Book Review Writing Center Product Contents:

Library Center Signs with Learning Targets / Goals and "I will" Statements

- **EDITABLE** in PowerPoint .pptx and Google Slides file format
- Printable for 8.5" x 11" letter-size paper
  - Landscape and portrait versions; blackline and color versions
- A view-only file of the library center sign can be posted in a closed virtual or remote learning env...

Reading Center

Writing and Sharing Book Reviews

Learning Goal: I am learning to write about and su...

I will **login** to th...
go to a b...

I will **write** a review of th...
(2 o...

I will **publish** m...

Fli...

Reading Center

Writing and Sharing Book Reviews

Learning Goal: I am learning to write about and support my opinion.

I will **login** to the Destiny online catalog,
OR
go to a book review website.

I will **write** a review of the book using my
FIRST NAME only.
(2 or more sentences)

I will **publish** my review for others to read.

Flip Over for Standards Addressed

Reading & Language Center –

Library Model Curriculum
- Draw supporting evidence from literature or nonfiction to make... information need.
- Use technology and keyboarding skills to interact and collabora...
- Use technology and keyboarding skills to produce and publish a...
- Apply proper etiquette when using technology.

Common Core Standards for En...
CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a po...
- CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinio... logically grouped to support the writer's purpose.
- CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are suppo...
CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use techni... as well as to interact and collaborate with others.

AASL National School Library St...

I. INQUIRE – Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
C. Share – Learners adapt, communicate, and exchange learning product with others in a cycle that includes:
   4. Sharing products with an authentic audience.

III. COLLABORATE – Work effectively with others to broaden perspectives and work toward common goals.
B. Create – Learners participate in personal, social, and intellectual networks by:
   1. Using a variety of communication tools and resources.
C. Share – Learners work productively with others to solve problems by:
   1. Soliciting and responding to feedback from others.

V... D... i... growth mindset developed through experiences and reflection.
A. Think – Learners develop and satisfy personal curiosity by:
   1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

write engaging in a community of practice and an interconnected world.
A. Think – Learners follow ethical and legal guidelines for gathering and using information by:
   1. Responsibly applying information technology, and media to learning.
C. Share – Learners responsibly, ethically, and legally share new information with a global community by:
   1. Disseminating new knowledge through means appropriate for the intended audience.

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Video Walkthrough and Directions for Distributing to Students – YouTube

Book Review Writing Center Contents:

Printable and Digital Rubric Checklist

- Students to self-check and/or peer-assess their written reviews
- Printable version is **editable** in PowerPoint .pptx
  - 8.5" x 11" letter-size paper, side fold for peer review rubric on reverse
  - Blackline and color versions
- Google Form for digital self-check and/or peer assessment

Does my book review have...

A clear opinion of what I think of the book? *
- Yes
- Sort of?
- No

1 or more reasons to support my opinion? *
- Yes
- No

Spoilers or surprises given away? *
Spoilers are when you tell something important that happened in the book so it sp[...] someone who didn't read it yet.
- No, I did NOT give away any spoilers.
- Yes, I wrote some spoilers.

Book Review Writing Center
Self-Check and Peer Feedback

My book review has:	Self-Check		
A clear opinion of what I think of the book	Yes	Sort of	No
1 or more reasons to support my opinion	2-3	1	0
No spoilers or surprises given away No = No spoilers given away. Yes = Some spoilers are revealed	No		Yes
2 or more sentences written	2-4	1	0
Complete sentences	Yes		No
All words spelled correctly	Yes		No

When you finish your self-check, trade your review with another student. Fold along this line,

and complete the peer feedback with _honesty_ and _respect_.

If you have any checks in a gray or shaded box, go back and revise your review.
What will you do differently the next time you write a review?
_____
_____

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Comprehensive Lesson Plan aligned to:

- <u>EDITABLE</u> in Google Docs and Microsoft Word .docx file formats and aligned with standards for 2nd, 3rd, 4th, and 5th grades.
- Includes AASL National School Library Standards for Learners (2018), National Common Core Standards, and Pennsylvania (PA) Core ELA Standards

Teacher's Notes and Terms of Use

1. This **library center** product is designed to be used with elementary students in an in-person library class, but it can also be used for remote and/or virtual lessons. Students will write reviews of a book they have read, and they will support their opinion with reasons.

2. If your library uses Destiny® online library catalog, **students may also have the option to publish them for other library users to read.** Student could also publish their reviews on a class website or an online book review website such as [Bookopolis](#), [Biblionasium](#), or [DogoBooks](#) (may require a paid membership or subscription).

   Tech requirements: Publishing book reviews on your school library catalog requires Destiny® web-based library management software, or similar online catalog software, **AND** students most likely need usernames and passwords in order to login to the online catalog. Check with your tech department to make sure your students can access the book review writing features.

3. **For in-person instruction**, edit and print out the PowerPoint slides you want to use on 8.5" x 11" letter-size paper. Then add the printed center sign to your center table with a few copies of the Book Review Self-Check and Peer Feedback Rubric.

4. **Print the Book Review Self-Check and Peer Feedback Rubrics double-sided** so that students can fold the right side over and ask a friend to give them feedback using the same rubric.

5. I **LOVE** using [Avery presentation books](#) (affiliate link) for this center. You can put the center sign in the front cover pocket, then slide a few of the rubrics and the competencies/standards page into the page protectors inside.

   To save time and ink on printing the Self-Check and Peer Feedback Rubrics, you can have students use a dry-erase marker over them and wipe it off the page protector inside when they are done.
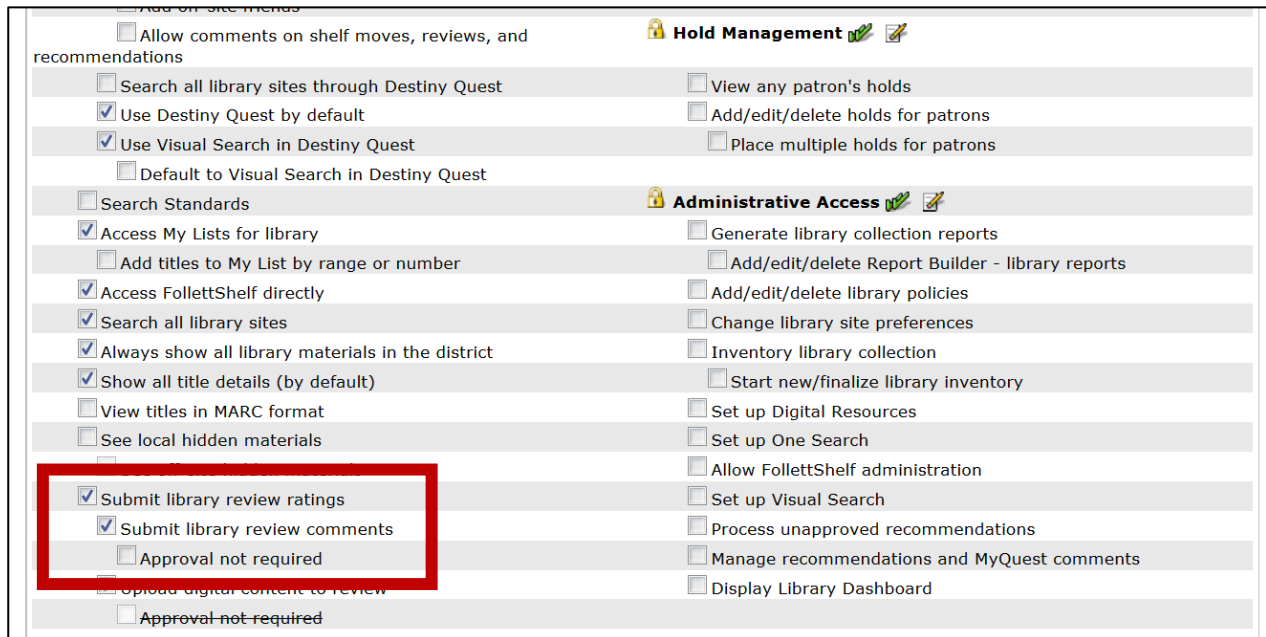
Teacher's Notes and Terms of Use (continued)

6. **For an online or hybrid lesson**, you can edit the center signs to meet your needs and export a single slide or save the whole PowerPoint presentation as a PDF file. Then post the PDF file according to the directions on the next page.

7. **If your students have access to devices,** or at least a computer in the library, they can use the digital Google Form to self-assess and/or peer assess their book reviews.

8. **Reviews can be "graded" by completion and length.** As long as the review is 2 or more sentences and spelling is reasonable, I recommend publishing or approving the student's review within the Destiny library catalog. I might correct some of the spelling, but if it's unreadable, I simply delete the review.

9. **Terms of Use** – This product is copyrighted by [Collette J. / Mrs. J in the Library](#). **By downloading this free resource, you are receiving a one-user license, and you MAY NOT share these files with others.** Feel free to edit any of the TEXT (not graphic) content according to your needs.

10. **Graphics Terms of Use** – This product was created using licensed graphics from several graphics/clipart artists (listed on last page). It is a violation of copyright law to "lift" or remove the graphics for other purposes. To obtain your own license, visit the artists' websites.

11. **Want more practical tips and inspiration for your library?** [Sign up for my email newsletter](#), and I'll send you helpful blog posts, resources, and occasional product news right to your inbox!

How to Set-up this Destiny for Students to Write and Publish Book Reviews

These directions are accurate as of March 2022. Your screen may look different depending on how your Destiny® Library Manager software is set up. Consult your tech department or contact Follett directly if you don't see these settings.

1. Login to Destiny® Library Manager.

2. Go to the **Admin** tab at the top

3. Click on the **Access Levels** tab on the left.

4. Edit the **Patron** or **Student** access level (or whatever level your students are given when they are added to the system. It's probably the "default" one, but check a patron's record to be sure).

5. Scroll down to the **Library Catalog Search Access** column.

6. Check the boxes next to "Submit library review ratings" and "Submit library review comments." **DO NOT check the box for "Approval not required"**

7. Scroll down the bottom and **click Save**.

8. While still in **Admin** tab, go to the **Site Configuration** tab on the left.

9. Scroll down and choose an option for showing the student reviewers' names.

10. Scroll down and **click Save.**

How to Set-up this Center in Google Drive/Classroom

1. If you want to edit the any of the lesson materials, I recommend keeping the "original" and making a copy for your edited version.

2. Set the permissions for your edited files in Google Drive.

   IMPORTANT! You must set the sharing permissions for the uploaded PDF files to: **"Anyone in your district can view" AND go to the ⚙ icon to UNCHECK** both boxes for "Editors can change permissions and share" and "Viewers and commenters can see the option to download, print, and copy" Click the "Done" button to save your changes or the back arrow from the advanced settings.

   If you do not take this vital step, then any student or teacher in your Google Classroom could make a digital copy of this product, and you will be breaking copyright law. Please be respectful of the time and energy I put into my products and keep them within your Google Classroom only. If a colleague asks you to share it, please send them the link to download this product.

   Make sure this is set to "anyone can view."
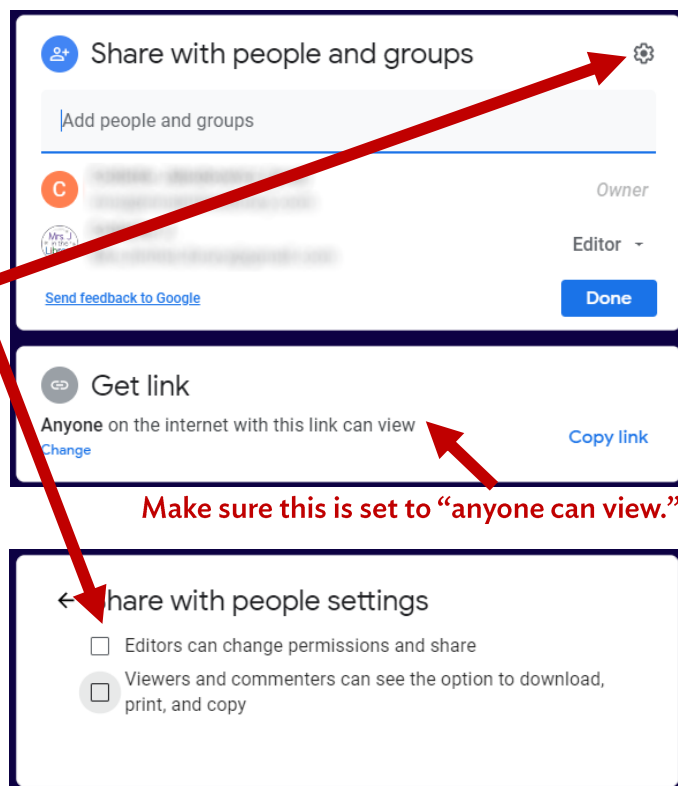
3. If you are using this lesson in Google Classroom, add it as an "assignment" if you want students to turn it in, or if you are required to keep track of which students are competing the activity. Otherwise, post it as a "material" so students don't have to turn it in.

4. If you are posting it as an assignment, **add the digital activity as an attachment** from your Google Drive. Set the permissions for these files to: **"Students can view this file."**

5. **You can write your own directions, or you could just say "click to open"** if you have included your own video directions. I like to use Emojipedia to add emojis in the title and description more colorful and fun.

   Watch the video tutorials.

6. **Add a link to your library website**, databases, or related online resources if you are using the extra activity choices.

7. Finally, **post your assignment or material in Google Classroom** (or multiple Google Classrooms, if you want).

Thank you for checking out
Mrs. J in the Library!

If you found this product helpful or useful,
please consider writing a review HERE.
If you have a question/comment about this product,
please email me at MrsJ@mrsjinthelibrary.com, and
I will do my best to address your needs.

More Products from Mrs. J in the Library...
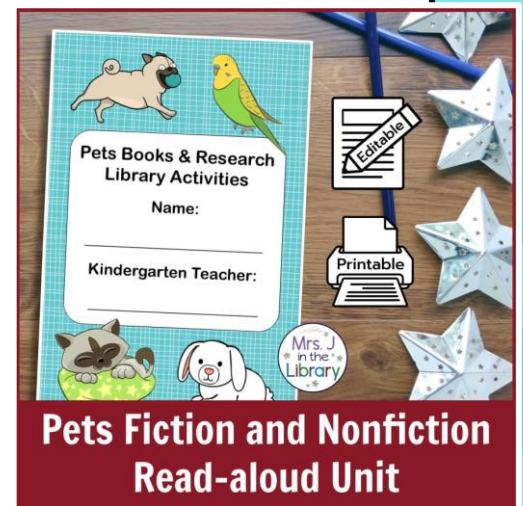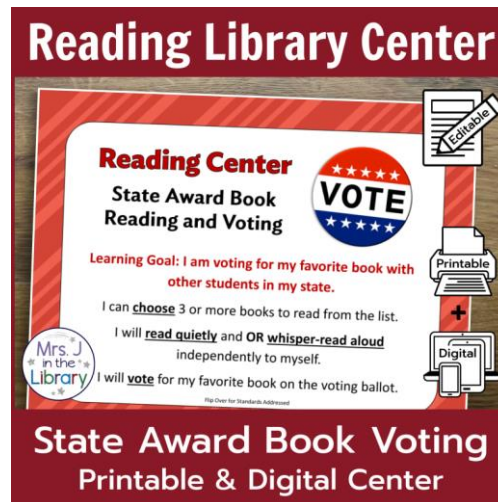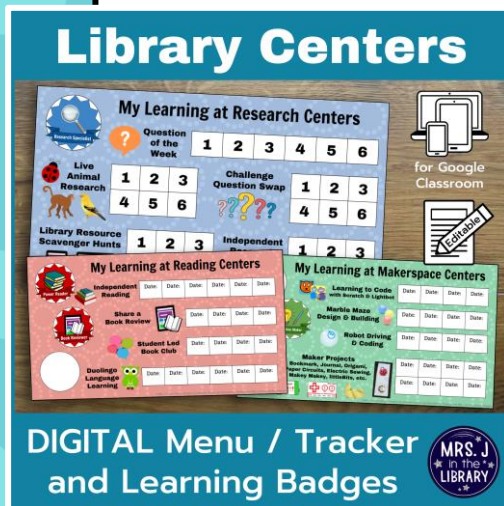
About Mrs. J in the Library

I'm a teacher-librarian with over a decade of experience teaching information fluency and research skills to elementary students.

I believe teacher-librarians and library spaces should inspire and empower students to create, as well as read, research, and think critically. I teach with literature-based activities in K-2 classes and library centers in grades 3-5, in additional to teaching collaboratively with classroom teachers and managing my library's physical and digital spaces. You can find me online at [Mrs. J in the Library](#), and on social media.

Because every library and every school is different, all my products are editable so that my customers can modify them for their students' needs. If you have any questions about one of my products, please don't hesitate to [contact me](#).