

## Lesson 12: Writing a Book Review: Drafting the Conclusion



### CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1d:** Provide a concluding statement or section.
- **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.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.



### Daily Learning Targets

- I can write a concluding paragraph for my book review. (W.3.1d)
- I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence. (RL.3.1, SL.3.1)

### Ongoing Assessment

- Conclusion to book review (W.3.1d)
- Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* note-catcher (RL.3.1, SL.3.1)

### Agenda

#### 1. Opening

- A. Research Reading Share (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Guided Writing: Writing a Concluding Paragraph (20 minutes)

#### 3. Closing and Assessment

- A. Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* (20 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 Opening A, students are guided through a research reading review. Consider using the Independent Reading: Sample Plans (see Module 1 Appendix) if you do not have your own independent reading review routines. This review is designed to hold students accountable for their research reading completed for homework. This volume of reading promotes students' growing ability to read a variety of literary and informational texts independently and proficiently (**RI.3.10, RL.3.10, SL.3.1**).
- In this lesson, students write the concluding paragraph of their book reviews (**W.3.2d**).
- At the end of the lesson, students prepare for a text-based discussion in the next lesson, during which they will discuss whether they would recommend *Peter Pan in Kensington Gardens* to a friend (**RL.3.1, SL.3.1**). This is in preparation for Part I of the end of unit assessment in Lesson 14, during which students will participate in a text-based discussion about whether they would recommend *Peter Pan*.
- In this lesson, the habit of character focus is working to become an ethical person. The characteristic students are reminded of specifically is integrity, as it relates to completing their research reading homework.
- The research reading that students complete for homework will help build both their Vocabulary and knowledge pertaining to literary classics. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

### How it builds on previous work:

- In Lessons 9–11, students wrote their introductory and proof paragraphs. In this lesson, they write their concluding paragraph.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

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

- Note that sentence frames are not provided for all students to use when writing in this module. Refer back to the writing lessons in Module 1 if students need this additional support.
- Students may also need support completing their Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* note-catcher. Consider inviting those who might struggle with this to sit together in one teacher-guided group and work through completing each column with them.
- Students who require an extension can write their own concluding paragraph rather than using the one generated by the class.

### Assessment guidance:

- Collect student book reviews at the end of the lesson to provide them with feedback. In Lesson 14, students will revise their writing based on your feedback for Part II of the End of Unit 2 Assessment. Focus specifically on spelling (**L.3.2e, L.3.2f, L.3.2g**). Use the Grade 3 Opinion Writing Rubric, specifically rows A, B, C, D, and F, to assess work and provide students with feedback (see Module 1 Appendix).

- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist or the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist to gather reading fluency and word recognition data from students during the research reading share in Opening A (see Module 1 Appendix).
- Consider using the Writing Informal Assessment: Writing Process Checklist during students' writing in Work Time A (see Module 1 Appendix).
- Collect Language Dive II: Model Book Review Practice homework from Lesson 11. See Language Dive II: Model Book Review Practice (answers, for teacher reference) in the supporting Materials.

### Down the road:

- In the next lesson, students will participate in a text-based discussion about their opinion of *Peter Pan in Kensington Gardens* and will prepare for Part I of the End of Unit 2 Assessment, a discussion about their opinion of *Peter Pan*, in Lesson 14. Consider copying their book reviews so that they can use them in Lesson 13 while you assess and provide feedback on the originals.

### In advance:

- Strategically pair students for work in Opening B.
- Prepare a research reading share using the Independent Reading: Sample Plans document or using your own independent reading routine.
- Post: Learning targets and applicable anchor charts (see Materials list).
- 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.A.1, 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 concluding paragraph of their book reviews. Students continue to benefit from the color-coding system established in previous lessons for visual support.
- ELLs may find it challenging to keep pace with the class as they work through each sentence of the concluding paragraph. Consider providing additional writing time between sentences to accommodate those who may need more time to process language. Alternatively, during the Closing, consider working with a small group to complete any unfinished writing from Work Time.

**Levels of support***For lighter support:*

- Encourage students to compare the first sentence in the concluding paragraph to the last sentence in the introductory paragraph of the model book review. Invite them to think about and describe how the sentences are similar to and different from each other. (The concluding sentence restates the opinion expressed in the introductory sentence. The sentences communicate the same ideas but in a different order and with different wording.)
- During the Mini Language Dive in Work Time A, challenge students to generate questions about the sentence before asking the prepared questions.

*For heavier support:*

- During Work Time A, use the interactive Painted Essay® template introduced in Lesson 8 to organize the concluding paragraph. Invite students to attach each color-coded sentence 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 sentence as they organize them.

**Universal Design for Learning**

- **Multiple Means of Representation (MMR):** In this lesson, students write the concluding paragraph for their book review. Continue to use think-alouds, visual displays, and/or peer models to make these thought processes explicit.
- **Multiple Means of Action and Expression (MMAE):** This lesson includes independent writing time, during which some students may need additional support building their writing stamina. Continue to support them in growing their persistence and effort by providing scaffolds that build an environment conducive to writing.
- **Multiple Means of Engagement (MME):** Support students in feeling successful with writing by allowing them to celebrate writing goals. Continue to 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

- concluding, text-based discussion, elaboration (L)

### Materials

- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Independent Reading: Sample Plans (for teacher reference; see Module 1 Appendix)
- ✓ End of Unit 2 Assessment, Part II Prompt (one per student; see Assessment Overview and Resources)
- ✓ Opinion Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Opinion Writing Checklist (for teacher reference)
- ✓ Model Book Review: *Peter Pan in Kensington Gardens* (from Lesson 8; one per student)
- ✓ Book Review anchor chart (from Lesson 9; added to during Work Time A; see supporting Materials)
- ✓ Book Review anchor chart (example, for teacher reference)
- ✓ Book review (begun in Lesson 9; added to during Work Time A; one per student)
- ✓ Book Review Planning graphic organizer (from Lesson 9; one per student)
- ✓ Book Review Examples: *Peter Pan* (from Lesson 9; for teacher reference)
- ✓ End of Unit 2 Assessment, Part I Prompt (one per student and one to display; see Assessment Overview and Resources)
- ✓ Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* note-catcher (one per student and one to display)
- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* note-catcher (example, for teacher reference)
- ✓ *Peter Pan in Kensington Gardens* (one per student):
  - Chapter 1 (from Lesson 1)
  - Chapter 2 (from Lesson 2)
  - Chapter 3 (from Lesson 3)
  - Chapter 4 (from Lesson 4)
  - Chapter 5 (from Lesson 5)
  - Chapter 6 (from Lesson 7; Mid-Unit 2 Assessment)
- ✓ Language Dive II: Model Book Review Practice (from Lesson 10; one per student)
- ✓ Language Dive II: Model Book Review Practice (answers, for teacher reference)

### Opening

#### A. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of integrity. In the context of research reading homework, this means trying to do it each day, even when it is tough to do so, and if it isn't possible, being honest when recording the dates and pages read in their journals.
- Refer to the **Independent Reading: Sample Plans** to guide students through a research reading review.

### Meeting Students' Needs

- For ELLs and students who may need additional support with Vocabulary: (Check Comprehension of Vocabulary) Check for comprehension by asking students to share a time when they showed *integrity*. Ask:
  - “*When did you show integrity?*”
  - “*Can you think of a time it was hard to do the right thing, but you did it anyway?*” (MMR)
- Some students may need additional examples of showing integrity (e.g., doing the right thing even if the teacher is not looking, refraining from copying another person's answers on an assessment). (MMR)

## Opening (continued)

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

- Move students into pre-determined pairs and invite them to label themselves A and B.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - “*I can write a concluding paragraph for my book review.*”
  - “*I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence.*”
- Underline the word *concluding*. Using a total participation technique, invite responses from the group:
  - “*What is a concluding paragraph? What is the purpose of it?*” (It is the paragraph that wraps up a piece of writing. It restates the “what?” and adds some reflection by the author about the “so what?”)
- Remind students that a *text-based discussion* is a discussion using the text as evidence.
- Invite students to retrieve their **End of Unit 2 Assessment, Part II Prompt** and briefly review it.

### Meeting Students' Needs

- For students who may need additional support with Vocabulary: Point out that *concluding* is an adjective that comes from the verb *conclude*. Invite students to record the word in their Vocabulary logs. Ask:
  - “*What does conclude mean?*” (to end or to finish)
  - “*Why do you think the paragraph we are working on today is called the concluding paragraph?*” (It is the end of the book review.) (MMR)
- For ELLs and students who may need additional support with comprehension: (Working on Same Learning Target) Invite students to discuss how they worked toward the second learning target in previous modules. (MMR)

## Work Time

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### A. Guided Writing: Writing a Concluding Paragraph (20 minutes)

- Display and invite students to retrieve their **Opinion Writing Checklist**.
- Focus students on the criterion:
  - “W.3.1d: I have a conclusion that restates the focus of my piece.”
- Turn and Talk:
 

*“Restate the criteria in your own words.”*
- Using a total participation technique, invite responses from the group:
 

*“What is the focus of the piece?” (whether you would recommend the story of 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.
- Invite students to retrieve their **Model Book Review: Peter Pan in Kensington Gardens** and reread the conclusion aloud as students read along silently in their heads.
- Think-Pair-Share:
 

*“What information is included in this conclusion?” (restates the what: opinion and reasons; reflects on the so what: what the story can do for the reader)*
- As students share out, capture their responses on the **Book Review anchor chart**. Refer to the **Book Review anchor chart (example, for teacher reference)** as necessary.
- Invite students to retrieve their **book reviews** and their **Book Review Planning graphic organizer**. Tell students to review what they have planned to include in their conclusion, and to reread what they have written so far.
- Turn and Talk:
 

*“Restate your recommendation and reasons orally. Think about how to make it interesting to read, as the author of the model did.”*
- Invite students to write this as the first part of their conclusion. Remind them to write on a new line after Proof Paragraph 2, as this is a new paragraph of writing. Remind students to leave a line between each line of their writing.
- Circulate to support students as they write. Refer to **Book Review Examples: Peter Pan (for teacher reference)** as necessary.
- After 5 minutes, refocus whole group.
- Invite students to spend 1 minute silently thinking about the “so what” by asking:
 

*“In your view, what can the story do for the reader?”*
- Turn and Talk:
 

*“State the so what orally. Think about how to make it interesting to read, as the author of the model did.”*

- Invite students to write this as the next part of their conclusion. Remind them to leave a line between each line of their writing.
- Circulate to support students as they write. Refer to **Book Review Examples: *Peter Pan* (for teacher reference)** as necessary.
- After 5 minutes, refocus whole group.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.
- Invite students to record “Y” for “Yes” and the date in the final column of their Opinion Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Collect student book reviews.

### Meeting Students’ Needs

- To build a supportive and inclusive classroom community, remind students that everyone is working on building their writing skills. All students have different skills they need to work on, but what is most important is that they are constantly developing. (MME)
- For ELLs: Mini Language Dive “Even though/**some parts of the story are tough to read**,/this story really sparked my imagination.”
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *the story*: “What is this chunk about?” *the story* (noun phrase)
    - *some parts of*: “What does this phrase tell us about the story?” *some* signals there is an undetermined number of parts; not all of the parts. (determiner + noun + preposition)
    - *are tough to read*: “What about the story?” The verb *are* is plural because the subject of the sentence is *parts*, which is plural. Sometimes we say that something is *tough* when something is difficult or challenging. (subject-verb agreement; adjective)
  - Practice: Some parts of the story \_\_\_\_\_.
  - Reconstruct: Reread the sentence. Ask:
    - “**Now what do you think this sentence means?**”
    - “**How does your understanding add to your understanding of the purpose of a concluding paragraph?**”
  - Practice: Even though \_\_\_\_\_, this story \_\_\_\_\_.
  - Ask:
    - “**Can we write this sentence in a different order? How?**”

## Closing and Assessment

### A. Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* (20 minutes)

- Distribute the **End of Unit 2 Assessment, Part I Prompt** and read it aloud.
- Turn and Talk:
  - “*In your own words, what are you going to do?*”
- Select a volunteer to share out and answer clarifying questions.
- Tell students that to practice for this kind of text-based discussion, they are going to first have a discussion at the beginning of the next lesson about whether they would recommend *Peter Pan in Kensington Gardens* to a friend.
- Distribute and display the **Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* note-catcher**.
- Focus students on the big question at the top and remind them that this is the same question they have been considering for *Peter Pan*:
  - “Would you recommend *Peter Pan in Kensington Gardens* to a friend? Why/why not?”
- Direct students’ attention to the **Discussion Norms anchor chart** and point out the bullet about preparing for a discussion.
- Tell students that this will be an important step as they prepare for the discussion in the next lesson.
- Point out the Reasons column.
- Turn and Talk:
  - “*What might go in this column?*” (*reasons for the recommendation they are making*)
- Point students to the Evidence column.
- Turn and Talk:
  - “*What might go in this column?*” (*evidence/details from the text*)
- Point students to the Elaboration column. Review what *elaboration* means (the act of developing or presenting an idea in detail).
- Turn and Talk:
  - “*What might go in this column?*” (*developing their ideas further. How does this evidence support the reason?*)
- Model a think-aloud completing the note-catcher for the Model Book Review: *Peter Pan in Kensington Gardens*. Refer to the **Preparing for a Text-Based Discussion: *Peter Pan in Kensington Gardens* note-catcher (example, for teacher reference)** as necessary.
- Think-Pair-Share:
  - “*Think back to the story of Peter Pan in Kensington Gardens. Would you recommend this story to a friend? Why/why not? What two reasons would you give?*”
- Invite students to circle their response and record their reasons on their note-catcher.
- Invite students to retrieve their chapters of *Peter Pan in Kensington Gardens*, add evidence from the chapters to support their reasons, and elaborate on how that evidence supports their reason. Students can work in pairs or on their own. Remind students that if they work in pairs, they may have differing ideas about whether to recommend the book.

- Circulate to support students as they write, prompting them with questions such as:  
*“How does that evidence support your reason?”*
- After 15 minutes, refocus whole group.
- Tell students they will have this discussion in the next lesson as a practice for Part I of the End of Unit 2 Assessment.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.
- Repeat, inviting students to self-assess how well they showed integrity in this lesson.
- Collect **Language Dive II: Model Book Review Practice** homework from Lesson 10. Refer to the **Language Dive II: Model Book Review Practice (answers, for teacher reference)** as necessary.

### Meeting Students' Needs

- For students who may need additional support with strategy planning and working memory: Model how to draw lines for words you intend to write. This helps students recall their original ideas throughout the writing process. (MMAE)
- For ELLs and students who may need additional support with persistence: (Transparency) Ensure that the purpose of preparing for a text-based discussion is transparent. (MME)
- For ELLs: (Verbally Complete the Note-catcher) Consider inviting students to verbally “complete” the note-catcher in home language groups, focusing more on the discussion of emotions, characters, and events than on writing. They can then focus on writing notes or making sketches as placeholders for the upcoming discussion.

## 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)