

Drag and Drop

✓ Complete each statement. Drag the circle to the correct term.

- a) Writing a _____ is a good way to show how well you understand a book and to tell what you think about it.
research paper persuasive essay book report fiction story
- b) The first part of a book report is the _____.
conclusion introduction body subheading
- c) The _____ is the main idea of the book.
characters theme setting plot

/3

Reading Passage

While you are a student, you may often be asked to write a report about a book you have recently read. Don't panic! Writing a book report is just another part of the writing process. A book report is an essay that gives a brief summary of a book and your reaction to it. Book reports show how well you understood a book and what you think about it. Every book report has the same elements which must be included in order for it to be complete. If you make sure that you include the following things in your book report, an excellent grade should be in your future!

- **Introduction** – the first part of the book report. An introduction should include the title (name) and author (writer) of the book you read; why you chose the book; and the kind of story the book tells.

Comprehension Questions

✓ Finish each sentence with a word from the list. Drag and drop the words in the boxes.

| | | |
|------------|---------|------------|
| nonfiction | fiction | adventure |
| fiction | nature | nonfiction |

- a) All books can be classified as _____ or _____.
- b) _____ books are stories that are made up by the author.
- c) _____ books are about real things, people, events, and places.
- d) _____ books are about the environment, taking care of the earth, nature, or wildlife and are fact.
- e) _____ books are about exciting journeys, interesting places, heroes, and spies, and can be fiction or nonfiction.

/5

Marking Rubric

Name: _____

| | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------------------|---|---|--|--|
| Understanding Concepts ✓ | Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/> | Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/> | Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/> | Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/> |
| Responses to the text ✓ | Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/> | Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/> | Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/> | Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/> |
| Analysis of Concepts ✓ | Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/> | Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/> | Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/> | Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/> |
| Application of Concepts ✓ | Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/> | Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/> | Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/> | Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/> |

Total Score = /48

Ordering

Number the following steps in the book report writing process in the order that they should occur.

- | | |
|---|---|
| <input type="checkbox"/> a) Writing the first draft of the report. | <input type="checkbox"/> h) Returning your book to the library. |
| <input type="checkbox"/> b) Choosing a book to read. | <input type="checkbox"/> i) Organizing your ideas before you begin to write. |
| <input type="checkbox"/> c) Getting a grade on your book report. | <input type="checkbox"/> j) Talking to others about the kinds of books they like to read. |
| <input type="checkbox"/> d) Presenting your book report. | |
| <input type="checkbox"/> e) Making notes as you read the book. | |
| <input type="checkbox"/> f) Proofreading your report. | |
| <input type="checkbox"/> g) Writing the final draft of your report. | |

/10

Reading Passage

Write down your book's title, author, illustrator, and copyright date. You will need this information in your book report. As you read the book, you should write down the main character's names and anything else you think you'll need when you begin your report.

- **Read the entire book!** Don't skim the pages and don't pretend that you read something that you didn't.
- **Use a graphic organizer to help you organize your ideas before you begin to write.** Later in this workbook you will find graphic organizers that will help you with your prewriting activities.
- **Write a good first draft of your book report.** Be sure to include all the important information that your teacher has talked about. We will look at some great book report forms a bit later in this study.

Matching

Match the graphic organizer to the written description on the right. Type the number of the graphic organizer next to its meaning.

| | | | |
|----------|--|---|--------------------------|
| 1 | | <p>A graphic organizer that helps you remember all the important facts that should be included in a good book report.</p> | <input type="checkbox"/> |
| 2 | | <p>A graphic organizer that helps you fully describe each character in the book.</p> | <input type="checkbox"/> |
| 3 | | <p>A graphic organizer that helps you remember the events of the book in the order they happened.</p> | <input type="checkbox"/> |

/3

Marking Rubric

Name:

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------|---|---|--|--|
| Understanding Concepts | Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/> | Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/> | Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/> | Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/> |
| Responses to the text | Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/> | Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/> | Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/> | Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/> |
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Total Score = /41

Matching

Match the word to the definition on the right. Type the number of the word next to its meaning.

- | | | | |
|---|-----------------|---|--------------------------|
| 1 | fiction | other people's suggestions about good books for you to read | <input type="checkbox"/> |
| 2 | nonfiction | writings that convey factual information and are not works of the author's imagination | <input type="checkbox"/> |
| 3 | genre | the place where a reader makes notes about the basic elements of his/her book—plot, setting, characters, timeline, etc., as well as writes down questions that arise in the reading | <input type="checkbox"/> |
| 4 | reading journal | novels and stories that describe imaginary people and events made up by the author | <input type="checkbox"/> |
| 5 | recommendations | a particular type of literature or book | <input type="checkbox"/> |

/5

Reading Passage

Writing a fiction book report is like writing any other kind of essay. You will go through the same steps: prewriting, drafting, proofreading, revising, and presenting your report. However, you should make sure that you understand what a fiction book is.

There are many different genres, or kinds of books. A fiction book is a novel or story that describes imaginary people and events made up by the author, or the person who wrote the book. All fiction books have characters (who the story is about), a setting (the time and place the story happens), and plot (what happens in the book or story). Be sure to include all of these elements in your fiction book report.

The first step in writing a fiction book report is to choose the book you want to read unless your teacher has already assigned a book to you. You can ask your media specialist or teacher for their recommendations or suggestions of good books, or you may ask your classmates or friends. After you have considered all the choices, it's up to you to pick a book that you want to write about.

Comprehension Questions

Drag the "X" next to the best graphic organizer for a fiction book report. X

A

Name _____ Date _____

Title of the Book _____

Author _____

1. Is the author an expert on the subject? Yes ___ No ___ Unsure ___

2. On the back of the title page check for the following information:
Copyright date _____
Number of editions _____

3. Is the copyright date recent enough to include the newest facts on the topic? Yes ___ No ___ Unsure ___

4. Are there pictures and diagrams? Yes ___ No ___
If so, are they helpful? Yes ___ No ___

5. Is the book convenient to use? Rate the following:
Index: Excellent ___ Fair ___ Not helpful ___
Table of Contents: Excellent ___ Fair ___ Not helpful ___
Headings: Excellent ___ Fair ___ Not helpful ___
Vocabulary in Italics: Excellent ___ Fair ___ Not helpful ___

6. Does the book cover the topic fully and is the information easy to understand? Why or why not? _____

7. What made you select this book as a resource? Cover ___ Title ___
Other _____

8. What overall rating would you give this resource?
Use with caution ___
Good basic information ___
Excellent for assignment ___

B

Book Report

Title: _____

Author: _____

Illustrator: _____

Main Characters: _____

Setting: _____

Explain the plot of this book: _____

Would you recommend this book to a friend? Why or why not? _____

List any other books written by this author: _____

/1

Marking Rubric

Name: _____

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Total Score = /47

Comprehension Questions

Drag the checkmark next to the title of each nonfiction book.

- a) **The American Story: 100 True Tales from American History** by Jennifer Armstrong
- b) **The Pinballs** by Betsy Byars
- c) **The Red Badge of Courage** by Stephen Crane
- d) **Now Is Your Time! The African-American Struggle for Freedom** by Walter Dean Myers
- e) **1776** by David McCullough
- f) **The Princess Bride** by William Goldman

/6

Reading Passage

All nonfiction books can be divided into three types: 1. informative, 2. biographies, and 3. autobiographies. Each type of nonfiction book is described in this diagram:

Types of Nonfiction Books

- 1. Informative Books** – books that provide useful or interesting information. Informative books include all kinds of textbooks such as science, social studies, and history books.
- 2. Biography** – The story of a person's life written, composed, or produced by another person.
- 3. Autobiography** - A narrative in which an individual tells his or her own life story.

There are thousands and thousands of nonfiction books in your media center or library. Your media specialist will be glad to help you find the type of nonfiction book you wish to read and make a report about. Of course, you can always find the titles of nonfiction books by using the internet or visiting a bookstore.

Matching

Match the graphic organizer to its description. Drag the checkmark to the description that matches with the graphic organizer.

Name _____ Date _____

Title of the Book _____

Author _____

1. Is the author an expert on the subject? Yes ___ No ___ Unsure ___

2. On the back of the title page check for the following information:
Copyright date _____
Number of editions _____

3. Is the copyright date recent enough to include the newest facts on the topic?
Yes ___ No ___ Unsure ___

4. Are there pictures and diagrams? Yes ___ No ___
If so, are they helpful? Yes ___ No ___

5. Is the book convenient to use? Rate the following:
Index: ___ Excellent ___ Fair ___ Not helpful ___
Table of Contents: ___ Excellent ___ Fair ___ Not helpful ___
Headings: ___ Excellent ___ Fair ___ Not helpful ___
Vocabulary in italics: ___ Excellent ___ Fair ___ Not helpful ___

6. Does the book cover the topic fully and is the information easy to understand?
Why or why not? _____

7. What made you select this book as a resource? Cover ___ Title ___
Other: _____

8. What overall rating would you give this resource?
Use with caution ___
Good basic information ___
Excellent for assignment ___

A graphic organizer that is used for a person's life story that is written by the person.

A graphic organizer used for an informative book report.

A graphic organizer used for a book report about someone's life that is written by another person.

/1

Marking Rubric

Name: _____

Marking Rubric

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Total Score = /56

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

- | | |
|------------------|----------|
| audience profile | rehearse |
| transitions | oral |

- a) _____ book reports are spoken aloud rather than presented in written form.
- b) _____ means to practice something before presenting or performing it.
- c) _____ is a brief description that summarizes the characteristics of the people listening to book report.
- d) _____ are the times in an oral book report when the speaker changes from the introduction to the body or from the body to the conclusion of the report.

/4

Reading Passage

Steps to a Great Oral Book Report

1. Make sure that your report has an introduction, a body, and a conclusion. Outline what you are going to say in each section.
2. **Introduction** - use the introduction to tell your audience the general information about your book, such as its title, author, publisher, and year of publication. You may choose to start with an attention-grabber, like a question or a funny story related to the book. Telling it will help you relax and warm your audience to the presentation.
3. **Body** - use the body of your presentation to describe key elements of the story, such as its setting and time period, an overview of the main characters, and a very brief summary of the plot.
4. **Conclusion** - use your conclusion to describe any themes or symbolism in the book and how the author uses them to reinforce important messages. At the end of your presentation, tell your audience what you thought of the book. Would you recommend it? Are you planning to read additional work by this author?

Matching

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

- | | | | |
|---|---------------|---|----------------------|
| 1 | notes | Gestures, unconscious bodily movements, facial expressions, etc. which serve as nonverbal communication or as accompaniments to speeches or reports. | <input type="text"/> |
| 2 | note cards | A word, phrase, sentence, or group of sentences that relates a preceding topic to a succeeding one or that smoothly connects parts of a speech or piece of writing. | <input type="text"/> |
| 3 | body language | A summary of important facts or points written down by a reader or speaker. | <input type="text"/> |
| 4 | transitions | Index cards or similar cards used for recording notes or other information. | <input type="text"/> |

/4

Marking Rubric

Name:

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------|---|---|--|--|
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Total Score = /31

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

| | | |
|----------------|-----------------|-------------|
| capital letter | quotation marks | punctuation |
| subject | proofreading | predicate |

- _____ means reading a report to look for errors in spelling and composition.
- Each sentence in a book report must begin with a _____.
- There must be some form of _____ at the end of each sentence.
- An incomplete sentence is one that lacks a _____ or a _____.
- Be sure to use _____ around the words that are spoken by the characters in the book.

/5

Reading Passage

Before beginning a book report it is very important to read the entire book. By doing this you will gain a general understanding of the plot, characters, and organization of the book. Besides, you'd feel very foolish trying to answer questions about the book if you hadn't read all of it! If you have a choice about the book to make a report on, be sure to choose one that sounds like it would be interesting to you. Then, as you read, make notes about the characters, plot, setting, and other important parts of the book.



The Writing Watch Dog says, "Make sure that you choose a book that interests you, take notes while you read it, and then write a great book report to share the book with your friends and classmates. You will have a great sense of accomplishment when you're finished."

Comprehension Questions

What is a book report? Type your answer in the box below.

/1

What are the three parts of a good book report? Type your answer in the box below.

/3

Marking Rubric

Name: _____

Marking Rubric

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------|---|---|--|--|
| Understanding Concepts | Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/> | Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/> | Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/> | Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/> |
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Total Score = /71

Writing Tasks

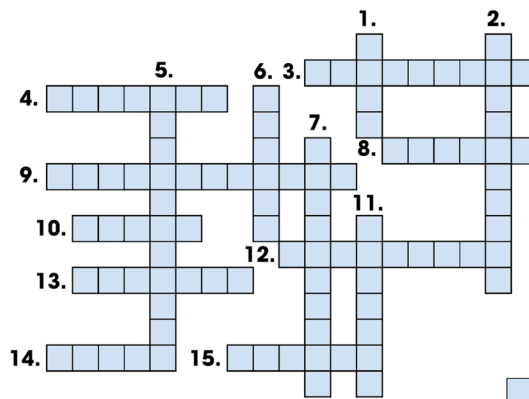
Choose a favorite character from a book you have read. Now pretend that you and this character can go on a five-day vacation together. Write a diary entry for each day describing the events of each day. You may use additional paper from your notebook if you like.

/5

Crossword

Word List

biography
body
book report
characters
fantasy
genres
informative
introduction
mystery
organizer
quotes
setting
theme
title
visual



/15

Word Search

Drag the red circles

over top of the words

you find in the word

search.

/19

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| b | o | o | k | r | e | p | o | r | t | j | p | w | h | e |
| b | t | r | g | p | n | l | w | x | e | b | o | d | y | l |
| i | g | g | c | r | w | o | j | y | m | u | e | s | d | a |
| o | r | a | l | o | k | t | n | e | e | n | b | m | l | a |
| g | a | n | t | o | j | q | o | h | h | e | n | b | e | m |
| r | p | i | c | f | m | f | i | c | t | i | o | n | s | s |
| a | h | z | e | r | i | t | t | k | s | a | n | z | e | d |
| p | i | e | j | e | g | i | c | e | y | u | f | f | r | i |
| h | c | r | l | a | n | r | u | o | j | e | i | j | n | a |
| y | d | s | g | d | t | u | d | e | c | r | c | n | e | l |
| s | n | o | i | t | a | t | o | u | q | o | t | e | g | a |
| s | e | t | f | i | n | g | r | o | f | h | i | c | u | u |
| e | b | m | y | l | i | q | t | y | d | t | o | j | g | s |
| v | q | w | x | e | t | o | n | n | f | u | n | g | q | i |
| c | o | n | c | l | u | s | i | o | n | a | e | y | e | v |

Comprehension Quiz

Comprehension Quiz

What is one way to show how well you understand a book and to tell what you think about it?

Type your answer in the box below.

/1

What are the three main parts of a good book report? Type your answer in the box below.

/3