

My MAGNIFICENT Book Report

This is my book cover.

Theme

by _____

The author's message to the reader is . . .

The Book's Title Is:

Character

Here's information about my favorite character:

Something the character said was . . .

Name of character

How the character looked

Something the character did

How I am/am not like the character

Quick Takes

Three words to describe this book are

1. _____ 2. _____ 3. _____

This book is special because _____

This book reminded me of _____

A new vocabulary word I learned from this book is _____

It means _____

Here's something I know about the author _____

I give this book _____ stars!
(color in one or more)

I would recommend this book to _____
because _____ (person's name)

Setting

Here is where my story took place:

Description

Drawing

Plot

Here's a mini-movie showing 3 key events in the story:

Event 1 _____

Event 2 _____

Event 3 _____

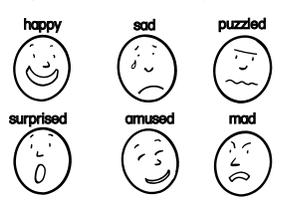
Cause and Effect

This event in the story had a powerful effect:

Cause

Effect

This book made me feel . . .
(color in one or more)



because _____

My Magnificent Book Report

★ INTRODUCING THE POSTER ★

Welcome to *Instant Personal Poster: My Magnificent Book Report!* Use this interactive poster as a giant graphic organizer to help students think about and organize information, analyze their books, and share information with the group.

The activities on the poster are designed to encourage critical thinking, such as analyzing and synthesizing information, applying strategic reading skills, and summarizing information.

★ BUILDING BACKGROUND ★

Support students in understanding the major attributes of a book: genre, theme, character, setting, sequence, and plot. Analyze familiar books—books you have read as a class or even popular picture books. Sort them into genre categories. Encourage students to make predictions about what may happen in their books based on the cover or first several pages or chapters.

Create Story Maps for your students, introducing them to the concepts of character, setting, problem, and solution. Remind students to look for these elements as they read their selected books.

★ USING THE POSTER ★

Theme

Have your class practice generating single sentence descriptions that summarize the main idea of familiar books.

Genre

Choose a variety of familiar books and ask students to group the books into genre categories. Discuss the genre categories listed on the interactive poster. Which type of books do they most like to read? Are there any genres missing from the list?

Character

Use a T Chart to help students analyze their main characters. Have them record the type of person on the left side of the T and examples from the book which support their claim, on the right. Students may also wish to use Same and Different Charts, or Venn Diagrams to assess how they are like or unlike their main characters.

Setting

Ask students to think about how the setting affects the story. How would the story have been different if it took place in a different setting?

Plot

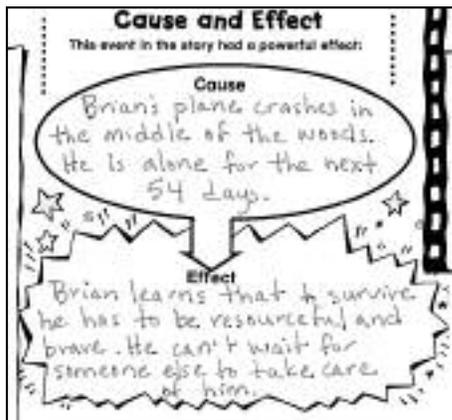
Provide students with a graphic organizer in three parts: beginning, middle, and end. Relate the day's events and ask students to use the graphic organizer to chart the beginning, middle, and end. Explain that plot is a combination of what happened and whom it happened to. They must include both pieces of information in their retellings.

Describe the Book

Encourage students to jot notes about their books as they read. They should record what they liked or disliked and why.

Have students keep individual index cards to note any new vocabulary. Post these cards on a classroom word wall.





Cause and Effect

Remind students that the cause and effect they write about should relay a major event in the story. You may wish to create a cause and effect web that shows multiple effects from a single cause.

★ SHARING THE RESULTS ★

1. Choose different students each day to share their poster information orally.
2. Create a bulletin board or hall display featuring each student's book review. Encourage kids to visit and add to their personal reading lists.
3. Have students create ads for the books they liked in print, video, or audio format.
4. Encourage students to work together to perform short skits retelling an important event from a book.
5. Have pairs of students trade books and provide just enough information to sell each other on the books.
6. Form literature circles with small groups of students who have read the same book. Encourage each student to develop a discussion prompt.

★ CONNECTING TO STANDARDS ★

The activities in *My Magnificent Book Report* support the following reading language arts standards:

- ★ reading for purpose

- ★ reading strategically
- ★ reading across genre
- ★ identifying literary elements
- ★ literary response
- ★ listening and visual literacy

★ ASSESSING STUDENT WORK ★

The customized format of the reports makes each student's report unique. Use this checklist to assess mastery.

- ✓ Did the student understand the plot?
- ✓ Was he or she able to retell important story elements in correct order?
- ✓ Did the character analysis accurately describe the main character?
- ✓ Did the student understand the concept of cause and effect?
- ✓ Were multiple causes and/or effects shown when appropriate?
- ✓ Was the student able to define a personal response to the book and to explain it?
- ✓ Does the student have an understanding of genre? Can the student identify three or more different genres?
- ✓ Was the student able to orally describe the book either in conference or to the group?

★ TAKING IT FURTHER ★

Chart the results from the book report posters on a class bulletin board. Make a bar graph to show the different genres that your class has read. Encourage students to read more books by the same author, in the same series, or in the same genre.

Have students keep a Book Log recording important information about each book they've read. Share this log with parents at conference time.