

Better Book Reports Curriculum Map

Book reports allow the young reader to share their thoughts about the stories they have heard or have read themselves. As well, students need the opportunity to demonstrate their understanding of the materials.

Each section begins with a Teacher's Notes page that will provide suggestions to help you to introduce the sections and to obtain the best results from your students. As children's literacy skills become more developed, we need to provide meaningful activities that will promote successful and enjoyable reading experiences.

This resource contains six sections:

1. Vocabulary Development
2. Identifying Important Information
3. Character Analysis
4. Summarizing & Sequencing Events
5. Reasoning & Critical Thinking
6. Creativity & Design

Introduction & Teacher Suggestions Includes:

- Overall Expectations
- Introduction
- Getting Started: organizing materials, using the activities
- Sharing student results
- At A Glance Skill List
- Teacher Assessment Rubric
- Student Self Assessment Rubric
- Teacher – Student Conference Form
- Book Report Activities List

Warm Up Activities

- READO: a bingo style game using terms related to books
- NAME THAT WORD: a recall game using book terms
- WORD SEARCH: a puzzle using all the terms in READO

Book Report Activities

Vocabulary Development Activities

1. Calling All Nouns and Verbs
2. Describing Words
3. Picture of a Word
4. What Do You Mean?
5. My Senses Say ...
6. It's a Puzzle!
7. Similes

Identifying Important Information Activities

1. Cover Me
2. The Key to the Story
3. Flying High!
4. A Chapter By Any Other Name
5. Map It Out!
6. Let Me Tell You ...
7. It's All About ...

Character Analysis Activities

1. Dear Diary
2. We're Not the Same at All
3. In My Character's Place
4. A Chapter By Any Other Name
5. Character Poem
6. Fantastic Characters
7. Pack Your Bags!

Summarizing & Sequencing Events Activities

1. It's About Time
2. Now Hear This!
3. Important Events
4. Story Emotions
5. The Main Events
6. Step By Step
7. Pictures Help Tell the Story

Reasoning & Critical Thinking Activities

1. Just Like Me!
2. In My Opinion
3. My Favorite Author
4. I'd Like To Know ...
5. And After This ...
6. This Could Be a Problem
7. Reading About Sports

Creativity & Design Activities

1. Hang It Up!
2. Let's Party!
3. This Puzzles Me
4. Hello From Radio Land
5. Super Slogans
6. Stand Up! Stand Up!
7. Roll It Up!

IMPORTANCE OF VOCABULARY DEVELOPMENT

Late Primary and early Junior students are at a stage in their language development where they are becoming more confident in applying word skills and strategies to derive meaning from words. They require both oral and written opportunities to experiment further with language.

This section will include:



- A review of prior skills and knowledge
- An introduction to new terms and ideas: similes, visualizing words, sensory words

Students may require a formal lesson for some skills before attempting the response activity.

ACTIVITIES & SKILLS COVERED IN THIS SECTION

Activity #	Name of Activity	Skill Focus
1	Calling All Nouns and Verbs	Identifying nouns and verbs within the text
2	Describing Words	Identifying adjectives and adverbs
3	A Picture of a Word	Visual interpretation of words in the text
4	What Do You Mean?	Dictionary skills/illustrating words
5	My Senses Say...	Identifying words that appeal to our senses
6	It's a Puzzle!	Identifying "new to me" words/create a puzzle
7	Similes	Identifying and explaining similes

MODELING A BOOK REPORT ACTIVITY

Mini Lesson for "Similes"

- With the students, recall some examples of well-known comparisons that we use in everyday life. *Hungry as a bear, cold as ice, rode like the wind.*
- Do **Think, Pair, Share** to allow students time to generate their own ideas.
- Records some answers to assist students while doing the activity.
- Give each student a copy of a paragraph that contains similes.
- Give each student a copy of the worksheet "**Similes**", on page 23, to use with the paragraph.
- Discuss student answers.
- Give students a copy of the worksheet "**Similes**", on page 23, to use with their own books.



Title: _____

Date: _____

Author: _____



Name: _____

Title: _____

Date: _____

Author: _____

Describing Words

Adjectives are words that **describe nouns** (people, places, or things).

Example: a mysterious castle **“Mysterious”** tells us what the castle was like.

Adverbs are words that **describe verbs** (the action).

Example: running swiftly **“Swiftly”** tells us how someone was running.

Choose a part of your story that you think has some good adjectives and adverbs.

Complete the chart by telling

- the **adjectives** and the **nouns** they describe
- the **adverbs** and the **verbs** they describe

Adjective	Noun being described	Adverb	Verb being described





Name: _____

Title: _____

Date: _____

Author: _____

A Picture of a Word

For some words, we can illustrate their meaning by the way we write them.

Example: Buzzzzzzzzzzzz! Wheeeee!

Choose six words from your book that you could use to illustrate their meaning by the way you write them.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Put a star beside the words that represent a sound.

Illustrate and use one word in a picture.





Name: _____

Title: _____

Date: _____

Author: _____

What Do You Mean?

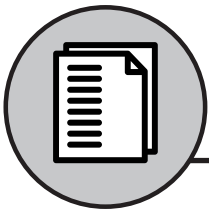
Sometimes we will find words in the text that we are new to us.

Find six words whose meaning you do not know.

Complete the chart below for these new words.

New Word	What I think it means	Dictionary Meaning

Choose one of your words and illustrate its meaning in the box below.



Name: _____

Title: _____

Date: _____

Author: _____

My Senses Say ...

A good writer will use words that appeal to our senses: sight, smell, hearing, touch, and taste.

Example: The bacon sizzled in the pan. The verb “**sizzled**” lets us know the sound being made.

These words can be nouns, verbs, adjectives or adverbs.

Examples:

- the **aroma** of coffee (smell – noun)
- the **blinding** light (sight – adjective)

Find six examples in your text of words or phrases that appeal to our senses.

Tell what **sense** it appeals to and if it is a **noun, verb, adjective, or adverb**.

Word or phrase from the text	Noun, verb, adjective, adverb	Sense that is being appealed to





Title: _____

Date: _____

Author: _____

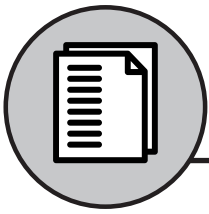
Most books will have words that are new to us.

Choose twenty new words from your book and write them in the Word List.

Create a Word Search using these words. Share your puzzle with a friend.

1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

[illegible]



Name: _____

Title: _____

Date: _____

Author: _____

Similes

A **simile** is a **comparison** between two things.

A **simile** uses a **phrase** that starts with “like” or “as.”

Find and write six good similes from your story.

In your own words, explain what you think the author is trying to say.

Simile from my story	What I think the author is trying to say
Example: The queen’s hair shone like gold .	The queen had shiny, blond hair.
1	
2	
3	
4	
5	
6	

