Response to Literature:
Book Recommendation – Grade 2
Unit Overview
Notes to the Teacher
The format of the Unit Overview contains (a):
• Brief description of the genre (book recommendation) and its literary purpose
• Framing questions - essential learning for students
• Writer’s Workshop Big Ideas - key goals and objectives for the unit of study
• Related Minnesota Writing Standards and NCEE New Standards - Writing
• Professional Resources for teacher reference
• List of suggested anchor (key) texts for mini-lessons
• Brief descriptions of the learning activities for each week of the unit
• Writer’s Workshop Unit Planner with suggested daily lessons
• Possible Assessments, Student Work, and Artifacts of Teaching and Learning (e.g., charts, checklists, rubrics)
• Appendix with supporting examples and materials

The general flow of a Writer’s Workshop unit of study is:
• Immersion in examples of the genre
• Crafting a definition of the genre and identifying its components or characteristics
• Choosing a topic and creating a first draft
• Revising for craft and editing for conventions
• Publishing, celebrating/sharing student work, and reflecting on learning

Important Note About Book Recommendation: This unit of study is paced more quickly than some others (i.e., 3 weeks vs 5-6 weeks), with an end product of (approximately) 1 published page. As a result, there are fewer days built into the schedule for immersion, drafting, and revision than for some of the longer units.
### Response to Literature: Book Recommendation

Book recommendations exist in the real world in the form of book blurbs on back covers or book jackets, in some annotated bibliographies, in magazines, and more recently, online in publishers’ blogs and on educational websites. Students may hear librarians recommend books in book talks on visits to the school or public library; they may also encounter them in videotaped or online episodes of Reading Rainbow® from PBS (the Public Broadcasting System) or on other educational TV programs.

In Reading for Real, Kathy Collins talks about “kid-initiated, joyful, authentic reading.” Book recommendations can be a pathway to getting there, building a real community of readers in the classroom, between book buddies, across the school, etc. Writing and sharing book recommendations gives students a public forum for sharing their enthusiasm about books and reading. Successful book recommendations are built on students’ positive experiences with read alouds, shared reading, and independent reading. They can motivate lots more reading, inside and outside of school, prompting visits to the library or bookstore. Communicating to real audiences for real purposes is motivating for building skills in young readers and writers.

It’s helpful for students to see and hear a number of models for book talks or book recommendations before constructing their own. Students need to be able to identify the important ideas in a book, summarize the basic sequence of events, and describe a character’s transformation, in order to write a book recommendation. Text-to-self connections are powerful motivators for young readers; with more experiences with books, students are able to make thoughtful text-to-text connections, as well.

Teachers can incorporate book talks or book recommendations into a sharing portion of a class (morning) meeting or into the classroom library, via bookmark book recommendations inserted into books or homemade book jackets. Students can use charts or message boards posted in the room to recommend texts to specific classmates who like books about animals, mysteries, etc. (See the Appendix for an example from Debbie Miller’s Reading with Meaning, p. 39.) They might also write a letter to a peer or book buddy in another classroom, recommending they read a book or series.

Students build skills needed for writing book recommendations by reading and discussing books in Reader’s Workshop, through informal conversations about books with peer partners or book buddies, and in reading conferences with the teacher. Knowing each others’ interests in the classroom community allows the teacher and students to recommend books to each other, reader to reader; setting aside a page or two in the students’ reading response logs/reader’s notebooks for jotting titles recommended by others is another real-life application for this genre.

**Important:** Teachers may choose to limit the scope of this unit to positive, fiction-only book recommendations, or they might broaden it to include nonfiction (informational texts), based on student interest and independent reading. The recommendation can have a simple format (i.e., title, author, brief summary, why they liked the book, and an invitation to others to read the book). The book recommendation might also take the form of a letter to a classmate, book blurb, or illustrated book jacket, placed on a book in the classroom library or on a special bookrack or shelf.

In Revisit, Reflect, Retell, Linda Hoyt suggests making an audiotape of a ‘retell’ (which shares some components of a book recommendation) and placing it in a re-sealable bag kept with the book in a classroom library or listening center. Students may choose to listen to the retelling when deciding whether to read that book. She also describes how teachers can incorporate dramatic interpretation into the summary of a story for a book talk (another variation of book recommendation). (See the Appendix for her suggestions for Varying Retells.)

Adding a performance component to this unit of study (e.g., having students read book recommendations on a school-wide videotaped or live broadcast to start the day, visiting another classroom dressed as a character in the book while reading their book recommendation, etc.) can help motivate students and keep them engaged in the entire process.

### Purpose
Writing a book recommendation gives students an opportunity to share their enthusiasm for a particular book with others. Enthusiasm is contagious - and, best case, results in more reading and more talking about books – moving students closer to reading at or above grade level by grade 3.

### Framing Questions
Why do I like the books I like? How can I describe a whole book in a page or less so my classmates can find good books to read? What do I want to hear in a book recommendation? What will make me want to read that book?
Writer’s Workshop Big Ideas

Grade 2 students will:
- Listen to, view, discuss and read various book recommendations
- Identify the features of a book recommendation
- Craft a book recommendation on a text of choice that includes title, author, summary, quotation, and potential connection to other readers

Minnesota Writing Standards

Reading and Writing - Literature
Students will:
- Identify and describe main characters, settings, and plot
- Use details from the story to support interpretation
- Elements of Composition
- Students will:
- Write sentences employing the composing processes of pre-writing, writing, revising, editing, and final copy
- Use verbalizations (discussions, interviews or dictating) to prepare for writing

Spelling, Grammar, and Usage
Students will:
- Identify and correctly use nouns, verbs and pronouns
- Identify and use descriptive words such as adjectives and adverbs
- Write sentences with correct subject-verb agreement
- Use correct end marks for sentences
- Apply phonics knowledge and spelling rules to produce correctly spelled words
- Use correct spelling for high-frequency sight words, regular plurals, and simple compound words
- Spell grade-appropriate words correctly in final draft

Handwriting and Word Processing
Students will:
- Use legible handwriting with improved formation of the uppercase and lowercase letters of the alphabet and numbers
- Space words and sentences appropriately

Speaking and Listening
Students will:
- Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups
- Comprehend text or information presented orally
- Explain and clarify needs, feelings and ideas to peers and adults in complete sentences
- Report on a topic by sharing facts, opinions, ideas, prior knowledge or personal experiences in a logical sequence
- Use voice level, phrasing, pace and intonation appropriate for language situation
- Ask and respond to questions

NCEE New Standards

Writing - Responding to Literature
Students will:
- Provide a retelling
- Make a plausible claim about what they have read (for example, suggesting a big idea or theme and offering evidence from the text)
- Make connections between the text and their own ideas and live

Language Use and Conventions
Students will:
- Use all sentence patterns typical of spoken language
- Incorporate transition words and phrases
- Use various embeddings (phrases and modifiers)
- Embed literary language where appropriate
- Reproduce sentence structures found in the various genres they are reading

Spelling
Students will:
- Use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random
- Produce writing in which most high-frequency words are spelled correctly
- Correctly spell most words with regularly spelled patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent $e$ and one-syllable words with blends
- Correctly spell most inflectional endings, including plurals and verb tenses
- Use correct spelling patterns and rules most of the time
- Use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know)
- Engage in the editing process, perhaps with a partner, to correct spelling errors

Punctuation, Capitalization and Other Conventions
Students will:
- Use capital letters at the beginning of sentences
- Use periods to end sentences
- Approximate the use of quotation marks
- Use capital letters and exclamation marks for emphasis
- Use question marks
- Use common contractions
WRITING

Professional Resources


Anchor Texts

See the Appendix and the websites listed below for some example book blurbs/recommendations.

Websites

Here are some possible online sources for book recommendations and supports for lessons. Note: Most offer book reviews rather than straightforward book recommendations.

- http://www.ala.org/ala/aboutala/hqops/publishing/booklinks/index.cfm
- http://www.kidsbookshelf.com
- http://www.nancykeane.com/booktalks/il.htm
- http://www.nytimes.com/books - search for reviews/recommendations written by adults
- http://www.scholastic.com/library - (Scholastic Kid Lit Kits with blogs from publishers, others)

Students may read or submit book recommendations/reviews at these websites:

- http://www.spaghettibookclub.com
- http://www.kidspoint.org/
- http://pbskids.org/readingrainbow/books/index.html
- http://www.readwritethink.org

Note: Students have been building skills and strategies for this unit by hearing and discussing books in interactive read alouds, reviewing common story elements (e.g., plot, characterization) and theme, “leaving room for children to develop their ideas about literature” (Stephanie Parsons in Second Grade Writers). They have been focusing on one author’s texts in a Reader’s Workshop author study (e.g., Vera B. Williams, Leo Lionni, Rosemary Wells, Arnold Lobel, Gail Gibbons), and writing responses to literature for their independent reading. They’ve been using mentor texts in Writer’s Workshop, noticing and using craft elements (e.g., engaging leads, precise word choice, endings) in narrative and expository writing. All along the way, the teacher is creating conditions for students to talk about books with partners and in small groups, helping prepare them to know and write for an audience of peers.

Week 1 – Immersion and Definition of Book Recommendation

In the first week of the unit, students discuss what makes them like a book – both fiction and nonfiction (informational text). The teacher charts their thinking, guiding them to consider literary elements (e.g., exciting plot, likeable characters), text features (e.g., illustrations, photographs, factoids), and life connections that affect their personal responses to a text. Students see and hear several examples of print and online book recommendations and discuss their noticings with a partner or small group. (Note: The teacher might create and chart her own book recommendation as a model and post it for students to refer to during the unit of study.) They determine the important components of a book recommendation from these discussions, crafting and charting a group definition of book recommendation.

On the last day of the week, students consider a book they could recommend to a classmate, friend, or book buddy to read. They can refer to their book logs or think about a book they’ve recently read, and use planning tools (e.g., sticky notes, graphic organizers, interactive online tools) for prewriting to capture their thinking and ideas.
Week 2 – Drafting and Revising a Book Recommendation
Students begin week two of the unit by writing a brief summary for their book – one that does not give away the ending. Over the course of the week, they’ll use their writer’s notebook for other try-its from craft mini-lessons (i.e., strong lead, precise word choice, strong ending). During writing time, they’ll also move out of the writer’s notebook to begin drafting their book recommendation on paper and keep their draft in a writing folder. In each day’s Share time, students will read and hear their peers’ try-its and may decide to incorporate selected revisions into their drafts. In this discussion and exchange of ideas, students are building more depth and stamina in their conversations about books and writing.

To help students remember to include key components in their book recommendations, they will co-create a Book Recommendation Checklist (see example in the Appendix); they can use this checklist alone or for revising with a partner or small group.

Week 3 – Completing, Sharing, and Reflecting on Book Recommendation
In this last week of the unit, students use the Book Recommendation Checklist to revise their own writing, then meet with a partner to give feedback and help with revising. Students reread and proofread their work, using an Editing Checklist with conventions, etc., developed earlier this year in Writer’s Workshop. They publish their final piece and may share it with an audience in an oral presentation (author’s chair), class book, display outside the classroom or school library, videotape, school website, etc. Finally, students write a brief reflection on their learning in this unit of study.

See the next page for a grid with a schedule of possible mini-lessons for this unit of study.
Unit Overview

Grade 2  Response to Literature: Book Recommendation

Note: Lesson titles under **** and in italics are from the Denver school district website at [http://curriculum.dpsk12.org/](http://curriculum.dpsk12.org/). They are from Denver’s grade 3 Author Study and Response to Literature unit; there is no counterpart in their grade 2 materials for book recommendation. Book recommendations and book reviews share some common components; however, giving opinions with supporting evidence distinguishes the SPPS Grade 3 Book Review from the Grade 2 Book Recommendation. Teachers using the Denver lessons will need to adjust them, accordingly. **Important: These lessons are also available in Spanish.**

Writer’s Workshop Unit Planner

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lesson 1: What Makes a Fiction Book, Good? (See Artifacts – Possible Charts, next page.)</th>
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<tbody>
<tr>
<td>Lesson 2: What Makes an Informational Book, Good? (See Artifacts – Possible Charts, next page.)</td>
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<tr>
<td>Lesson 3: Book Recommendation Examples (See Appendix for sample mini-lesson and several published book recommendations.)</td>
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<tr>
<td>Lesson 4: What is a Book Recommendation? What are its Important Parts? (See Appendix – Possible Charts, next page, and Appendix for sample mini-lesson.)</td>
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<tr>
<td>Lesson 5: Partner Talk: Choosing a Book to Recommend (See Appendix for possible prewriting tools.)</td>
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<tr>
<th>Week 2</th>
<th>Lesson 6: Writing a Summary Without Giving Away the Ending</th>
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<tbody>
<tr>
<td>Lesson 7: Craft Lesson: Writing a Strong Lead (See Appendix for sample mini-lesson.)</td>
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<tr>
<td>Lesson 8: Craft Lesson: Precise Word Choice (See Artifacts – Possible Charts, next page.)</td>
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<tr>
<td>Lesson 9: Craft Lesson: Writing a Strong Ending (See Appendix – Possible Charts, next page.)</td>
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<tr>
<td>Lesson 10: Co-creating and Using a Book Recommendation Checklist (See the Appendix for sample chart.)</td>
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<tr>
<th>Week 3</th>
<th>Lesson 11: Revising My Writing with a Partner</th>
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<tbody>
<tr>
<td>Lesson 12: Rereading to Check My Writing (Editing Checklist) Denver Lesson 19 Book [Reviews] – Editing the Final Draft for Publishing</td>
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<tr>
<td>Lesson 13: Publishing (Final copy)</td>
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<tr>
<td>Lesson 14: Sharing My Book Recommendation with an Audience</td>
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<tr>
<td>Lesson 15: Reflecting on My Learning</td>
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Note: Please see the Denver website lessons (below) for alternative formats you might adapt for second graders, using book recommendation (gr. 3 review) skills and strategies.

- Lesson 6: Writing Advertisements for Books
- Lesson 8: Letter to a Classmate, Recommending a Book

In addition, see the Appendix for Book Commercials and Varying Retells from Linda Hoyt’s *Revisit, Reflect, Retell – Time-tested Strategies for Teaching Reading Comprehension* (2009), pp. 50 – 51 and pp. 98 – 99, as other alternatives.
### Unit Overview

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Student Work</th>
<th>Artifacts of Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conferring notes, observation and anecdotal notes</td>
<td>• Prewriting</td>
<td>• Co-created charts (see examples, below)</td>
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<tr>
<td>• Student reflections</td>
<td>• Drafts</td>
<td>• Standards-based teaching bulletin board</td>
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<td></td>
<td>• Craft ‘try-its’</td>
<td>• Genre Word Bank:</td>
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<td></td>
<td>• Revisions</td>
<td>o Book recommendation</td>
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<tr>
<td></td>
<td>• Published book recommendation</td>
<td>o Summary</td>
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<td>o Character/character traits</td>
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<td>o Plot</td>
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<td>o Events</td>
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<td></td>
<td></td>
<td>• Book Recommendation Checklist</td>
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<td></td>
<td></td>
<td>• Editing Checklist</td>
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</table>

### Artifacts – Possible Charts

#### What Makes a Fiction Book, GOOD?
- Interesting story/plot
- Gets your attention at the beginning
- Lots of action that keeps you reading
- Likeable characters
- Lots of pictures/illustrations
- Makes you want to read more books by this author
- Isn’t too short or too long

#### What Makes an Informational Book, GOOD?
- Interesting topic
- Lots of photographs, diagrams, maps, etc.
- Lots of interesting facts to learn
- The way the author describes things
- Glossary to explain words about the topic
- Makes you want to read more books by this author
- Isn’t too short or too long

#### Parts of a Book Recommendation
- Tells the title and author and genre
- Tells about the story without giving away the ending
- Might tell a favorite part
- Strong lead to get you interested
- Quotes from a reader telling why it’s a good book
- Personal connection
- Invitation to the reader to read the book

#### Precise Word Choice
- Other words for “good”
- Surprising words
- Repeating words (for emphasis)
- Descriptive words for a character – how s/he looks and acts
- Words to describe character traits or a lesson in the story
Appendix

You will find sample:

• Pre-writing Tools

• Mini-Lessons

• Published Book Recommendations

• Book Recommendation Checklist

• Alternative Book Recommendation Formats
Book Recommendation Template

📖 Introduce the book

____________________________________________________________________________________

____________________________________________________________________________________

📖 Tell about the book (but don’t give away the ending!)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

📖 Tell about your favorite part or make a connection

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

📖 Invite the reader to read the book (e.g., If you like books about … , you’ll love this one!)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

📖 Write an ending sentence for your book recommendation

____________________________________________________________________________________

____________________________________________________________________________________

Adapted from Book Review Template, www.readwritethink.org
**Mini-lesson (5-10 min.)**

<table>
<thead>
<tr>
<th>Key idea:</th>
<th>There are important parts to include in a book recommendation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher resources…</td>
<td>• Two Book Recommendation examples (transparency, online, or print)</td>
</tr>
<tr>
<td>What students bring to lesson…</td>
<td>• Chart paper</td>
</tr>
</tbody>
</table>

**Connection:**

| How this fits in with what we’ve been doing… | Yesterday, we read book recommendations written by many people. The book recommendations were for different kinds of books, by various authors. |

**Teach:**

**Direct instruction**

| Set purpose | Today, we’re going to look at some of these book recommendations again. We’ll talk about what makes a good book recommendation and make a list of the important parts. |
| Tell Students what we want them to focus on/learn/know | [Show and read a few examples of book recommendations. Model locating a common part, such as a strong lead, and begin a criteria chart, Parts of a Book Recommendation. Discuss and continue recording responses with the group. Here are some possible criteria: |

- title & author
- strong lead
- tells about the story (beginning, middle, end) without giving away the ending
- text-to-self connection
- quotes telling why the book is good
- conclusion that invites someone to read the book (motivator)]

**Activate prior knowledge or Build background knowledge**

<table>
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<tr>
<th>something we’d like them to try…</th>
<th>[Show another book recommendation.]</th>
</tr>
</thead>
</table>

**Active Involvement:**

| Think-Pair-Share | Look at this book recommendation and see if you can find an “invitation” to read the book. Turn and talk about it with a partner. [Ask one partnership to share out to the group.] |
| Turn and Talk | [Show another book recommendation.] |
| Buddy Share | During writing time today, I want you to look at the book jacket or back cover of books in your book bag (or box – or , select 3 books from the classroom library). Read over them: jot any interesting sentences or words the writer used to summarize the story or make people want to read the book, in your writer’s notebook. Be ready to share your list with a partner during Share time today. |
| Triads/Peer Support | [Ask students to bring their writer’s notebooks to the meeting area for the ‘Share’.] |

**Link/Off you go:**

| Move to Literacy Work Time | Let’s take a few minutes to share the sentences you collected, and your noticings about book recommendations written on book jackets or back covers. |
| Guided Oral Reading | |
| Reciprocal Teaching | |
| Book Club | |
| Independent Reading | |
| Independent/Small Group Literacy Activities | |
| Conferring | |

**Share/Closing Meeting:**

| Sharing what happened. . . | |
| Link to focus | |
| Reinforce teaching point | |
| Demonstrate new learning | |
| Popcorn share | |
| Celebrate learning | |
**Unit Overview**

**Grade 2 Response to Literature: Book Recommendation (3 weeks)**

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**Writer’s Workshop Mini-Lesson**

**Unit of Study:** *Book Recommendation*

**Focus of lesson (#7):** Writing an engaging lead

**Grade level:** 2

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<table>
<thead>
<tr>
<th>Mini-lesson (5-10 min.)</th>
<th>Writing interesting leads helps engage an audience to read a book recommendation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key idea:</td>
<td>• Sample book recommendation copied on chart paper (teacher model or from a</td>
</tr>
<tr>
<td></td>
<td>previously-published class anthology of book recommendations)</td>
</tr>
<tr>
<td>• Teacher resources…</td>
<td>• Examples of engaging leads written on chart paper</td>
</tr>
<tr>
<td>• What students bring</td>
<td>• Sentence strips for writing new leads</td>
</tr>
<tr>
<td>to lesson…</td>
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</tbody>
</table>

**Connection:**

How this fits in with what we’ve been doing…

We’ve read lots of good book recommendations. We’ve talked about the important things to include in our own book recommendations as we write them. [Refer to criteria chart.] We want to make our book recommendations even better by writing a strong lead to engage our audience.

**Teach:**

Direct instruction

• Set purpose
• Tell Students what we want them to focus on/learn/know

Model/Think Aloud for students:

something we’d like them to try…

Activate prior knowledge or Build background knowledge

Today, we’re going to look over my book recommendation. We’ll think about the lead and how I could make it stronger.

[Read your lead, then read sample leads from the *Engaging Leads* chart. Think aloud and model how to try a different type of lead. Copy the new lead on a sentence strip. Repeat with another lead and sentence strip.]

**Active Involvement:**

• Think-Pair-Share
• Turn and Talk
• Buddy Share
• Triads/Peer Support

This time, I’d like you to look at the sample leads and think of another possible lead for this book recommendation. Turn and talk about it with your partner. [Ask one or two partnerships to share out to the group. Write it on a sentence strip. Take a class vote and decide which of the three possible new leads you will use for your model book recommendation.]

**Link/Off you go:**

Move to Literacy Work Time

• Guided Oral Reading
• Reciprocal Teaching
• Book Club
• Independent Reading
• Independent/Small Group Literacy Activities
• Conferring

During writing time today, I want you to read through your own book recommendation. Think about a possible different lead for it. You may refer to the chart of sample leads to help your thinking. Write your new lead on a sentence strip. Continue rereading and making changes to your book recommendation today, as you continue to make it better.

We’ll read the new leads to our partners during Share time.

**Share/Closing Meeting:**

Sharing what happened…

• Link to focus
• Reinforce teaching point
• Demonstrate new learning
• Popcorn share
• Celebrate learning

[Ask students to bring their sentence strips to the meeting area for the ‘Share.’] Let’s take a few minutes to share the new leads you wrote with your partner. Decide if this new lead is the one you’ll want to use.

[Listen in to partnerships and assist with decision-making, as needed.]
**Sample Book Recommendations / Book Blurbs**

**Nancy Keane's Booktalks // Quick and Simple**

http://nancykeane.com/booktalks/yashima_crow.htm

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**Crow Boy**

*CROW BOY*


Have you ever felt different from everyone else at school? Were you ever frightened of the teacher and the other students in school? Chibi didn't fit in at his new school in Japan...until one day when his new teacher, Mr. Isobe, came to teach sixth grade, and helped reveal his special talent. Come along with Chibi and see how his name was changed from meaning tiny boy to Crow Boy.

This is a Caldecott Honor Book. (Gail Folden, teacher, wonderwords@sbcglobal.net)

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**Stringer, Lauren. WINTER IS THE WARMEST SEASON** Orlando :Harcourt, 2006 IL K-3, RL 2.9

Winter is the warmest season? Doesn't that sound odd? I always think of summer as the warmest time of the year. At least until I read this book. The young boy has some very good reasons why he thinks winter is the warmest season. See if you agree.

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**Roth, Susan L. GREAT BIG GUINEA PIGS** New York : Bloomsbury Children's Books, 2006 IL K-3, RL 2.0

"Tell me a story before I go to bed." Do you ever use that line to keep from going to bed? I bet you do! Mother Guinea Pig does just that. She tells the story of the days when guinea pigs were as big as houses (almost) and lived in Venezuela. They ate grass and had a good life. What happened to them? Find out in Great Big Guinea Pigs.

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Guess what! An author is coming for a visit. All the children in the class are so excited. To get ready for the visit, the children read every book they can that the author has written. They prepare questions for her -- although their teacher tells them they can't ask her how much money she makes! They decorate the room. At last, the day arrives. And in walks Amanda Blake. What a day it is.
Sill, Cathryn P. ABOUT ARACHNIDS : A GUIDE FOR CHILDREN  

**Book recommendation #1**  
Ick! Spiders! Do any of you feel that way? But how much do you really know about spiders? Do you know that there are lots of different kinds of spiders? Some of them are quite pretty. Come on along and learn more about the lowly little spider.

**Book recommendation #2**  
Have you ever met a spider that spins a new web every night, or one that creates a trapdoor to catch its food? About Arachnids will introduce young readers to these wondrous but often maligned creatures, including mites, ticks, scorpions and, yes, spiders. This simple picture book, beautifully illustrated in watercolors, teaches readers the characteristics of arachnids, discusses their wide variety of habitats, and presents some of the group’s most interesting members. A section in the back of the book offers additional information on each featured arachnid, giving readers more detailed information about Black Widow Spiders, Crablike Spiny Orb Weavers, Daring Jumping Spiders, and others. For budding life scientists, this picture book is a must-read. About Arachnids will send them scurrying to the backyard with magnifying glass in hand.  
REVISION QUESTIONS

1. Listen to your partner read his or her review.

2. Say one nice thing about the review.

3. Ask your partner the questions below. If he or she answers “no” to any of the questions, ask your partner to revise the review.

   a. Did you include the title and author of the book?  ___ yes   ___ no

   b. Did you tell about the beginning of the story?  ___ yes   ___ no

   c. Did you tell about the middle of the story?  ___ yes   ___ no

   d. Did you keep the ending a surprise?  ___ yes   ___ no

   e. Did you make a recommendation?  ___ yes   ___ no

   f. Did you make a connection or tell about your favorite part?  ___ yes   ___ no
Book Commercial Form

Name of copywriter for this ad __________________ Date __________________

Media to be used: radio ad, television ad, magazine ad, newspaper ad, other

The book to be advertised ____________________________

Important characters ________________________________

Important points ________________________________

Art for the ad:

My opening question: ______________________________

Details for the middle: ____________________________

An ending that will sell this book: __________________

Preparing for a Retell

1. Read a really good story.

2. List or draw the most important events from the story.

3. Read the story again to be sure that you have gotten the most important ideas.

4. Plan for any props that will make your retell interesting to an audience.

5. Practice
   - °inside your head
   - °to a partner
   - °in front of a mirror
   - °by talking into a tape recorder

6. Tell your story to an audience.

Be sure to remember:
- °Characters
- °Setting
- °Events
- °Your Opinion!