviting ELLs to discuss each reason in the Book Review Planning graphic organizer with a partner, deciding which ones they will use to support their opinion.



## Work Time

### B. Shared Writing: Writing an Introduction (20 minutes)

- Distribute and display the **Opinion Writing Checklist**. Tell students that they will use this checklist whenever they write opinion pieces. Students may notice that this checklist is similar to the Informative Writing Checklist.
- Read aloud the following criteria, pausing after each to invite students to turn and talk with an elbow partner to restate the criterion in their own words:
  - “W.3.1a: I state my opinion clearly, and my writing stays focused.”
  - “W.3.1a: I have an introduction that gives the reader the information needed to understand the topic or issue.”
  - “W.3.1a: I list reasons for my opinion.”
  - “L.3.1: My words and sentences follow the rules of writing.”
  - “L.3.3, L.3.6, W.3.4: The words and sentences I use are appropriate for this task and purpose.”
- Invite students to mark/highlight these criteria on their checklist.
- Tell students they will focus on different criteria as they write each part of their book review.
- Focus students on the empty column of their checklist. Remind them that although every piece of opinion writing should include the criteria listed, each piece of opinion writing will have specific criteria according to the content.
- Focus students on the criterion:
  - “W.3.1a: I state my opinion clearly, and my writing stays focused.”
- Using a total participation technique, invite responses from the group:
 

**“What is the opinion you are stating in this book review?” (whether to recommend Peter Pan to a friend)**
- Model how to record this (by sketching or writing) on the displayed Opinion Writing Checklist and invite students to do the same. Refer to the **Opinion Writing Checklist (for teacher reference)** as necessary.
- Repeat with the other criteria students have marked, referring to the Opinion Writing Checklist (for teacher reference) as necessary. When students focus on L.3.1, encourage them to consider the skills they have practiced in the previous modules: using coordinating and subordinating conjunctions and producing simple, compound, and complex sentences. Review these skills if students need a reminder.
- Invite students to use the Model Book Review: *Peter Pan in Kensington Gardens*, the criteria recorded on the Book Review anchor chart, and the Opinion Writing Checklist to help you write the first part of the introduction as a whole group. Refer to the **Book Review Examples: Peter Pan (for teacher reference)** for how the first part of the introduction should look.
- Remind students that they recounted the story of *Peter Pan* in Lesson 6, and if necessary provide **timers** for them to practice again, starting at a minute, then 45 seconds, then 30 seconds, then finally 15 seconds.
- Invite students to record notes about what they will include in their introduction in the Introduction box on their planning graphic organizer.

- The end of the introduction outlining the opinion and two reasons will vary from student to student, so provide the following sentence starter for this, but do not complete it:
  - “I would/would not recommend this book to a friend, (but with some cautions) because \_\_\_\_\_.”
- Invite students to say aloud the answer for their own opinion to their partner.
- Tell students this will be their focus statement, and invite them to record it on the appropriate spot on their planning graphic organizer.
- Point out the Conclusion box on their Book Review Planning graphic organizer. Tell students that in their conclusion, they will restate their focus statement. Invite students to record ideas in this box of how they can restate their focus, or say it in a different way.

### Meeting Students' Needs

- For students who may need additional support with Vocabulary: While reviewing the checklist criteria, some students may need additional clarification about the language of each criterion. Ask:
 

***“What does it mean when words and sentences are appropriate to the task and purpose?” (They are about the main idea of the contract. They are not about something else.) (MMR)***
- For students who may need additional support with writing: Create a partially filled-in template with a cloze version of the introduction. Reduce the complexity of the task by allowing students who need prompting or who may be overwhelmed starting from scratch to use this version. (MMAE)
- For ELLs and students who may need additional support with Vocabulary: (Concrete, Corresponding Examples) Provide a concrete example for each criterion listed on the Opinion Writing Checklist as it is introduced. Consider displaying these examples next to the Opinion Writing Checklist for students to refer to as they consider the characteristics of their own book reviews. (MMR, MMAE)
- For ELLs: (Pronoun-Antecedent Agreement) While writing the introduction, direct students' attention to the pronouns and their antecedents in each sentence. Circle the pronouns and underline the nouns with which they correspond, explicitly pointing out their agreement. (Example: *he = Peter, they = the children*)

## Closing and Assessment

### A. Independent Writing: Writing an Introduction (15 minutes)

- Distribute **paper** and invite students to use the class-generated introduction and their Book Review Planning graphic organizer to write their own copy of the introduction. Remind students that they need to add their own opinion and reasons at the very end.
- Remind students also to leave a line between each line of their writing.
- Invite students to begin writing.
- Circulate to support students, particularly in writing their own opinion and reasons at the end.

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.
- Repeat, inviting students to self-assess how well they showed respect and responsibility in this lesson.
- Invite students to take out their Opinion Writing Checklist and record “Y” for “Yes” and the date in the final column if they feel the criteria marked on their checklists in this lesson have been achieved in their writing in this lesson.

### Meeting Students' Needs

- For students who may need additional support with fine motor skills: Offer options for writing tools. (MMAE)
- For students who may need additional support with strategy planning for writing: Create a scaffolded template with sentence frames or prompts for the introduction. Reduce the complexity of the task by allowing students who need prompting or who may be overwhelmed starting from scratch to use this template. (MMAE)

## Homework

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**A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from Grades 2 or 4, or record an audio response. (MMAE)