

# 5<sup>th</sup> Grade

## Book Report/Literature Response Ideas Packet

### Monthly Book Report Schedule:

You will need to read at least one chapter book to report on. The genre schedule is as follows:

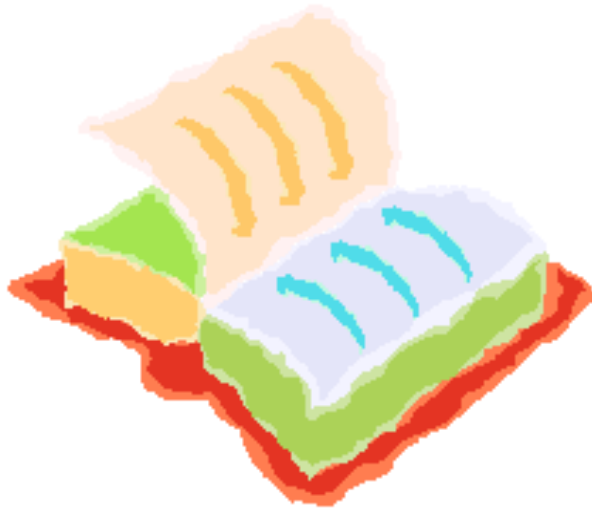
Sept.: biography

Nov.: realistic/historic/science fiction

Jan.: non-fiction/information text

Mar.: mystery/fantasy or folklore/legend

Apr.: students' choice



## Book Report/Literature Response Ideas

You will use creativity, art, proper grammar, punctuation, spelling and literary response skills in writing a response to a book you have read. You will demonstrate an understanding of the book by supporting your perspectives/judgments/recommendations through references to the text. In your critique of the book you should evaluate the author's writing style that influence your perspectives/judgments/recommendations.



Your book report/literature response piece should include the following:

1. **Plot** - Identify the main problem or conflict of the plot and explain how it is resolved.
2. **Character** - Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters and the importance of the character contrasts to the plot or theme.
3. **Theme** - Understand that theme refers to the meaning or moral of a story and recognize the theme (whether implied or stated directly)
4. **Figurative language** - describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
5. **Critique** - Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence your perspectives.

## A Book Report Sandwich!

Make a drawing of a sandwich that shows the slices of ham, tomato, and Swiss cheese; lettuce leaves; a layer of mayonnaise, and a couple of slices of bread (or come up with your own idea of a sandwich). Remember, in order for the reader to view your report, it will have to be completed on a large (11' x 14") size piece of paper.

Use your artistic and creative talents here!

- On the top slice of bread, write the title and the author of the book
- On the lettuce, write a brief summary of the book
- On the tomato slice, write about the theme
- On the mayonnaise, describe the book's main character
- On the Swiss Cheese, describe the plot
- On the ham slice, share any figurative language used by the author (metaphors, similes, etc.)
- On the bottom piece of bread, draw a favorite scene from the story.
- On the plate, should be a brief critique and your recommendation for the book

## Character Trait Diagram

You will create a Venn diagram to illustrate similarities and differences in the traits of two of the main characters in a book just completed. (You might elect to create a Venn diagram showing similarities and differences between the book's main character and yourself!) Make sure to include the title of the book, author, and the **(P,C,T,F,C)**

## Write a Letter to the Author

After reading a book, you will share your reactions to the book in a letter written to its author. You will include reasons/explanations with examples to support your opinion or comments. If you write to an author who is still alive, you might actually mail the letter (after it has been proofread by your parents and teacher).

### **Book in a Bag, an Envelope, an Oatmeal Box ...**

Here is an unusual and creative way to present your book report. Think of how you can use a book report container such as a plastic bag, a manila envelope, a can, or anything else that might be appropriate for a book.

1. Decorate your container to convey some of the major details, elements (character, plot, setting, theme), found in your book.
2. Your container must include the following: **(P,C,T,F,C)**
  - a. **Plot** - Identify the main problem or conflict of the plot and explain how it is resolved.
  - b. **Character** - Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters and the importance of the character contrasts to the plot or theme.
  - c. **Theme** - Understand that theme refers to the meaning or moral of a story and recognize the theme (whether implied or stated directly)
  - d. **Figurative language** - describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
  - e. **Critique** – Your critique/judgment/perspective of the book with reference to the text
  - f. **Questions** - Write ten questions based on the book. Five of the questions can be about general content, but the other five must require more thinking.
  - g. **Vocabulary** - Create a ten-word glossary of unfamiliar words from the book.
  - h. **Things** - Include five things that have a connection to the story.
3. You will present your "Book in a..." project to the class. In the presentation, you will explain the connection of the container to the story, conduct a show and tell about the five things, and then share information about three of the book's literary elements -- setting, characters, conflicts, climax, or resolution. Lastly, you will share your critique of the book.

### **Thumbs Up, Thumbs Down!**

You will write a review of the book you just finished reading -- in the style of a movie review.

1. Your review must include the title, author, genre of book, and brief summary and **(P,C,T,F,C)**
2. You will conclude your review by awarding a thumb up or thumb down on the book, giving your reasons/explanations with supporting examples for your opinion based on content, writer's style, etc. (critique)
3. **Optional:** If you and a friend have both read this book, it could be even more fun if both of you plan a lively interaction, a la Ebert and Roeper, about the book, which could be videotaped for all to see!

### **Sell It!**

You will pretend to be a publicist for the book that's just been read. You will write and then deliver a 60-second speech that will persuade other students that they should read the book. Writing and speaking persuasively will be especially difficult if you didn't like the book. If that's the case, you can share that fact *after* completing the speech. Don't forget your **(P,C,T,F,C)**

### **Create a Card Catalog**

After reading a book, you will complete an index card with information about the book. The front of the card includes details such as title, author, and date published along with a two- to three-sentence synopsis/summary of the book. On the back of a second card, you will write a paragraph critiquing the book. Paste the two cards in a diagonal layout onto a colored background paper. You might even rate the book using a teacher-created five-star rating system. Example: A five-star book is "highly recommended; a book you can't put down."

### **Interview a Character**

You will compose/write six to eight questions to ask a main character in a book you have just completed. You also write the character's response to each question. The questions and answers should provide information that shows you read the book without giving away the most significant details. Don't forget the title and the author's name on your interview sheet.

### **Ten Facts**

You will create a "Ten Facts About [book title]" sheet that lists ten facts you have learned from reading the book. The facts, written in complete sentences, must include details you didn't know before reading the book.

### **Script It!**

You will write a movie script for a favorite scene in a book you just read. At the top of the script, you can assign real-life TV or movie stars to play each role. You might also work with classmates to perform the favorite scene.

### **Concentration**

You will need 30 index cards to create a Concentration-style game related to a book just finished. You will choose 14 things, characters, or events that played a part in the book, or vocabulary words you learned, and create two cards that have identical pictures of each of those things. The two remaining cards are marked Wild Card! Then you turn all 30 cards facedown and mix them up. You can choose a partner with whom to play according to the rules of Concentration.

### **What Did You Learn?**

You will write a summary of what you learned from a book you just read. The summary might include factual information, something learned about people in general, or something you learned about yourself.

### **Glossary and Word Search**

You will create a glossary of ten or more words that are specific to a book's tone, setting, or characters. You will define each word and write a sentence from the book that includes that word. Then you will create a word search puzzle that includes the glossary words. You can exchange your glossaries and word searches with others in the class.

### **In the News!**

You will create the front page of a newspaper that tells about events and characters in a book just read. The newspaper page might include weather reports, an editorial or editorial cartoon, ads, etc. The title of the newspaper should be something appropriate to the book. Make sure to include the title, author, and your **(P,C,T,F,C)**

### **Create a Comic Book.**

You can turn a book, or part of it, into a comic book, complete with comic-style illustrations and dialogue bubbles.

### **Characters Come to Life!**

You will create life-size "portraits" of one of the characters from a book just read. The portrait should include a written piece that tells about the character. The piece might also include information about events, traits, or conflicts in the book that involve that character. Hang your portraits in a class gallery.

### **Prove It in Five Minutes!**

You will give a 150-second (2½-minute) oral presentation in which you share information about a book's plot and characters. You will close the presentation by offering an opinion and recommendation about the book. Then students in the audience have 150 seconds to question you about the book. If you are able to prove in five minutes that you read the book, you are excused from filing a written report about it.

### **Picture Books**

After reading a book, you will create a picture book version of the story that would appeal to younger students. You can then share the picture books with a group of young students, perhaps your Kindergarten buddy.

### **Resume Writing**

As a tie-in to a potential future career, challenge yourself to create a resume for a book character. You should include in the resume a statement of the applicant's goals and a detailed account of his or her experience and outside interests.

### **Character Trait Chart**

You will create a chart with three columns. Each column is headed with the name of one of the book's characters. As you read the book, you can keep a record of the traits each character possesses and include an incident that supports each trait.

### **Theme Report**

Challenge yourself to select a concept or a thing from the book you just finished and to use library or Internet resources to explore it further. You will then write a two-page report that shares information about the topic.

### **Setting**

To learn more about the setting of a book, you will write a one-page report explaining how the setting was important to the story.

### **"Dear Diary."**

You will create a diary or journal and write at least five entries that might have been written by a character in a book just read. The entries should share details about the story that will prove you read the book.

### **Design a book jacket with an inside summary**

You will design and illustrate the outside of a book jacket for the book you just read. On the inside include a summary of the book and don't forget your **(P,C,T,F,C)**

### **Do a report to tell about the author or illustrator.**

Include information about the figurative language used in the book.

### **Put together a three-dimensional scene from the book.**

Make sure you include the characters, setting, and plot

### **Make a diorama**

Take any old box you have around and build a scene from the book. Use toys, clay, grass, dirt, whatever is handy to build the scenery, and of course, draw or paint the background. Then write a short paragraph or two or three telling about this scene.

**Turn the book, or part of the book into a puppet show**

Make the puppets yourself, use ones you have, make stick puppets, or use dolls. Write a script and enlist helpers. Then put on the show for the class. Don't forget the popcorn!

**Act out a scene from the book.**

Write the script and put on a show using easy costumes or signs around the neck to identify characters.

**Do a monologue**

Pretend to be a character from the book. Tell the story. You can do this aloud or on paper. If you pick someone other than the main character, you may find the story looks different from your eyes than it does to the main character. After all, the bad guy might not see himself as being so bad!

**Scan a chapter into your computer and then make illustrations for it**

Remember that the characters need to look the same in every scene and have to wear the same clothes unless they have changed them. After you finish, write or tell what you learned about being an illustrator. Read some books or articles on illustrators to learn more about their jobs.

**Write a new ending for the story, or add an extra chapter**

This is especially good if you hated the ending. Remember, you have to use a similar style and the ending has to make sense with the rest of the story.

**If the story involves travel,**

You will map out the journey with illustrations of what happened there.

**If the story takes place in another country**

You will learn about that country. Prepare a meal the characters might have eaten or demonstrate some traditions.

**Try doing a series of newspaper articles or television news stories on the book.** This is especially good for non-fiction books. You can even videotape the reports.

**Make a mural showing scenes from the book with captions**

You will show us what the picture is about.

**Read several books by the same author and do a comparison and contrast.**

Are there certain types of stories he likes to write? Are there lessons he likes to teach? Does he prefer to write in first or third person?

**Read several novels about the same characters.**

Did the author have the characters grow or change throughout the books? What were they like in the first book? What were they like in the last book? In what ways are they the same? In what ways are they different? What events in the books caused the changes to happen?

**Read a book about an inventor or scientist.**

Try doing some of their experiments or using some of their inventions. Try creating your own experiments or making your own inventions.

**Try writing a child's version of a book you like.**

What elements of the story will you leave out? How will you simplify the story? Be sure to decide in advance what age you are writing for.

**Try creating quizzes or games based on popular books.**

Warning: Games are really hard. It's hard to make a game that is not boring and that lasts the right amount of time. You may have to keep playing the games and making changes. You will need to write clear directions. It's extremely educational, though, and interesting. You can put your quiz on flash cards. Would our school library be interested in having a copy of your game donated to them?

**Create a web site with reviews of your favorite books.**

A book review is a little different from a book report, but you can put either kind on your page.

**Think of five things going on in your world-pollution, racism, bullying, materialism and so on, and decide how the characters in your book would react to them.** This is a way of doing a character analysis. Remember that you have to really understand the character to be sure this is how they would really react. Think about the way the main characters are the same and different. They won't all have the same reaction.

**In a variation on the last idea, read a book that takes place in the past.**

Pretend your characters have found or built a time machine and come to visit you. Write a journal of their reactions to your world. You can have several of them take turns making entries.

**Read a book about a place.**

Pretend you work for the tourism bureau of that place. Create ads and commercials to get people to come to that place. Look at some web sites put together by places to get ideas. How would you create a campaign for your own city?

*and more ideas.....*

**Build a scale model of an important object in the book.**

**Make a “picture book” of the most important part.**

**Do a watercolor picture of the setting.**

**Draw or paint the main characters of the book.**

**Produce a movie of the book.**

**Gather a collection of objects described in the book.**

**Make a collage covering all of the story elements.**

**Construct a wire mobile to illustrate your book.**

**Design and make stand-up characters.**

**Design costumes that characters in your book might have worn.**

**Devise a poster to advertise the book.**

**Draw a map showing where the story takes place.**