



Unit :4

Book Reviews

essential skills and content

Overview Students write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

Time Frame: 4-6 weeks

Essential Questions

1. How can you state and support an opinion in your writing?
2. How can you provide closure in your writing that supports your opinion in a conclusive manner?

Learning Targets

Content/Skills	Genre Knowledge	Additional Lessons
	Features of a book review <u>Concepts About Print</u> <ul style="list-style-type: none"> • Spaces between words. RF.1.1 • When to use uppercase and lowercase letters L.1.1a • Appropriate end punctuation. L.1.2b • Underling Book Titles <u>Oral Language and Grammar</u> <ul style="list-style-type: none"> • Common nouns, adjectives, and personal pronouns L1.1.b, L.1.1.d, L.1.1f • Complete sentences (subjects and verbs) L1.1j • Varied Sentence Beginnings <u>Purposeful Phonics Connections</u> <ul style="list-style-type: none"> • Hear beginning, middle, and ending sounds RF.1.2, RF.1.2.c • Recognize sound/symbol relationships RF.1.2.c • Write many high-frequency words L.1.2d 	<ul style="list-style-type: none"> • Students choose their favorite piece to publish at the end of the unit. • Create a book. • Different ways to start and end a story. • Concept of print: writing from one side of the paper to the other. • Different brainstorming/pre-writing strategies. • Train track graphic organizer for sequencing • Main Idea and details • Sequencing • Fact and Opinion

Reflecting Reading in Writing

- Ask questions RI.1.1, W.1.8
- Analyze Story Elements

Writing W.1.5, W1.6

- Prewrite
- Draft
- Revise
- Edit
- Publish

Author's Craft

- Voice: Revise to Strengthen Author's Voice W.1.3
 - Word Choice: Avoid Overused words W.1.3
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 **balanced assessment**

COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	<ul style="list-style-type: none">• Conferencing with students during writer's workshop	<ul style="list-style-type: none">• Writer's checklist
Summative Assessment	<ul style="list-style-type: none">• Published opinion piece	<ul style="list-style-type: none">• Use a rubric to help students develop their writing.
District-Wide Common Assessment		

 **learning experiences**

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Benchmark Writing	<ul style="list-style-type: none">• Lucy Calkins• "No More I'm Done"• Lessons That Change Writers By Nancie Atwell

COMPONENT	REQUIRED	SUGGESTED
Content Literacy		<u>Alexander, Who Used to be Rich Last Sunday</u> by Judith Viorst <u>Earring!</u> By Judith Viorst <u>Like Jake and Me</u> by Mavis Jukes <u>Rattlesnake Dance: True Tales, Mysteries, and Rattlesnake Ceremonies</u> by Jennifer Owings Dewey <u>Shrek!</u> By William Steig <u>Somebody and the Three Blairs</u> by Marilyn Tolhurst <u>Stellaluna</u> by Janell Cannon <u>The Stinky Cheeseman</u> by Jon Scieszka <u>Verdi</u> by Janell Cannon
Technology / Media		Microsoft word to publish a book Educreations Book it Sock Puppets
Differentiation / Intervention	Conferencing with individuals or small groups as needed.	

 content-specific components

COMPONENT	REQUIRED	SUGGESTED
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