

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel Through a Text Type

Unit #4 Grade 2

Opinion Unit: Using the Power of Reviews



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BACKGROUND SECTION

PURPOSE OF SAMPLE IMMERSION LESSONS

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

*Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---
Dr. Sandy Biondo*

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 1. How does the beginning or introduction tend to go? What is included?

2. How does the middle part or body tend to go? What is included?
3. How does the ending or conclusion tend to go? What is included?
4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from → EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See MAISA unit resource packets per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resource on Atlas: [Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices](#).

A special thank you to Suzanne Siegel, Troy School District, for helping with this packet.

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS

Day 1	<p>Goal 1: Develop Background Knowledge</p> <p>What is a Review? How do they tend to go? (Noticings) Why do people read them? Why do people write them?</p>
Day 2 & 3	<p>Goal 1: Develop Background Knowledge</p> <p>How does the body or middle part tend to go? (Noticings)</p>
Day 4	<p>Goal 2: Generate Possible Writing Ideas</p> <p>Use Mentor Text to Discover Writing Ideas</p>
Day 5	<p>Goal #3: Try It – Shared Class Writing – Begin a Class “Flash” Draft</p> <p>Write a Class Flash Draft.</p>

IMMERSTION Goal #1 – Develop Background Knowledge

Day 1 - What is a Review?

**Why do people read them? Why do people write them?
How do they tend to go? Do you notice a pattern? (Noticings)**

Read, study and discuss: _____

Read, study and discuss: _____

Sample: Student text – Detroit Institute of Art (see Appendix)

Book – What is the Best Place to Visit? By Tony Stead (see Sanibel Island selection)

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Generate discussion around the following areas:

Part 1: DEFINITION AND PURPOSE

1. *Both are called opinion reviews. Why?*
2. *How could we define or explain what a review is?*
3. *Why do you think someone would read a text like this?*
4. *Why do you think someone would write a text like this?*
5. *This is called purpose. People have choices and we want people to make informed decisions.*

Part 2: HOW DO REVIEWS TEND TO GO WITH BEGINNING, MIDDLE AND END?

DO YOU NOTICE A PATTERN? GENERAL NOTICINGS

- *What do you remember from narrative writing how small moment stories are structured? (small moment stories are organized with a beginning - lead, middle or body, and an ending)*
- *Let's discuss how Review texts are put together. Let's look for patterns for how reviews begin, what goes in the middle and what goes at the end. Not all reviews will have the same things, but most reviews work this way...*

- **Start discussing and charting *NOTICINGS* of reviews.**
- A. See next few pages for ideas how to facilitate discussion of Noticings. Remember it should be open-ended and student directed.**
- B. Teacher should select a format for recording of information.***
 - Ways to Record Noticings:
 - Option A: Open-Ended Listing Chart
 - Option B-1: Noticing Chart with Columns
 - Option B-2: Noticing Chart with Advanced Columns
 - Option C: Noticing Chart with Visuals or Examples

*See Immersion Background Information packet for more explanation and examples.

Teacher Notes:

- **Resource IA from the Unit #4 Resource Packet may be helpful in facilitating discussion. See copy in Appendix.**
- **Replace sample reviews in this packet with ones from your school – student written, teacher written or class shared writing.**
- **Later in the unit, more information may be added to the anchor chart such as types of leads, types of endings, etc.**

Sample anchor chart: Open-ended listing chart

<u>What Makes a Review?</u>		
○ Graphic	Title	Beginning
○ Graphic	Lead – hook the reader	Lead
○ Graphic	Introduce the opinion	
○ Graphic	Gives Reasons	Middle
○ Graphic	Restates Opinion	Ending

Suggestion: Add visuals to go with each item – sketches or photos can be placed next to appropriate items.

IMMERSTION Goal #1 – Develop Background Knowledge

Day 2 - How does the body or middle part tend to go? (Noticings)

Read, study and discuss: _____

Read, study and discuss: _____

*Sample: Shared Class Text - Tale of Despereaux by Mrs. Siegel's 2nd grade class
(see appendix)*

Student Text – The Hershey Hotel is the Best (see Atlas – Resource Link #14)

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1. Revisit definition and purpose.
2. Discuss how Reviews tend to go – beginning – lead ,middle – body, and ending.

Discuss – Notice, Name, and Why of each

- *Optional:* Put in 4 part chart: Graphic / Notice / Name /Why? Or How it helps the reader) Example: Notice – words at the top of the page, Name – title, Why? Tells the reader the topic or what the review is about **(See sample Chart A)**

3. Check if new selections also have these same parts. Discuss.
4. Study more closely the body and discuss what students notice. What patterns do we see across these texts? Add information to the anchor chart. **(See sample Chart B)**

Sample Chart A – Parts of a Review in a Notice, Name, Why Chart

Picture or Graphic	Notice	Name	How it helps the reader/writer	
	Words on top of page 1	title	Tells the reader what the review will be about	
	Hooks the reader; Invites the reader into the review and sets them up that will try and convince them	lead	Hooks the reader in to think about the topic under review. Entices them to read on....	Beginning
	States a strong feeling	opinion	Informs the reader right away how the writer feels about this topic	
	Tells why the writer feels this way; provides support for the opinion	reasons	Provides the reader with a greater understanding of why the writer came to this strong feeling, may provide advice about different aspects of the topic	Middle
	Restates the opinion	ending	Helps bring the Review to a close, while suggesting readers try or not try this topic	End

Sample Chart B – Additional noticings in red

Suggestion: Add visuals to go with each item – sketches or photos can be placed next to appropriate items. This chart could also be in a Notice/Name/Why format. This is a comprehensive chart and not all items will be discovered during Immersion. Students may notice additional items as the unit progresses and these can be added to the chart.

Sample Anchor Chart

What Makes a Review? Or Review Noticings

- Title
- Review has different parts. There are a lot of lines for each part. (organization)
- Hooks the reader **Lead**
 - Begin listing lead types as students discover them, such as:
 - Sometimes gives background information about area under review
 - Tells overall opinion
 - Quote from a character, a reader, author or customer
 - Illustrates the reviewer’s credibility
 - Question
 -
- States opinion or strong feeling
- Gives support for why the writer feels this way – reasons **Middle/Body**
 - There are categories of support depending on the type of review (example – restaurant = food, service, appearance, price, etc.)
 - Has 2-3 reasons listed and wrote at least a few sentences about each one (elaboration or “say more”)
- Connects parts of writing using words such as also, another, because – transitions
- Restates the opinion **Ending**
 - Begin listing ending types as students discover them, such as:
 - repetition
 - ends with a rating
 - ends with a comparison
- Word Choice - Uses words to make the reader agree with opinion (example: so cool, awesome, best ever, filthy, unfriendly, etc.) (craft)
- Word Choice – Uses specialized language or words related to the type of review (example: hostess, menu, booth, appetizer, waitress, etc.)
- Other things may include: advice, target audience, quotes, comparisons,

Day 3: Box It and Mark It Up Activity
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Read, study and discuss: _____ (class activity)

Read, study and discuss: _____ (partner activity)

Sample: Teacher written – Family Fun at Cracker Barrel (see Atlas – Resource Link #2)

Sample: Student written – Pine Knob (See Atlas – Resources - Student Work Artifact)

- Select one Review and as a class Box It and Mark It Up.
- Provide students with a different review and have them in partnerships Box It and Mark It Up.

1. Box It: Introduction/Lead, Body, Ending (see sample – next page)

– Reviews have different parts. Writer wrote a lot of lines for each part.

2. Mark Up these items: (see sample)

Introduction/Lead

A. Lead – Hooks the reader, sets reader up to expect that the writing will try to convince the reader of the opinion (try to name the type of lead/hook)

B. Opinion (underline) – states strong feeling about the topic

Body* - the first of several paragraphs ***Do for each paragraph**

A. Transition word/s – where the writer connects parts of the piece using words such as also, another, because, one reason, etc.

B. Reason – gives support for the opinion, explains why the writer has this opinion

C. Elaboration or Say More – explains the reason in more detail

Ending

- Restates Opinion in an interesting way (try to name the ending type)

Sample of Box It

SAMPLE RESTAURANT REVIEW – CRACKER BARREL

Family Fun at Cracker Barrel

Introduction

Have you ever been in the mood for country cooking? I recently had the pleasure of visiting the Cracker Barrel restaurant in Lansing Michigan. This restaurant offers delightful menu items, comfortable atmosphere and even shopping. Kids and parents will both love this place. Cracker Barrel is the best!

Body

Cracker Barrel is a cozy restaurant because it has soft chairs. It also has a fireplace that makes it feel like home. It's even decorated with pictures from long ago.

This place offers lots of food choices. The food is creatively displayed. For example, some of the breakfast items are served in little black skillet (pans). Also, the pancakes come shaped like Mickey Mouse. They have a fluffy whip cream mouth, a bright red cherry nose and chocolate chip eyes. Yummy! My mom even ordered soup that came in a bowl made of bread.

My only complaint is that the service was not very good. The reason we felt this way was because we had to wait for over an hour for a table. The lady did not tell us that the wait would be so long. This reminded me of the time we waited in a long, long line to see the dinosaurs at the museum. But, since we had to wait so long we got to shop at the restaurant store. There were things for kids and parents to buy. My sister said, "I liked shopping even better than the food."

Ending / Conclusion

If you like to eat at Bob Evans you are going to love Cracker Barrel. Even though the service wasn't spectacular the experience was great. I give the Cracker Barrel in Lansing Michigan **** out of *****. I recommend you visit Cracker Barrel soon!!!!

Source: 2nd grade Oakland Schools Writing Team, April 2011

SAMPLE RESTAURANT REVIEW – CRACKER BARREL

Family Fun at Cracker Barrel

Introduction

Have you ever been in the mood for country cooking? I recently had the pleasure of visiting the Cracker Barrel restaurant in Lansing Michigan. This restaurant offers delightful menu items, comfortable atmosphere and even shopping. Kids and parents will both love this place. Cracker Barrel is the best!

hook reader

state opinion

Cracker Barrel is a cozy restaurant because it has rocking chairs. It also has a fireplace that makes it feel like home. It's even decorated with pictures from long ago.

Body

This place offers lots of food choices. The food is creatively displayed. For example, some of the breakfast items are served in little cast-iron skillets (pans). Also, the pancakes are shaped like Mickey Mouse. They have a fluffy white body, a bright red cherry nose and chocolate chip eyes. Yummy! My mom even ordered a bowl of fruit that came in a bowl made of bread.

reason

reason

My only complaint is that the service was not very good. The reason we felt disappointed was because we had to wait for over an hour for a table. The lady did not tell us the wait would be so long. This reminded me of the time we waited in a long, long line at the dinosaurs at the museum. But, since we had to wait so long we got to shop at the restaurant store. There were things for kids and parents to buy. My sister said, "I liked shopping even better than the food."

reason

Ending / Conclusion

If you like to eat at Bob Evans you are going to love Cracker Barrel. Even though the service wasn't spectacular the experience was great. I give the Cracker Barrel in Lansing Michigan **** out of *****. I recommend you visit Cracker Barrel soon!!!!

restate opinion

Source: 2nd grade Oakland Schools Writing Team, April 2011

Sample of Mark It Up

IMMERSTION Goal #2 – Generate Possible Writing Ideas**Day 4 – Use Mentor Text to Discover Writing Ideas****Writers start gathering ideas for possible Reviews they could write.**

Throughout Immersion and the unit, generate a list of possible things students could review. These ideas may be gathered from sample reviews and everyday things students do at school, home, or in the community. Have students begin keeping their own personalized Review Idea list and encourage them to add new ideas throughout the unit.

Discuss category for reviews already studied. Ask students to list something in that category that they know a lot about and have a strong opinion. Share new reviews for any categories not previously shared. Let students know it is okay if they don't have something listed for each category.

See teacher planning chart on next page.

Teacher chart for planning purposes – Goal #2 Generate Writing Ideas

REVIEW CATEGORY	A. Sample's title B. List source – student, teacher, class or published review	A. Positive or Negative Review B. Type of lead C. Type of ending D. Other interesting craft items
Book		
Movie/DVD		
Restaurant		
Tourist Attraction		
Video		
Toy		
Other -		

Goal #3: Try It – Shared Class Writing**Begin a Class Flash Draft**

**(Do during Shared Writing component any time during the Immersion Phase
or Day 5 of Immersion if don't have a shared writing component)**

General Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don't create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume - having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – introduction, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Review/Opinion Shared Writing

It is suggested that the class piece *be done during the Interactive/Shared Writing component* of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. Typically, a flash draft is a “bare bones” piece. As the unit progresses and students learn more about Review writing, go back and revise based on their new knowledge. Encourage students to do the same – go back to early pieces and revise, just like the class did with the shared class writing piece.

- Sample sequence of shared writing lessons. Adjust based on time available and students’ needs. Some days may be combined.
 - Day 1 – Choose a topic. Select a topic that all students are familiar with such as school cafeteria, movie class viewed, recent field trip, book read aloud, etc.).
 - Discuss the topic and overall opinion.
 - Discuss reasons for this opinion.
 - Rehearse: Model using hand – thumb = lead, 3 fingers – reason #1, reason #2, reason #3, and pinky = ending. Have student rehearse with a partner. Hand now becomes a “how-to” planner.
 - Plan the pages/part – title goes here, lead goes here, etc.
 - Write lead.
 - Days 2 & 3 – Review yesterday’s work. Rehearse plan across the hand again. Write the body paragraphs. (Because “bare bones” may be able to complete in one session)
 - Day 4 – Review previous day’s work. Write ending part. Revise as needed.
- Be sure to reread, revise and edit the text throughout the shared writing activity. Revise as unit progresses based on new learnings.

APPENDIX OF SAMPLE MENTOR TEXTS AND RESOURCES

- **Please replace sample Review pieces in this packet with ones from your classroom or school – book collection, student-written, teacher-written or class shared pieces. See Atlas Rubicon resources section for many possible mentor texts.**

Teacher Resource IA in Resource Packet

Source: 2nd grade, Unit #4 Opinion Unit: Using the Power of Reviews

Sampling of What a Class Might Discover or Notice Through Studying Mentor Text of Reviews

1. Title – often reveals type of review.
2. The writer tells his/her overall opinion. “How I really feel about _____ is...”
3. The writer gives reasons (2-3) WHY s/he has this opinion.
4. The opinion is usually stated in the introduction.
5. Overall Organization/Structure:
 - Introduction – lead, gives opinion
 - Body – gives specific reasons why reviewer feels this way (discusses specific details about various aspects that were pleasing or displeasing)
 - Conclusion – restates opinion, wraps up the piece
6. Introduction Noticings
 - Catchy lead to grab reader’s attention.
 - Gives background information about the thing or place being reviewed.
 - May tell intended audience – Who’s it for?
 - Types of leads:
 - Tells overall opinion.
 - Quote from a character, a reader, author or customer.
 - Illustrates the reviewer’s credibility.
 - Question
7. Body Noticings
 - Gives support for the opinion – reasons/evidence
 - Uses categories to explain reasons why reviewer feels this way. Different types of reviews discuss different categories.
 - Categories for books:
 - Categories for movies:
 - Categories for restaurants: } See Resource Section, p. I-B
 - Categories for tourist spots:
 - Categories for video games?
8. Ending/Conclusion Noticings
 - Restates overall opinion
 - Types of endings:
 - Repetition
 - Ends with a rating
 - Ends with a comparison
9. Uses “Reviewer’s Language” or specialized language related to the type of review. For example, “I was greeted at the door by a friendly hostess.”

10. May talk directly to the reader – For example, *“You will love...”*
11. May include “spicy” language – For example, *“The movie was thrilling...chiller...”*
12. May include advice – Examples: *Arrive early. Skip this one. Call ahead for reservations.*
13. May include a “Who’s it for?” sentence or identifies target audience (who will like this...).

Examples:

“This movie was made to entertain children but it will also entertain adults.”

“Grown-ups will not be happy because...”

“You may like this if you are the kind of person who...”

14. May include quotes by other people – people that also had opinions on this xx, or experts or people that work there, etc. Examples:
 - *“Three diners at the table near me said that lunch at the American Girl Place is ‘the best birthday present ever.’”*
 - For a video game review, writers may write, *“When you win a game, the character Slash sometimes says, ‘You rock!’”*
15. May include comparisons that persuade –
 - *“If you liked ____ then you will love ____.”*
 - *“Most kids who liked ____ also liked ____.”*
 - *If ____ is a three star ____, then this is a ____ star ____.*

16. Lead Types

- A. Tells overall opinion.
 - *Ben and Jerry’s is famous for ice cream, Starbucks for coffee, and in my part of New York City, Crumbs is famous for cupcakes.*
- B. Quote from a character, a reader, author or customer.
 - *“This is the best vanilla cupcake I ever had,” said a little boy sitting at the table next to me at Crumbs Bakery on the Upper West Side. I agreed.*
- C. Illustrates the reviewer’s credibility.
 - *I love cupcakes and eat several every day. So trust me when I say Crumbs is the best place in New York City for cupcakes!*
- D. Question
 - *“Where do you go when you have a sweet tooth craving?”*

17. Ending Types

- A. Repetition – repeat opinion at the end, just simply say the same thing again.
- B. End with a rating – invent a rating system (stars, thumbs up or down, numbers, etc.).
- C. End with a comparison to another restaurant, movie, or game that is similar to or different from the one reviewed.
 - *“If you liked this book, you may also like...”*
 - *“A better option is to play...”*

Detroit Institute of Art

By M.J., 2nd grader

Are you someone who likes Art? Then go to the Detroit Institute of Arts. You will see lots of paintings. The DIA is the best because they have beautiful statues, drawings and so much more. Nicole my friend said, "It was the best place I've ever gone to." It is in downtown Detroit.

When you walk in you will see sunlight, a café, marble floor, beautiful statues. My teacher said, "I'd forgotten how beautiful the DIA was."

Also, the staff people are so friendly that you don't have to ask for information. They just appear and tell you everything.

The Art there is so interesting like donkey, mummy, a book with Arabic writing. I know because I saw all of it.

The Detroit Institute of Art is the best because it has beautiful statues. I recommend that only 6 and up kids could go there because there are some inappropriate statues. It is so big that someone might get lost. This is 4 out of 5 stars. I recommend you go there SOON!!!

Class Shared Writing – Mrs. Siegel’s 2nd graders



After reading the amazing book, *The Tale of Despereaux*, I was really looking forward to seeing the movie with the same name. Unfortunately the movie fell flat! There were so many events from the book that the movie missed.

The film opens with a rat on a ship, heading into the port of a city famous for its soup. After the rat, Roscuro, accidentally scares the queen to death, the king outlaws soup and the land suddenly falls under the shadow of clouds that never rain. While the rat goes into hiding under the city, a young mouse named Despereaux, who does not act like a mouse is supposed to act, finds his way into the castle to befriend a princess and hopefully bring back the glory of soup to the land.

This movie really proves that the book is almost always better than the movie. For instance, in the movie Roscuro arrives to the Kingdom of D'or on a ship with pirates. In the book, Roscuro is born in the darkness of the dungeon. One day he sees a glimmer of light and he becomes mesmerized with it. Most of the best parts in the story are about his longing to see light again.

The animation of this movie was rich and beautiful. Even though the movie was a cartoon the images looked so real! The movie actors did a nice job with the voices of the characters. This movie is rated G but there are some scenes in that might scare little children. For example, in the movie Roscuro had to fight a cat in the coliseum. That scene was a bit violent and scary.

I would rate this movie 3 out of 5 stars. I would definitely recommend that anyone interested in *The Tale of Despereaux* read the book before seeing the movie!

