INSTANT
Independent Reading Response Activities

by Laura Witmer
To my family—
Thank you for your patience and support.
Contents

Introduction ........................................ 4
How to Use This Book ............................... 5
Reproducible Student Forms ....................... 11
  Project List ....................................... 11
  Checklist ......................................... 13
  Reading Log ...................................... 14
  Self-Assessment Rubric ........................... 15
Reproducible Teacher Forms ....................... 16
  Assessment Rubric .................................. 16
  Conference Form ................................... 17
Professional References ............................ 18

Independent Reading Projects

1 Book Cover ........................................ 19
2 Favorite Part ....................................... 20
3 Bookmark .......................................... 22
4 Word Cards ........................................ 24
5 Picture Mural ...................................... 26
6 Word Graph ........................................ 28
7 Make a Web ........................................ 30
8 Create a New Page ............................... 32
9 Story Sequence ................................... 33
10 Opposites ......................................... 34
11 Likes/Dislikes ..................................... 36
12 Make a Puzzle ..................................... 38
13 Scrambled Sentences ............................ 39
14 Paper-Bag Puppet ................................. 40
15 Paper-Plate Puppet ............................... 41
16 Stick Puppet ....................................... 42
17 Advertise-a-Book Poster ....................... 43
18 Sentence Sequence Chart ....................... 44
19 Story Flip Book ................................... 46
20 Character Map ..................................... 48
21 Book Award ....................................... 50
22 Adjective Fan ..................................... 52
23 Story Questions .................................. 53
24 New Ending ........................................ 54
25 Story Chart ........................................ 56
26 Story Map .......................................... 58
27 Picture Walk ....................................... 60
28 Pyramid Diorama ................................. 62
29 Postcard ........................................... 64
30 Story Flag .......................................... 66
31 Letter to the Author ............................. 68
32 Story Cube ......................................... 70
33 Character Feeling Chart ....................... 72
34 Mirror, Mirror ..................................... 74
35 Noun Flip Book ................................... 76
36 Rhyming Chain .................................... 78
37 Real or Make-Believe? .......................... 80
38 Character Venn Diagram ....................... 82
39 Fact Finder ......................................... 84
40 True or False? ..................................... 86
41 Cause and Effect .................................. 88
42 Just the Facts ..................................... 90
43 Facts and Opinions .............................. 92
44 Event Timeline .................................... 94
45 Story Booklet .................................... 96
46 Setting Map ....................................... 103
47 Story Quilt Square ............................... 104
48 Book Banner ...................................... 106
49 Create a Poem ..................................... 108
50 Book News ........................................ 110
Introduction

Welcome to *Instant Independent Reading Response Activities*—a flexible and easy-to-use collection of quick reading response projects that can be used with any book. Whether you are looking for a complete independent reading program or activities to supplement your existing program, this book offers something for everyone. Kids will enjoy responding to their independent reading books with 50 activities that reinforce the key story elements that second through fourth graders need to know: characters, setting, problem and resolution, sequence of events, and more.

Everything in this book is designed for children to use instantly and independently. Each activity includes a reproducible sheet that shows kids exactly what to do with easy, step-by-step directions, a short list of materials, and an example of a completed project. Most projects include a reproducible activity sheet as well. You'll also find rubrics, a checklist, a reading log, a conference form, and other materials that will help both you and your students stay organized throughout the year. The section titled “How to Use This Book” takes you through each step of implementing an effective independent reading program, from organizing your classroom library to assessing students’ work.

The reading program that I've developed allows students to take responsibility and ownership of their independent reading. Students are encouraged to make their own choices throughout the process. They learn to select appropriate reading materials, choose the project they wish to complete, and evaluate their own work with a self-assessment rubric. To stay organized, children keep all of their materials in an independent reading folder. These folders also allow the teacher to keep track of students' work and share their progress with families.

When students take responsibility for their independent reading, they become more enthusiastic readers. And the more children read and respond to literature, the stronger their reading skills will become. I have used these activities with students of all reading levels and have found that even my most reluctant readers enjoy working on them. Students can complete the activities with any book and at their own pace. This allows children to feel confident and positive about the process. I know that my students are on the road to becoming better readers when I hear them ask, “Can I work on my independent reading folder?”
How to Use This Book

The activities in this book can be used as a complete independent reading program or they can supplement your existing program. You might adapt activities or choose those that best meet the needs of your students. In addition to the 50 activities, you’ll find rubrics, a checklist, a reading log, and other helpful materials. This section walks you through the management system that I use to help my students stay motivated, organized, and on task. You’ll find strategies for organizing a classroom library, helping students choose appropriate reading materials, assessing students’ work, and much more.

Organizing Your Classroom Library

To help students choose books of the appropriate reading level, I level the books in my classroom library by labeling them with red, yellow, and blue dot stickers (found in any office supply store). To make it even easier for students to locate books of a particular level, I store the books by level in red, yellow, and blue plastic containers. This also helps students return books to the correct location. Suggested guidelines for each level are as follows:

**Red Level**
- repetitive, easy-to-read text
- simple sentence structure
- appropriate for lower grades

**Yellow Level**
- no repetition in text
- more complicated sentence structure
- appropriate for present grade level

**Blue Level**
- more complicated sentence structure
- more text per page
- includes chapters
- appropriate for next grade level

Organizing Supplies

Make copies of the activity sheets and directions sheets for each project. Store them in hanging file folders in a plastic crate. Label each hanging folder with the project name and number, and file them in numerical order. Ask students to tell you if they take the last copy in a folder. (To cut down on photocopying, glue each directions sheet to construction paper. Laminate them for even greater durability. Store these sheets in the appropriate file folders and ask students to return them when they are finished. You might make two or three copies so that several students can work on the same activity at one time.)
Store other supplies nearby in a separate plastic crate. This helps students find what they need easily and independently. The following supplies are needed for the projects in the book:

- construction paper
- markers, crayons, and pencils
- hole punch
- index cards
- colored sentence strip paper
- paper plates
- craft sticks and straws
- magazines
- yarn
- plastic and paper bags
- scissors
- glue, tape, and stapler

**Helping Students Choose Books**

Teach students how to select a book that matches their reading level and interests. Encourage children to read the first few pages of a book to determine if the subject interests them. Let them know that they can always return a book and choose a different one if they feel they didn’t make a good selection.

Here are two “tests” to help children determine if a book is at the appropriate reading level for them:

1. Hold your hand in a fist. Open to the middle of the book and read one page. Each time you come to a word you do not know, put up one finger. When you have finished reading one page, look at how many fingers are up. If all five fingers are up, the book is probably too difficult.

2. Have older students ask themselves questions about the book. If they answer “yes” to the following questions, the book is probably the right level.
   - Do you know most of the words?
   - Are you able to figure out most of the words you don’t know?
   - Do you understand most of the ideas?

**Introducing the Process**

There are several steps involved in using the independent reading projects in this book. To introduce the process, work through each step once together using a book you have read together as a class. With practice and guidance, children should soon be able to move through the process independently.

The following steps are described in greater detail throughout this section.

2. Children make a prediction about their book in their reading response journal.

3. Children read to themselves, to a classmate, and to a parent or another adult at home.

4. In their reading response journals, children write responses to questions posted by the teacher.

5. When they are finished with their book, children write a response in their reading response journal.

6. Children choose and complete a project from the project checklist. (You might have children complete more than one project or you might specify the project for children to complete.)

7. Children evaluate their work using a self-assessment rubric.


Introducing the Independent Reading Folders

To help students organize their materials, provide each of them with a two-pocket folder. Show students each of the materials in the folder and explain its purpose as described below. In the folder, students store the following materials:

- project list
- checklist
- reading log
- reading response journal
- their current independent reading book
- completed projects or works in progress for their current book
- self-assessment rubric

Project List

This two-page sheet lists all 50 activities in this book. Students use the list to choose one or more projects to complete for each book they read. On the project list, students record the date they completed the project and the title of the book on which the project was based. Although it is acceptable for students to complete the same project for different books, it is a good idea to encourage children to try new projects. This list allows children to keep track of which projects they have completed and provides the teacher with a quick reference to check children’s progress. Children will need new lists throughout the year.
Checklist
The checklist helps students stay organized throughout the entire process. If students are not sure of what to do next, they can refer to their checklist. On the checklist, students fill in their name, the book title, author, and reading level. When students have completed a step, they check the box beside that step. After students have read to a classmate and family member, they ask the listener to sign their checklist. This builds students' sense of responsibility and also encourages families to be involved in their children's independent reading.

Reading Log
On the reading log, students keep a record of all of the books they read during the year. Each time a student reads a book, he or she records the title, author, and level of the book. This is a good reference for both the student and the teacher and is helpful to share with parents at conferences or as needed.

Reading Response Journal
The purpose of the reading response journal is to develop a dialogue about literature between the student and teacher. Provide students with lined blue books or other journals and explain that this is where students will write their ideas and questions about the books they are reading. Periodically collect the journals and respond to what students have written. Encourage them to write even more by asking them questions about what they have written. Encourage children to support their ideas with proof from the book. This provides excellent practice for state competency tests.

After a student has chosen a book, the student writes the book title and author in his or her journal. The student then makes a prediction about what the book will be about based on the book's cover. When students have finished a book, they write why they did or did not like the book. You might also have students record words from their book that they do not know along with definitions.

To encourage students to write even more in their journals, write a question on the board each day or week. (You might write more than one question and have students choose which one to answer.) Have students record the question and the date and then respond to the question in writing. (Remind students that they should always...
explain their answer and provide examples from the book for support.) Here are some suggested journal questions:

- Do you think the illustrations match the story? Why or why not?
- Were any parts of the book funny? What made them funny?
- What do you find most challenging about your book? Why?
- Do you think the characters are believable? Why or why not?
- Do you think the main character made good decisions? Why or why not?
- Would you change anything about the book? What would you change and why?
- How do you think the book will end? Why do you think it will end this way?
- Write a letter to a character in the book. Include questions for the character to answer.
- What do you think was the most important event in the book so far? Why?
- Did the beginning of the book make you want to keep reading? Why or why not?

Assessing Student Work

It is a good idea to involve children in the assessment process. Have students evaluate their own work by filling in the rubric on page 15. I also have found it helpful to have brief conferences with individual students to assess their comprehension of each book.

Self-Assessment Rubric

Show students how to fill in the self-assessment rubric. Explain that if a project does not have a writing or art component, students can leave that section blank. Tell students that they can make corrections in their work if they feel it is necessary. The self-assessment process encourages children to check that they have finished all the steps and also builds an awareness of the areas they can work on for the next project.

Teacher Rubric

This more detailed rubric provides a quick way for the teacher to evaluate each student's work. Again, leave sections blank if they do not apply to a particular project.

Tip

To build students' speaking skills, give them the opportunity to share their completed projects with another student or with the class. You may want to set aside a separate time for sharing so the noise level does not interfere with independent reading time. Remind children not to give away the ending of their books when they are sharing their projects with one another.
Conference Form

When students are finished with a project and have completed a self-assessment rubric, have them sign up for a teacher conference. (Hang a clipboard near your desk where students can write their names.)

The conference form provides a guide for the conference and includes two areas for the teacher to evaluate: the student's ability to retell parts of the story and the student's reading fluency. Meeting with students also allows the teacher to determine if students are choosing appropriate reading materials.

Ask students to retell or describe various story elements: sequence of events, problem and resolution, characters, setting, and so on. These are listed on the conference sheet. Check the column that describes the student's retelling of a particular story element: detailed, partial, or incomplete. You can choose a few of the story elements for students to retell at each conference.

Next, ask students questions about the book and encourage them to provide reasons for their answers. For at least one question, have students find and read aloud a passage in the book to support their answer. This allows the teacher to assess reading fluency. Check the column that best describes how students sound out unfamiliar words, pay attention to punctuation, read with expression, and so on. Here are some examples of conference questions:

- Why did you choose this book?
- Is this a fiction or nonfiction book? How can you tell?
- What was your favorite part? Why?
- How did the main character feel at the beginning and the end of the book?
- Do you think the setting was good for the book? Why or why not?
- How would you describe the main character?
- What was the problem?
- How was the problem solved?
- What happened at the beginning, middle, and end of the story?
- What did you learn from this book?
- Did you like the book? Why or why not?

Tip

Display students' completed projects in the hallway or in the classroom to show what students are reading.
# Project List

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Date Completed</th>
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</thead>
<tbody>
<tr>
<td>1 Book Cover</td>
<td></td>
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<tr>
<td>2 Favorite Part</td>
<td></td>
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<tr>
<td>3 Bookmark</td>
<td></td>
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<tr>
<td>4 Word Cards</td>
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<td>5 Picture Mural</td>
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<td>6 Word Graph</td>
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<td>8 Create a New Page</td>
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<td>10 Opposites</td>
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<td>11 Likes/Dislikes</td>
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<td>14 Paper-Bag Puppet</td>
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<tr>
<td>15 Paper-Plate Puppet</td>
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<td>16 Stick Puppet</td>
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<tr>
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<tr>
<td>18 Sentence Sequence Chart</td>
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<tr>
<td>19 Story Flip Book</td>
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<tr>
<td>20 Character Map</td>
<td></td>
</tr>
<tr>
<td>21 Book Award</td>
<td></td>
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<tr>
<td>22 Adjective Fan</td>
<td></td>
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<tr>
<td>23 Story Questions</td>
<td></td>
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<tr>
<td>24 New Ending</td>
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<tr>
<td>25 Story Chart</td>
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</tbody>
</table>
## Project List

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Date Completed</th>
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</thead>
<tbody>
<tr>
<td>26 Story Map</td>
<td></td>
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<tr>
<td>27 Picture Walk</td>
<td></td>
</tr>
<tr>
<td>28 Pyramid Diorama</td>
<td></td>
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<tr>
<td>29 Postcard</td>
<td></td>
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<tr>
<td>30 Story Flag</td>
<td></td>
</tr>
<tr>
<td>31 Letter to the Author</td>
<td></td>
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<tr>
<td>32 Story Cube</td>
<td></td>
</tr>
<tr>
<td>33 Character Feeling Chart</td>
<td></td>
</tr>
<tr>
<td>34 Mirror, Mirror</td>
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<tr>
<td>35 Noun Flip Book</td>
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<tr>
<td>36 Rhyming Chain</td>
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<tr>
<td>37 Real or Make-Believe?</td>
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<tr>
<td>38 Character Venn Diagram</td>
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<tr>
<td>39 Fact Finder</td>
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<td>40 True or False?</td>
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<td>41 Cause and Effect</td>
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<td>42 Just the Facts</td>
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<td>43 Facts and Opinions</td>
<td></td>
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<td>44 Event Timeline</td>
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<td>45 Story Booklet</td>
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<td>46 Setting Map</td>
<td></td>
</tr>
<tr>
<td>47 Story Quilt Square</td>
<td></td>
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<tr>
<td>48 Book Banner</td>
<td></td>
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<tr>
<td>49 Create a Poem</td>
<td></td>
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<tr>
<td>50 Book News</td>
<td></td>
</tr>
</tbody>
</table>
Checklist

Book Title: ____________________________

Author: ______________________________

Reading Level: ________________________

☐ 1. I wrote a prediction in my reading response journal.
☐ 2. I filled in my reading log.
☐ 3. I read the book myself.
☐ 4. I read the book to a classmate. ______________________________ signature
☐ 5. I read the book to an adult at home. __________________________ signature
☐ 7. I completed a project and filled in the project list.
☐ 8. I answered a question in my reading response journal.
☐ 9. I wrote why I did or did not like my book in my reading response journal.
☐ 10. I filled in a self-assessment rubric.
☐ 11. I scheduled a conference with my teacher.
☐ 12. I’m ready to choose a new book!
## Reading Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Title</th>
<th>Author</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Instant Independent Reading Response Activities*  Scholastic Professional Books
**Self-Assessment Rubric**

**Book Title:**

**Author:**

**Reading Level:**

**Project Number and Name:**

<table>
<thead>
<tr>
<th></th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directions</strong></td>
<td>I followed all of the directions.</td>
<td>I followed most of the directions.</td>
<td>I did not follow most of the directions.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>My writing is neat and accurate.</td>
<td>Some of my writing is neat and accurate.</td>
<td>Most of my writing is not neat and accurate.</td>
<td></td>
</tr>
<tr>
<td><strong>Pictures</strong></td>
<td>My pictures illustrate my writing.</td>
<td>My pictures illustrate some of my writing.</td>
<td>My pictures do not illustrate my writing.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**
## Assessment Rubric

Name ____________________________ Date ____________________________

Book Title ____________________________ Level ____________________________

<table>
<thead>
<tr>
<th>Components</th>
<th>Characteristics</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and Author</strong></td>
<td>Legible; neat</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Correct spelling</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td><strong>Directions</strong></td>
<td>Followed directions</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Thoughtful content</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Legible; neat</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Appropriate placement</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Correct spelling</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td><strong>Pictures/Graphics</strong></td>
<td>Follow a logical sequence</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Clear; visible</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Related to theme</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Show sufficient detail</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Colorful</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td></td>
<td>Neat</td>
<td>1  2  3  4  5  6</td>
</tr>
</tbody>
</table>

**Project Total:** \[ \underline{78} = \]

Ratings Key

1 Incomplete  2 Needs Improvement  3 Fair  4 Emerging  5 Good  6 Excellent

Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
## Conference Form

Name ___________________________ Date ___________________________

Book Title ___________________________ Level ___________________________

### Retelling/Describing

<table>
<thead>
<tr>
<th>Story Element</th>
<th>Detailed</th>
<th>Partial</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence of events</td>
<td></td>
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<td></td>
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<tr>
<td>Resolution</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Comments ___________________________

### Read Aloud

<table>
<thead>
<tr>
<th>Skill</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-corrects unfamiliar words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds out unfamiliar words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pays attention to punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads smoothly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads with expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finds appropriate passages</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments ___________________________
Professional References


Materials

- your book
- plain white paper
- pencil
- crayons or markers

Steps:

1. Fold the paper in half so that it looks like a book cover.

2. On the front, write the title and author.

3. Under the title and author, draw a picture of a scene from the book.

4. Inside, write a sentence that tells one thing you learned from the book.

5. Draw a picture to illustrate what you learned.

Book Cover Example

Miss Rumphius by Barbara Cooney

I learned that people can do things to make the world more beautiful like plant lots of flowers.
**PROJECT 2**

**Favorite Part**

**Materials**
- ✓ your book
- ✓ Favorite Part sheet
- ✓ crayons or markers
- ✓ pencil

**Steps:**
1. Draw a picture of your favorite part of the book.
2. Write a few sentences describing your favorite part.
3. Write a few sentences telling why this was your favorite part.

**Favorite Part Example**

Name ___________________________  Date ___________________________

**Favorite Part**

**Book Title:** The Case of the Cat's Meow

This is a picture of my favorite part.

My favorite part of the book was when the boys are camping outside and their alarm clock rings. When they finally turn on their flashlight, they find their friend Snitch.

This was my favorite part because they jump up out of a deep sleep and are very scared. They expect to see a monster but it is only their friend.
This is a picture of my favorite part.

My favorite part of the book was

This was my favorite part because
**PROJECT 3**

**Bookmark**

---

### Materials

- ✓ your book
- ✓ Bookmark sheet
- ✓ crayons or markers
- ✓ pencil
- ✓ scissors
- ✓ 8 1/2-inch by 3-inch piece of heavy paper
- ✓ hole punch
- ✓ 10-inch piece of yarn

### Steps:

1. On the front of the bookmark, draw a picture that represents the book.

2. On the back, fill in the information about your book.

3. Cut out the front and back of the bookmark.

4. Glue the front of the bookmark onto the heavy paper. Glue the back of the bookmark onto the other side.

5. Punch a hole through the circle at the top of the bookmark.

6. Thread the yarn through the hole and tie a knot.

---

**Bookmark Example**

![Bookmark Example Picture](image)

---

**Book Title:** The Kidnapped King

This book is about a kidnapping! The king, queen, and prince have been kidnapped. Dink, Josh, and Ruth Rose help solve the mystery.
Steps:

1. Look through your book. Choose four words that you do not know.
2. Write one word on each card.
3. Write a sentence using each word.
4. Cut out the cards.
5. Write your name on the back of the cards.
6. Share your words with a partner.

Word Cards Example

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>vitamins</td>
<td>The boy took his vitamins every day.</td>
</tr>
<tr>
<td>squeezed</td>
<td>I squeezed my mom's hand when the movie got scary.</td>
</tr>
<tr>
<td>favorite</td>
<td>My favorite color is purple.</td>
</tr>
<tr>
<td>promise</td>
<td>I promise to clean my room tomorrow.</td>
</tr>
</tbody>
</table>
Word Cards

Book Title: __________________________

<table>
<thead>
<tr>
<th>Word:</th>
<th>Sentence:</th>
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<table>
<thead>
<tr>
<th>Word:</th>
<th>Sentence:</th>
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<table>
<thead>
<tr>
<th>Word:</th>
<th>Sentence:</th>
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<table>
<thead>
<tr>
<th>Word:</th>
<th>Sentence:</th>
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**PROJECT 5**

**Picture Mural**

**Materials**

- ✓ your book
- ✓ Picture Mural sheet
- ✓ pencil
- ✓ old magazines, scissors, and glue (or crayons or markers)

**Steps:**

1. In the middle of the Picture Mural sheet, write the topic of your book.

2. Look through magazines for pictures that relate to the topic of your book. Cut out four pictures that relate to the topic. (If you can’t find pictures in a magazine, draw four pictures instead.)

3. Glue one picture in each box.

4. On the line, write a label for each picture.

**Picture Mural Example**

- Book Title: If You Lived in the Days of the Knights
- Castles
- Knights
- The Middle Ages
- Coat of arms
- King
Materials

- your book
- Word Graph sheet
- pencil

Steps:

1. Pick four words from your book.
2. Write the words in the spaces at the bottom of the graph.
3. Each time the word appears in your book, write an X above that word. (If your book is short, look through the whole book. If your book is long, look through one chapter or a few pages.)
4. At the bottom of the sheet, write the word you found most often and the word you found least often.

Word Graph Example

Book Title: Fluffy's Valentine's Day

<table>
<thead>
<tr>
<th>guinea pig</th>
<th>kiss</th>
<th>party</th>
<th>junk</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
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<td>7</td>
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</tbody>
</table>
Make a Web

Steps:
1. In the middle of the web, write the topic of the book.
2. On each of the five lines, write one thing in the book that relates to the topic.
3. Draw a picture for each.

Make a Web Example

Name __________________________  Date __________________________

Make a Web  Book Title: The Amazing Panda Adventure

When a panda is 3 months old, it can see and walk.
Pandas eat bamboo.
When a panda is 3 months old, its fur turns black and white.
A baby panda has white fur when it is born.
A baby panda is small enough to fit in its mother’s paw.
Make a Web

Book Title: ____________________________
Create a New Page Example

Good Work, Amelia Bedelia

Mrs. Rogers asked Amelia Bedelia to draw the drapes. Amelia draws pictures on the drapes instead!

Steps:

1. Think of an idea for a new page that you could add to your book.
2. Draw a picture of the new page.
3. Write a few sentences about what is happening in the picture. Try to write in the style of the author.

Materials

- your book
- plain white paper
- crayons or markers
- pencil
**PROJECT 9**

**Story Sequence**

**Materials**
- ✓ your book
- ✓ 5 index cards
- ✓ crayons or markers
- ✓ pencil
- ✓ glue or tape
- ✓ 2-inch by 24-inch paper strip

**Steps:**

1. On one index card, write the title and author.
2. Choose four key events from your book.
3. On each of the remaining index cards, draw a picture of one event.
4. Write a label for each picture.
5. Arrange the cards in the order the events happened. (Put the title card at the top and the first event card directly below it.)
6. Glue or tape the index cards onto the paper strip.
7. Use the story sequence cards to help retell the story to another student.

**Lon Po Po: A Red Riding Hood Story From China**
by Ed Young

**Story Sequence Example**

- **The mother leaves to visit the grandmother. Shang Too and Pac Tao are alone in the house.**
- A wolf pretends to be their grandmother coming for a visit and the children let him in.
- Shang realizes he's a wolf and takes the other children into a gingko tree.
- The children trick the wolf. He gets in a basket and they let him go.
Steps:

1. Look in your book for four words that are opposites. (Examples: up and down, large and small)
2. Write each word in a box.
3. Draw a picture to show what each word means.
4. Share your opposites with another student.
Opposites

Book Title:
PROJECT 11

Likes/Dislikes

Materials
✓ your book
✓ Likes/Dislikes sheet
✓ pencil
✓ crayons or markers

Steps:
1. Write two things in your book that you like.
2. Draw a picture of each.
3. Write two things in your book that you dislike.
4. Draw a picture of each.
5. Share your sheet with another student.

Likes/Dislikes Example

Name ___________________________ Date ___________________________

Likes/Dislikes

Book Title: Rabbit Race

I like

I dislike

The Animal Antics Picnic

when Happy went down the hill in a go-cart.

Jack’s new rabbit named Hoppy

it that Jack’s dog Fred died.
Likes/Dislikes

Book Title: ____________________

I like ____________________

I like ____________________

I dislike ____________________

I dislike ____________________
Make a Puzzle

Materials

✔ your book
✔ construction paper
✔ crayons or markers
✔ scissors
✔ small plastic bag

Steps:

1. At the top of the paper, write the title of the book.
2. Draw a picture of a scene from your book.
3. Cut apart your picture into puzzle pieces.
4. Put your pieces in the plastic bag.
5. Have a partner put together your puzzle.
Scrambled Sentences

Materials
✓ your book
✓ two 2-inch by 18-inch paper strips, each a different color
✓ marker
✓ scissors
✓ 2 plastic bags

Steps:
1. Choose a sentence you like from your book.
2. With a marker, write the sentence on a paper strip.
3. Cut apart the paper strip between each word.
4. Shuffle the words and then arrange them in order without looking at the sentence in the book.
5. Shuffle the words again and then put them in a plastic bag.
6. Have a partner try to arrange the words in order.
7. Repeat steps 1–6 with a different sentence.

Scrambled Sentences Example from George’s Marvelous Medicine by Roald Dahl

It went right on growing until it was about as big as a horse.
She looked as though she was about to faint.
### Materials

- ✓ your book
- ✓ white construction paper
- ✓ crayons or markers
- ✓ scissors
- ✓ glue
- ✓ small paper bag

### Paper-Bag Puppet Example

From *Mrs. Piggle-Wiggle* by Betty MacDonald

---

#### Steps:

1. Choose a character from the book.

2. On the paper, draw the character’s head. You may also choose to draw the character’s arms and legs, as well as anything the character might hold or wear.

3. Color and cut out your pieces.

4. Glue them onto the bag.

5. Put your hand inside the bag and move the puppet to make it talk.

6. Have your puppet introduce the book to another student.
Paper-Plate Puppet Example
from *Nate the Great*
by Marjorie Weinman Sharmat

**Materials**

- ✔ your book
- ✔ white construction paper
- ✔ crayons or markers
- ✔ scissors
- ✔ glue
- ✔ paper plate
- ✔ craft stick

**Steps:**

1. Choose a character from the book.
2. On the paper, draw the character’s head. You may also choose to draw the character’s arms and legs, as well as anything the character might hold or wear.
3. Color and cut out your pieces.
4. Glue them onto the front of the paper plate.
5. Glue the craft stick to the back of the plate.
6. Tell another student three things about your puppet.
**Materials**

- ✓ your book
- ✓ white construction paper
- ✓ crayons or markers
- ✓ scissors
- ✓ glue
- ✓ craft stick

**Steps:**

1. Choose a character from the book.
2. On the paper, draw the character.
3. Color and cut out your drawing.
4. Glue the drawing onto the craft stick.
5. Invite another student to ask your puppet three questions about the book. Have the puppet answer the questions.

**Stick Puppet Example**

from *Stuart Little* by E. B. White
Advertise-a-Book Poster

Steps:

1. Think about what pictures and words you could put on a poster to advertise your book. Draw a sketch of your poster on scrap paper. (Make sure not to tell the ending of the book.) Include the following on your poster:
   - book title
   - author
   - a sentence or two that would make others want to read the book
   - three pictures that show interesting parts of the book

2. Draw your poster on construction paper.

3. Share your poster with another student. Ask the student what parts of the poster make the book seem interesting.
**Sentence Sequence Chart**

**Materials**
- ✓ your book
- ✓ Sentence Sequence Chart sheet
- ✓ pencil
- ✓ crayons or markers

**Steps:**

1. Look in your book for a sentence about the main character.
2. In the first box, write the character’s name.
3. In the second box, write what the character did in the sentence.
4. In the third box, write the rest of the sentence.
5. In each box, draw a picture that illustrates what you wrote.
6. Share your sentence with another student.

**Sentence Sequence Chart Example**

**Book Title:** George's Marvelous Medicine

<table>
<thead>
<tr>
<th>Who?</th>
<th>Did what?</th>
<th>Rest of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>George</td>
<td>poured</td>
<td>the flea powder into the giant stewing pot</td>
</tr>
</tbody>
</table>

Name: ___________________________ Date: ___________________________
Sentence Sequence Chart

Book Title:

Who?

Did what?

Rest of the sentence
Story Flip Book Example

Story Flip Book Example

Materials
✓ your book
✓ Story Flip Book sheet
✓ scissors
✓ crayons or markers
✓ pencil

Steps:
1. Fold the sheet along the dotted line.
2. Cut the sheet along the dark solid lines.
3. Under the Main Character flap, draw a picture of the main character. Write the character’s name below the picture.
4. Under the Problem flap, draw the problem in the story. Write a sentence describing the problem.
5. Under the Solution flap, draw the solution to the problem. Write a sentence explaining the solution.
Character Map Example

Name ___________________________ Date ___________________

**Character Map**

1. **Nyasha** was happy as she worked in her garden.

2. Nyasha likes the snake in her garden.

3. Nyasha is kind to people she meets on the way to the city.

4. **Does the character seem real?**
   - **yes**
   - **no**
   *Tell why or why not.*

5. The character seems real to me because she worries when her sister runs away.

**Steps:**

1. Choose a character from your book.
2. In the circle, write the character’s name.
3. In box 1, draw a picture showing how the character feels at one point in the book. Write a sentence about it.
4. In box 2, draw picture of something the character likes. Write a sentence about it.
5. In box 3, draw a picture of something the character does in the story. Write a sentence about it.
6. In box 4, tell whether the character seems real to you. Tell why.

**Materials**

- ✓ your book
- ✓ Character Map sheet
- ✓ pencil
- ✓ crayons or markers
Character Map

Book Title: ____________________________

1

2

3

4 Does the character seem real?
   yes  no
   Tell why or why not.

______

______

______

______

______

______

______
Materials

- your book
- Book Award sheet
- pencil
- crayons or markers
- scissors

Steps:

1. Think about what kind of award you want to give your book. Here are some examples:
   - best characters
   - best story
   - best illustrations
   - best ending
   - best descriptions

2. At the top, write the kind of award you are giving the book.

3. Write why the book deserves the award and draw a picture.

4. Fill in the information at the bottom of the award.

5. Color the award.

6. Cut out the award.
Award:

This book deserves this award because

Book Title: ____________________________

Author: ____________________________

Award Given BY: ____________________________

Date: ____________________________
PROJECT 22

Adjective Fan

Materials
✓ your book
✓ plain white paper
✓ pencil or fine-tipped markers

Steps:
1. Fold your paper like a fan. First fold about 1 1/2 inches down from the top. Then turn your paper over and make another fold that is the same width. Continue in the same way until the entire paper is folded.

2. Unfold your paper and position it vertically. The folds in your paper will look like rows.


4. In the top row, write an adjective.

5. Beneath it, write a sentence that includes the adjective.

6. In the next row, write another adjective and use that adjective in a sentence.

7. Continue until your fan is full. If you want, fill in the other side of your fan.
Story Questions

Materials
✓ your book
✓ 3 index cards
✓ pencil

Steps:
1. Think of three questions about your book.
2. Write one question on each of the index cards.
3. On the other side of the index cards, write the answers. Write your initials in the corner of each card.
4. Share your questions with another student who has read the same book. Ask the student to answer the questions.

Story Questions Example

FRONT
- Who wrote the note to Song Lee?
- What book did Miss Mackle read?
- Where did Penny sit?

BACK
- Mary wrote the note.
- She read Lovable Lily.
- Other Name on back of card.
New Ending

Materials
✓ your book
✓ New Ending sheet
✓ pencil
✓ crayons or markers

Steps:
1. Think of a different ending for your book and write it down.
2. Draw a picture to illustrate your ending.
3. Share your ending with another student who has read the same book.

New Ending Example

New Ending

Book Title: The Littles Go Exploring
Author: John Peterson

Write a new ending for the book.
The Littles take their boat, the Discoverer, on another adventure. While riding in their boat, they were hit by a fish. The boat tipped and the Littles fell in the water. Will Little saved Grandpa Little from the fish that was heading their way. All the Littles made it safely to shore. They were able to get the boat onto land and then they headed home.

Draw a picture to go with your new ending.
New Ending

Book Title: ____________________________________________

Author: ______________________________________________

Write a new ending for the book.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Draw a picture to go with your new ending.

[Blank space for drawing]
Materials

✓ your book
✓ Story Chart sheet
✓ pencil
✓ crayons or markers

Steps:

1. Write a sentence describing the setting.

2. List the main characters.

3. Draw pictures of the beginning, middle, and ending of the story. Write a sentence about each.

4. Circle the face that matches what you thought of the book, then tell why.

5. Share your story chart with another student who has read the same book.

Story Chart Example

**Book Title:** The Ninth Nugget

**Setting:** The setting is Wheat Ranch in Montana. There are a lot of animals at the ranch.

**Characters:** Dink, Josh, and Ruth Rose are the main characters.

**Beginning:** Dink, Josh, and Ruth Rose take a plane to Montana.

**Middle:** Josh finds a gold nugget and then it's gone.

**Ending:** The kids find out who took the gold nugget.

I thought this book was great because it was exciting when Josh found the nugget!
# Story Chart

**Book Title:**

<table>
<thead>
<tr>
<th>Setting</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Characters</th>
<th></th>
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<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Ending</th>
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<tr>
<td></td>
<td></td>
<td></td>
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</table>

I thought this book was great 😊 okay 😊 not good 😞

because

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</tbody>
</table>
**Materials**
- ✓ your book
- ✓ Story Map sheet
- ✓ pencil
- ✓ crayons or markers
- ✓ scissors

**Steps:**
1. In the middle, write the title.
2. In the boxes, draw a picture to show each of the following:
   - characters
   - setting
   - problem
   - solution
3. Write a sentence about each.
4. Cut out the map.

**Story Map Example**

**Character:**
- Hen works hard. Frog just likes to sing and play.

**Setting:**
- Frog stays in Hen’s straw house during the storm.

**Problem:**
- Frog eats all of Hen’s food. Frog is hungry.

**Solution:**
- Frog runs into trouble when Hawk comes.
Materials
- your book
- Picture Walk sheet
- crayons or markers

Steps:
1. Write the title and author.
2. Think about how to retell the story in pictures.
3. Decide on three key events. They should retell the beginning, middle, and ending.
4. Draw a picture for each event in the order they happened.

Picture Walk Example

Name ___________________ Date ________________

<table>
<thead>
<tr>
<th>Picture Walk</th>
<th>Beginnings</th>
<th>Middle</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Title: Ramona Quimby: Age 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author: Beverly Cleary</td>
<td></td>
<td></td>
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</tbody>
</table>

- Bus
- Ramona
- Picnic
Picture Walk

Book Title: __________________________

Author: ____________________________

Beginning

Middle

Ending
**Pyramid Diorama**

**Materials**
- ✓ your book
- ✓ 3 Pyramid Diorama sheets
- ✓ scissors
- ✓ glue
- ✓ crayons or markers
- ✓ pencil

**Steps:**

1. Cut each sheet along the solid line at the bottom so that each sheet is a square.

2. Fold each square diagonally (corner to corner) along one dotted line. Open each square and fold it diagonally along the other line.

3. Cut along the solid line to the center, making two flaps.

4. On the uncut halves, draw pictures of the beginning, middle, and ending.

5. Label the sections _beginning_, _middle_, and _ending_ and write a sentence for each.

6. Glue flap 1 on top of flap 2.

7. Glue the back sides of the three sections together.
GLUE FLAP 1 HERE.

FLAP 2

NAME

BOOK TITLE

DATE

CUT ALONG THIS SOLID LINE.
Materials

- your book
- Postcard sheet
- pencil
- scissors
- crayons or markers

Steps:

1. Fill in the information on the right side of the postcard.

2. On the lines, summarize the book. Write a sentence or two about each of the following:
   - characters
   - setting
   - problem
   - solution

3. Cut out the postcard.


Postcard Example

In the Year of the Boar
Book Title: and Jackie Robinson
Author: Bette Bao Lord
Book Summary: Shirley and her parents move from China to New York. They are loyal to one another and help each other out. The problem in the story is that Shirley has a hard time getting used to her new home. The solution was for Shirley to be herself and make friends.
### Materials

- ✓ your book
- ✓ Story Flag sheet
- ✓ pencil
- ✓ crayons or markers
- ✓ scissors
- ✓ 2 straws or craft sticks
- ✓ tape or glue

### Steps:

1. Write the title and author.
2. Write a sentence about the setting.
3. List the main characters.
4. Write a sentence telling your favorite part.
5. In the middle, draw a picture of your favorite part.
6. Color your picture.
7. Cut out the flag.
8. Attach two straws or craft sticks to the back of the flag along the edge of the paper. One straw or craft stick should extend below the paper so that you can hold it like a flag.

### Story Flag Example

- **Book Title:** Charlotte's Web
- **Author:** E.B. White
- **Setting:** This book takes place in Mr. Zuckerman’s barn where the animals live.

**Favorite Part:** Charlotte writes a message in her web to save Wilbur.
Letter to the Author Example

**Letter to the Author**

Dear Judy Blieme,

I liked your book Freckle Juice. My favorite part of the book is when Andrew drinks the freckle juice. I also liked the illustrations. I have one question about the book. What is the secret freckle remover that Miss Kelly gave to Andrew? Also, where did you get the idea for this book?

Your friend,
Denzel
Letter to the Author

Book Title: __________

Dear __________________________,

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Materials
✓ your book
✓ Story Cube sheet
✓ pencil
✓ crayons or markers
✓ scissors
✓ glue or tape

Steps:
1. Fill in each numbered square as follows:
   ① Write the book title, author, and your name.
   ② Draw the main character.
   ③ Draw the main setting of the story.
   ④ Draw a picture to show the problem in the story.
   ⑤ Draw a picture to show the solution to the problem.
   ⑥ Draw your favorite part of the book.

2. Cut out the cube along the solid lines.

3. Fold along the dashed lines.

4. Glue or tape together to form a cube.
Character Feeling Chart Example

Book Title: *Amber Brown Is Not a Crayon*

Author: Paula Danziger

Main Character: Amber Brown

At the beginning of the book, Amber Brown is happy because she and Justin are best friends.

In the middle of the book, Amber is very sad because Justin is moving and they are in a fight.

At the end, Amber is happy that she and Justin made up. She is still sad that he is moving.

Steps:

1. Write the title, author, and main character's name.

2. How does the main character feel at the beginning of the story? In the Beginning frame, draw the character's face to show how he or she feels.

3. Write a sentence to tell why the character feels this way.

4. In the Middle frame, draw the character's face to show how he or she feels in the middle of the story.

5. Write a sentence to tell why.

6. In the Ending frame, draw the character's face to show how he or she feels at the end of the story.

7. Write a sentence to tell why.
Character Feeling Chart

Book Title: __________________________

Author: ____________________________

Main Character: _____________________

Beginning

Middle

Ending
Project 34

Mirror, Mirror

**Materials**
- ✓ your book
- ✓ Mirror, Mirror sheet
- ✓ crayons or markers
- ✓ pencil

**Steps:**
1. Draw a different character in each mirror.
2. Write a sentence or two about each character.

Mirror, Mirror Example

**Book Title:** Henry and Ribsy

**Characters:**
- **Ribsy** is Henry’s dog. Ribsy likes to take food that is not his.
- **Henry Hoggins** is the main character. His father will take him fishing if Henry’s dog Ribsy behaves.
Mirror, Mirror

Book Title: ______________________

Character: ______________________

Character: ______________________

Character: ______________________

Character: ______________________
Noun Flip Book

Materials
✓ your book
✓ Noun Flip Book sheet
✓ scissors
✓ pencil
✓ crayons or markers

Steps:
1. Fold the paper along the dotted line.
2. Cut the paper along the heavy solid lines.
3. Under the Person flap, draw a picture of a character from your book. Write the character’s name below the picture.
4. Under the Place flap, draw a picture of a place from your book. Write the name of the place below the picture.
5. Under the Thing flap, draw a picture of a thing from your book. Write the name of the thing below the picture.

Noun Flip Book Example
Person

Place

Thing

Book Title:

Name

Date

PROJECT 35: Noun Flip Book
**Steps:**

1. Choose a word from your book that you can rhyme with other words.
2. Write the word in the box at the top of the page.
3. In each of the other boxes, write a different word that rhymes with the word in the top box.
4. Cut along the lines.
5. Glue or tape the ends of one strip together.
6. Link this circle with another strip to start a chain. Tape the ends of that strip together.
7. Continue linking strips together to form a chain.
8. Write your name, date, and the book title. Add this link to the chain.
Name ___________________________ Date ______________

**Book Title:** ____________________________________________

**Word from book:** ________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Real or Make-Believe?**

**Materials**
- ✓ your book
- ✓ Real or Make-Believe? sheet
- ✓ pencil
- ✓ crayons or markers

**Steps:**
1. In the Real column, list four things from your book that could really exist or happen.
2. In the box, draw a picture of one thing on this list.
3. In the Make-Believe column, list four things from your book that could not really exist or happen.
4. In the box, draw a picture of one thing on this list.

**Real or Make Believe? Example**

**Book Title:** Frog and Toad Are Friends

**Real**
1. Frogs and toads live near water.
2. Frogs and toads may hibernate in winter.
3. Frogs swim in water.
4. Frogs and toads are green.

**Make-Believe**
1. Frogs and toads do not live in houses.
2. Toads do not sleep in beds.
3. Frogs do not wear bathing suits.
4. Frogs and toads do not send letters.
Real or Make-Believe?

Book Title: ____________________________

Real

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Make-Believe

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
Character Venn Diagram

Steps:
1. Choose a character from the book. You will compare yourself to this character. Write the character’s name on the line in the right circle.
2. Write your name in the left circle.
3. In the middle section, write what you and the character have in common.
4. In your circle, write things that describe you but not the character.
5. In the character’s circle, write things that describe the character but not you.

Character Venn Diagram Example

![Character Venn Diagram Example](image-url)
Character Venn Diagram

Book Title: ________________________________

(your name)  ________________________________  Both  ________________________________

(character’s name)
Steps:
1. At the top of the ladder, write the topic of your book.
2. On each of the five rungs, list one fact from your book. Be sure to write in complete sentences.
3. Draw a star by the fact that you think is the most important. On the back of the paper, explain why it is important.

Materials
- your book
- Fact Finder sheet
- pencil

Fact Finder Example

**Fact Finder**

**Book Title:** Julian's Dream Doctor

**Topic:** A surprise gift

- Julian wants to give his dad a surprise gift.
- Julian's dad is turning 35.
- Julian's dad is scared of snakes.
- Julian's mother is very patient.
- Julian helped his dad get over his fear of snakes.
Fact Finder

Book Title: ____________________________

Topic: ________________________________
True or False?

Materials
✓ your book
✓ True or False? sheet
✓ pencil
✓ crayons or markers

Steps:
1. List three statements about your book that are true.
2. Draw a picture to illustrate one true statement.
3. List three statements about your book that are false.
4. Draw a picture to illustrate one false statement.

True or False? Example

Book Title: Chicken Sunday

True
1. The girl went to church with Miss Fila and the boys.
2. The girl taught the boys how to paint eggs.
3. The children gave Miss Fila a pink hat for Easter.

False
1. The children threw eggs at Mr. Kodinski’s door.
2. Miss Fila taught the children how to cook eggs.
3. Mr. Kodinski came to church on Easter Sunday.
True or False?

Book Title: ____________________________

True

1. ____________________________
2. ____________________________
3. ____________________________

False

1. ____________________________
2. ____________________________
3. ____________________________
**PROJECT 41**

**Cause and Effect**

**Materials**
- ✓ your book
- ✓ Cause and Effect sheet
  (you may need more than one sheet)
- ✓ pencil
- ✓ scissors
- ✓ glue
- ✓ large sheet of construction paper

**Steps:**

1. In one arrow, write something that happens in the book. (This is the *cause*.)

2. In the box beside the arrow, write what happens as a result. (This is the *effect*.)

3. Try to fill in several different cause and effect sheets.

4. Cut out the arrows and boxes.

5. Position the construction paper vertically.

6. Glue the arrows and boxes onto the paper from top to bottom in the order they happen in the book.

7. Write the title and author on the construction paper.

**Cause and Effect Example**

*Cam Jansen and the Mystery of the Stolen Diamonds* by David A. Adler

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man with a mustache runs out of the jewelry store.</td>
<td>Cam notices the man.</td>
</tr>
<tr>
<td>Eric’s baby brother Howie starts crying.</td>
<td>Eric gives him a bottle.</td>
</tr>
<tr>
<td>The man leaves the mall.</td>
<td>Cam and Eric follow him with the baby.</td>
</tr>
<tr>
<td>Howie begins to cry.</td>
<td>The robbers catch Cam and Howard.</td>
</tr>
</tbody>
</table>

---

Cam Jansen and the Mystery of the Stolen Diamonds
by David A. Adler

Cam notices the man.

Eric gives him a bottle.

Cam and Eric follow him with the baby.

The robbers catch Cam and Howard.
Just the Facts

**Materials**
- your book
- Just the Facts sheet
- pencil

**Steps:**
1. Think about facts in your book. Write the most important fact in the oval.
2. Write five other facts on the lines.
3. Write the book title.

**Just the Facts Example**

**Book Title:** A Girl Named Helen Keller

**Facts**
1. Helen Keller could not see or hear.
2. At first, Helen often misbehaved.
3. Helen's parents hired Anne Sullivan to teach Helen.
4. Anne taught Helen to finger spell.
5. Helen went to school and met many people.

**Important Fact**

Helen Keller spent her life helping blind and deaf people.
Just the Facts

Book Title: ________________________________

Facts

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

Important Fact
### Materials
- ✓ your book
- ✓ Facts and Opinions sheet
- ✓ pencil

### Steps:
1. In the Facts column, write five facts about your book. Be sure to write in complete sentences.

2. In the Opinions column, write five opinions. Try to make each opinion about the same topic as the fact beside it.

---

### Facts and Opinions Example

**Facts and Opinions**

**Book Title:** Sarah, Plain and Tall

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clover is a prairie flower.</td>
<td>1. Clover is the prettiest flower.</td>
</tr>
<tr>
<td>2. A squall is noisy storms with hail and lightning.</td>
<td>2. Squalls are scary.</td>
</tr>
<tr>
<td>3. Anna's mother died after Caleb was born.</td>
<td>3. Babies make everyone happy.</td>
</tr>
<tr>
<td>4. Scallops leave behind their shells.</td>
<td>4. Scallops are delicious.</td>
</tr>
<tr>
<td>5. The sea is salty.</td>
<td>5. The sea is more fun than a lake.</td>
</tr>
</tbody>
</table>
# Facts and Opinions

**Book Title:**

<table>
<thead>
<tr>
<th></th>
<th>Facts</th>
<th></th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Event Timeline

Steps:

1. Think about the important events that take place in your book.

2. Write these events in the order they happen. Start at the top of the page.

3. Along the left side of the page, write when these events happened. For example, what time of day or season was it? If you are not sure, label the left side beginning, middle, and ending.

4. If you have space, add some small pictures to illustrate the events on the timeline.

Materials

✓ your book
✓ Event Timeline sheet
✓ pencil
✓ crayons or markers

Event Timeline Example

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Event Timeline</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Book Title:</strong> The Patchwork Quilt</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Tanya's grandmother starts to make a quilt.</td>
</tr>
<tr>
<td>August</td>
<td>Grandma adds scraps from Jim's pants to the quilt.</td>
</tr>
<tr>
<td>October</td>
<td>Grandma adds scraps from Tanya's Halloween costume to the quilt.</td>
</tr>
<tr>
<td>December</td>
<td>Grandma does not feel well.</td>
</tr>
<tr>
<td>January</td>
<td>Tanya decides to finish the quilt for her grandmother.</td>
</tr>
<tr>
<td>February</td>
<td>Tanya is still working on the quilt.</td>
</tr>
<tr>
<td>March</td>
<td>Tanya is still working on the quilt.</td>
</tr>
<tr>
<td>June</td>
<td>Grandma feels better and works on the quilt again. Grandma finishes the quilt and gives it to Tanya.</td>
</tr>
</tbody>
</table>

---

Instant Indigo
Readings Response Activities  Scholastic Professional Books
Event Timeline

Book Title: ____________________________________________
Story Booklet Example

Book Title: Cloudy With a Chance of Meatballs
Author: Judi Barrett

Characters: Grandpa, Mom, Henry, and the narrator

Setting: A town called Chew and Swallow

Problem: Food falls from the sky and begins to damage the town.

Solution: The townspeople make boats out of stale bread and sail to a new town.

Favorite Part: My favorite part was when a huge pancake covered the school.

Materials

✓ your book
✓ Story Booklet Forms 1, 2, and 3 (Note to Teacher: Make double-sided copies of Forms 1, 2, and 3 as they appear in the book.)
✓ stapler
✓ pencil
✓ crayons or marker

Steps:

1. Fold each form on the dashed line.
2. Place form 2 inside form 1.
3. Place form 3 inside form 2.
4. Staple the forms together along the fold.
5. Fill in the information on each page.
6. Draw a picture to illustrate the information on each page.
Favorite Part:
Characters:

Story Booklet
Form 2
Solution: 100
Problem:

102
Setting Map

Materials
✓ your book
✓ plain white paper
✓ pencil
✓ crayons or markers
✓ 2 index cards

Steps:
1. Think about all the different places in the book.
2. Using a pencil, draw a map of the most important places on a sheet of paper.
3. Write labels of the places on your map.
4. Color your map.
5. On each index card, write a question that you could ask another student about your map.
6. Share your map with a classmate. Ask your classmate to use the map to answer the questions.

Setting Map Example

[Diagram of a map with labels: Chicken Sunday, Narrator's house, Miss Emma's house, Hat Shop, Church, Tree, Garden]
Materials

- 💡 your book
- 💡 Story Quilt Square sheet
- 💡 pencil
- 💡 crayons or markers

Steps:

1. In the middle square, write the book title and author. Draw a picture about the book.

2. In each of the four corners, draw a picture that represents an important object or character from the book. Label your pictures.

3. Add stitches around the center square with a crayon or marker.

Story Quilt Square Example

The bee that stings
Henry's hand

- Mudge, Henry's dog and best friend

- Nudge in The Green Time

- Nudge in The Green Time

- Nudge in The Green Time

- Nudge in The Green Time

- Henry and Mudge

The hole that Henry
used to give Mudge a bath

- The hole that Henry
used to give Mudge a bath

- The hole that Henry
used to give Mudge a bath

- The hole that Henry
used to give Mudge a bath
**Materials**
- ✓ your book
- ✓ Book Banner sheet
- ✓ scissors
- ✓ 12-inch piece of yarn
- ✓ glue
- ✓ pencil
- ✓ crayons or markers

**Steps:**
1. Cut out the banner along the dark black lines.
2. Fold the top of the banner back on the dotted line.
3. Place the yarn beneath the banner fold so that a few inches of yarn stick out on each side.
4. Glue the flap to the back of the banner.
5. On the banner, include the following:
   - title
   - author
   - a picture that represents the theme of the book
   - one or two sentences describing an important idea or lesson that the book teaches
6. Display your banner.
Materials
✓ your book
✓ Create a Poem sheet
✓ pencil
✓ crayons or markers

Steps:
1. Choose a person, place, or thing from your book for the subject of a poem.
2. Fill in the first blank on each line with the subject of the poem.
3. Fill in the second blank on each line with words that describe the subject.
4. Draw a picture to illustrate your poem.

Create a Poem Example

Book Title: Vacation Under the Volcano
Poem Subject: Volcanoes

A volcano = powerful
A volcano = fiery
A volcano = tall
A volcano = smoky
A volcano = erupting
Create a Poem

Book Title: ________________________________

Poem Subject: ________________________________

__________________ is ____________________

__________________ is ____________________

__________________ is ____________________

__________________ is ____________________

__________________ is ____________________

__________________ is ____________________
**Steps:**
1. Write the title and author.
2. In the box, draw a picture of the most exciting part of the book.
3. Write a caption under the picture. The caption is a short sentence that tells about the picture.
4. Imagine that you are a news reporter. Write a short article about the exciting part of your book. In your article, answer these questions:
   - Who?
   - What?
   - Where?
   - When?
   - Why?
5. Give your article a title.

**Materials**
- ✓ your book
- ✓ Book News sheet
- ✓ pencil
- ✓ crayons or markers

**Book News Example**

**BOOK NEWS**

**Book Title:** The Adventures of Spider

**Author:** Joyce Cooper Arkhurst

**Spider Gets Thin Waist!**  
(article title)

Yesterday, on the day of the harvest festival, Spider changed his shape. He used to be round, but now he has a thin waist. But how did it happen? Spider could not decide which village's festival would have the most food. He arrived in the middle of two villages and tied a long rope around his waist. His son Klima took one end of the rope to one village, while his other son Kwak took the other end of the rope to a different village. They were supposed to pull the rope when the food was ready. So, Spider could not eat at both festivals. But the food was ready at the same time. When the sons pulled the rope, Spider's waist got thin. From now on, all spiders will have a new shape.

**Spider prepares for the festivals by tying a rope around his waist!**  
(caption)