

Grades 3-4



Evan-Moor<sup>™</sup>  
EMC 6009

# HOW TO Report ON BOOKS

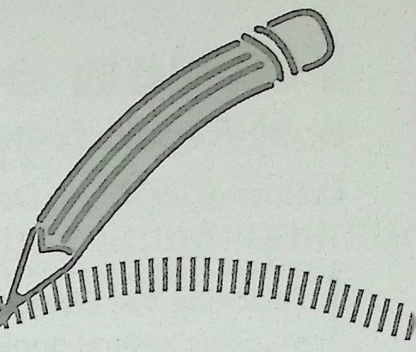
Grades  
3-4

Correlated to  
Current Standards

- 16 reproducible book report forms
- 17 individual book report projects with step-by-step directions
- 11 group book report projects
- Literature minilessons
- Book lists
- Parent letter



# Book Report Forms



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# Fiction or Nonfiction?

## Book Report Form

Literature Skill Focus: Determining whether a story is fiction or nonfiction

### 1. Teaching the Literature Skill

- Collect several books on the same topic. Pick some books that are fiction and some that are nonfiction. Ask students to tell you what they know about the difference between fiction and nonfiction. List the characteristics students suggest on a chart or the chalkboard.
- Read a book to your class that is obviously fiction. For example, *Dragonfly's Tale* by Kristina Rodanas is a folk tale based on a Zuni legend. It emphasizes respect for nature. After being wasteful, the Ashiwi tribe suffers a poor harvest. Two children are left behind as the tribe searches for food. The boy makes a cornhusk dragonfly to entertain his sister, and he regains the Corn Maiden's blessings. Ask students if this story is real or imaginary. Have them give specific examples from the book that support their opinions. Lead them to see that this book is fiction.
- Read *Dragonflies* by Cheryl Coughlan to your class. The photographs and text introduce the physical features of dragonflies. Ask students if this book is real or imaginary. Lead them to the conclusion that the photographs and content of the book indicate that it is factual, or true. It is nonfiction.
- Next, analyze several realistic fiction books. *Eliza and the Dragonfly* by Susie Caldwell Rinehart is a good example. It is a story of a girl who observes the life cycle of the dragonfly. The author presents factual information in the context of a fiction story. Help your students to see that factual information can be found in fiction books.

### 2. Reading Independently

- Have students choose a book from the library. They take the book home to read independently. The student completes the form on page 3 and returns it to school.

### 3. Sharing the Book Reports

- When the book reports have been returned, display them, have a class discussion about the literature skill in students' books, or have partners share their books.

## Good Books to Read

### Cheyenne Indians

*The Cheyennes* by Virginia Driving Hawk Sneve  
*Death of the Iron Horse* by Paul Goble  
*Her Seven Brothers* by Paul Goble

### Dragonflies

*Dragonflies* by Cheryl Coughlan  
*Dragonfly's Tale* by Kristina Rodanas  
*Eliza and the Dragonfly* by Susie Caldwell Rinehart

### Flies

*A Book of Flies Real or Otherwise* by Richard Michelson  
*Old Black Fly* by Jim Aylesworth

### Libraries

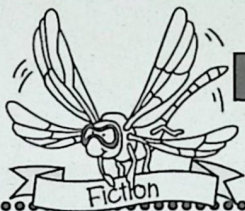
*Richard Wright and the Library Card* by William Miller  
*Goin' Someplace Special* by Patricia C. McKissack

### Math

*Division* by Sheila Cato  
*A Remainder of One* by Elinor J. Pinczes

Note: Nonfiction selections listed first.

Name \_\_\_\_\_



# Fiction or Nonfiction?

## Book Report Form



Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Were there any facts in the story?      yes      no

If your answer is yes, give an example.

Was the story fiction or nonfiction?       fiction       nonfiction

Tell why you think the story is fiction or nonfiction.

# And the Star Is...

## Book Report Form

Literature Skill Focus: Identifying and describing the main character in a story

### 1. Teaching the Literature Skill

- Briefly review the term *character* with your students. Explain that a book usually has one or two important, or main, characters.
- Read chapters 1 and 2 of *Dear Napoleon, I Know You're Dead, But...* by Elvira Woodruff to your class. The book is a story about the relationship between a fourth-grader and his grandfather. Ask students to name the characters from the excerpt. They are Marty, Miss Gerbino, Russell, Jessica, and Grandpa. List these on a chart or the chalkboard. Then have students identify the person they think is the main character. The students should be ready to support their choices with examples from the story. For example, the story focuses on Marty's letters, his grandfather, and his friends, so Marty must be the main character.
- Model how to write a short description of Marty. For example, Martin Bellucci is a fourth-grade student at Midbury Elementary School in New Hampshire. Marty loves history and isn't afraid to be a little different than everyone else. He also wants to be in the *Guinness Book of World Records*.
- Ask students if they think their description of the main character might change if they read the entire book. Complete the book as a read-aloud and answer the question as a class.

### 2. Reading Independently

- Have students choose a fiction book from the library. They take the book home to read independently. The students complete the form on page 5 and return it to school.

### 3. Sharing the Book Reports

- When the book reports have been returned, display them, have a class discussion about the literature skill in the students' books, or have partners share their books.

## Good Books to Read

*The Boyhood Diary of Charles A. Lindbergh, 1913–1916: Early Adventures of the Famous Aviator* by Charles Lindbergh

*Call Me Ahnighito* by Pam Conrad

*Chester the Worldly Pig* by Bill Peet

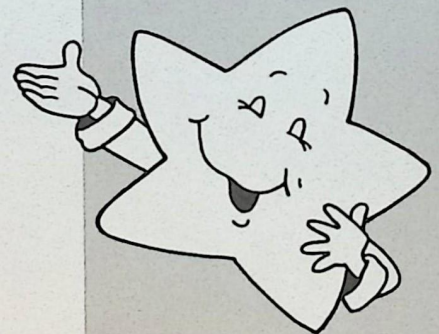
*Dear Napoleon, I Know You're Dead, But...* by Elvira Woodruff

*Horrible Harry and the Mud Gremlins* by Suzy Kline

*Lucy Rose, Here's the Thing About Me* by Katy Kelly

*Max's Logbook* by Marissa Moss

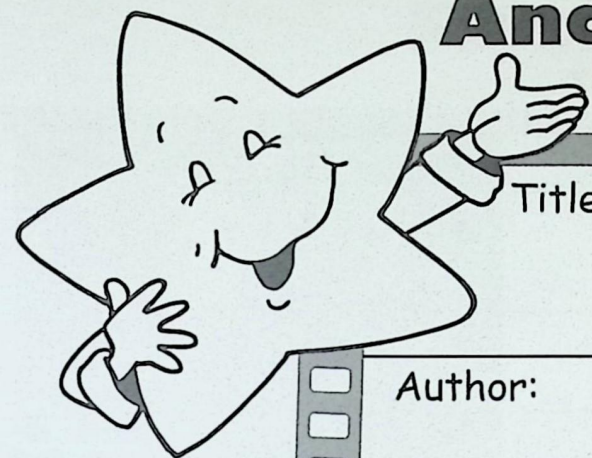
*Mean Margaret* by Tor Seidler



Name \_\_\_\_\_

# And the Star Is...

## Book Report Form



Title:

Author:

Who is the main character in the book?

Write several sentences to describe the character.

Tell why you think this character is the most important.

# Friends to the End

## Book Report Form

Literature Skill Focus: Recognizing relationships between characters

### 1. Teaching the Literature Skill

- Briefly review the term *character* with your students. Explain that a story usually reveals the relationships between the characters. Have students brainstorm possible relationships, such as friends, acquaintances, schoolmates, neighbors, and family members. Record their ideas.
- Read the first chapter of *Zippity Zinger* by Henry Winkler and Lin Oliver. The story tells about fourth-grader Hank Zipzer and his dilemma with some “lucky” socks.
- Have students identify the characters in the story and discuss the relationships between the characters. The characters are Hank, his sister, his grandfather, and his friends. Model how to write a few sentences about the relationship between two characters who are friends in the story. For example, Hank’s best friend, Frankie, believes that Hank can pitch for the class team. Even when Hank is not sure of his own ability, Frankie supports him.

### 2. Reading Independently

- Have students choose a fiction book from the library. They take the book home to read independently. The students complete the form on page 7 and return it to school.

### 3. Sharing the Book Reports

- When the book reports have been returned, display them, have a class discussion about the literature skill in the students’ books, or have partners share their books.

### Good Books to Read

*The Bicycle Man* by Allen Say

*The Good Dog* by Avi

*The Old Woman Who Named Things* by Cynthia Rylant

*Seven Brave Women* by Betsy Hearne

*The Sweetest Fig* by Chris Van Allsburg

*A Toad for Tuesday* by Russell E. Erickson

*Zippity Zinger* by Henry Winkler and Lin Oliver



Name \_\_\_\_\_

# Friends to the End

## Book Report Form

Title:

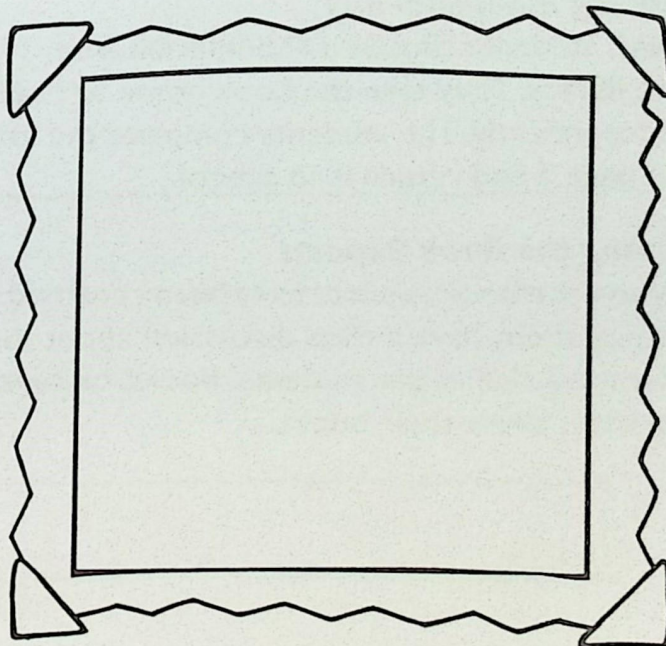
Author:

Illustrator:

List the characters in the story.  
Put stars by the main characters.

Write about two characters who are friends.  
Draw them in the frame.

Which character would you like to  
have as a friend? Tell why.





# Guess Who!

## Book Report Form

Literature Skill Focus: Describing a character

### 1. Teaching the Literature Skill

- Briefly review the idea that there is often one character in a story that is most important. Explain that this character is called the main character. Discuss with students the different kinds of things they learn about story characters, such as what they like to do, how they feel, what they look like, and why they do what they do. List the categories students suggest on a chart or the chalkboard.
- Then read *Miss Rumphius* by Barbara Cooney. The story traces the life of a woman from girlhood to old age. It tells how she makes the world a more beautiful place.
- Using the categories that you discussed earlier, have students recall what they learned about Alice Rumphius. Using students' ideas, model how to write a riddle with three clues. Include at least one clue about what Miss Rumphius looked like and one clue about something she did.

### 2. Reading Independently

- Have students choose a fiction book from the library. They take the book home to read independently. The students complete the form on page 9 and return it to school.

### 3. Sharing the Book Reports

- When the book reports have been returned, display them, have a class discussion about the literature skill in the students' books, or have partners share their books.

## Good Books to Read

*The A+ Custodian* by Louise Borden

*Bottle Houses: The Creative World of Grandma Prisbrey* by Melissa Eskridge Slaymaker

*Harry Kitten and Tucker Mouse* by George Selden

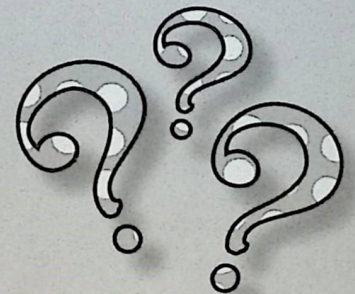
*Hobart* by Anita Briggs

*Miss Lady Bird's Wildflowers: How a First Lady Changed America* by Kathi Appelt

*Miss Rumphius* by Barbara Cooney

*The Mouse of Amherst* by Elizabeth Spires

*Snowflake Bentley* by Jacqueline Briggs Martin



Name \_\_\_\_\_

# Guess Who!

## Book Report Form

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Write a riddle about one character in your book.

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Give three clues.

Write one clue about what the character looked like and one clue about something the character did.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

# Destination: Good Reading

## Book Report Form

Literature Skill Focus: Identifying location as part of the story setting

### 1. Teaching the Literature Skill

- Review the term *setting* with your students. Remind them that the setting of a story is the time and place a story occurs. Ask students to focus on the location of the story you read to them.
- Read *Moses the Kitten* by James Herriot. The story is about a young kitten that Mr. Herriot rescues. It is adopted by a Yorkshire farmer and his wife. Have students listen for clues to the location as you read. For example, snowy, windy, farm gate, uncharitable world, frozen pond off the path, and rime-covered rushes. Some students might mention Mr. Butler's way of talking.
- Ask students to think about where the story is taking place. Is it in an urban or rural setting? Is it in the U.S. or another country? Have them support their ideas with clues from the story. Students should be able to deduce that the story takes place in an unpopulated, rural setting in England. The book jacket will confirm that the story is set on a wintry day in Yorkshire, England.
- Discuss how location affects a story. Ask students what they would do if they found themselves in this location.

### 2. Reading Independently

- Have students choose a fiction book from the library. They take the book home to read independently. The students complete the form on page 11 and return it to school.

### 3. Sharing the Book Reports

- When the book reports have been returned, display them, have a class discussion about the literature skill in the students' books, or have partners share their books.

### Good Books to Read

*The Drinking Gourd: A Story of the Underground Railroad* by F. N. Monjo

*Freddy and the Space Ship* by Walter R. Brooks

*Ghosts of the White House* by Cheryl Harness

*Mojave* by Diane Siebert

*Moses the Kitten* by James Herriot

*Seaman: The Dog Who Explored the West with Lewis & Clark* by Gail Langer Karwoski

*Silver Packages: An Appalachian Christmas Story* by Cynthia Rylant

*What You Know First* by Patricia MacLachlan

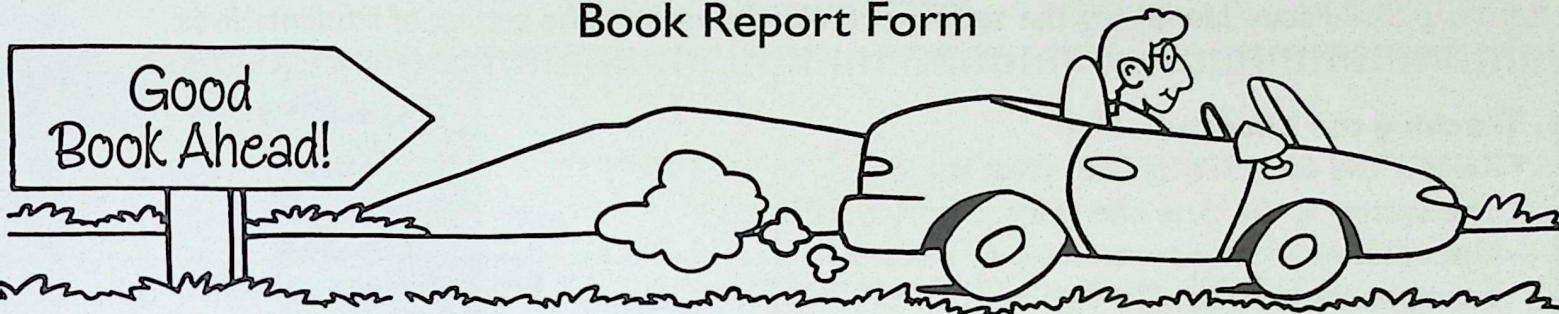


Name \_\_\_\_\_

# Destination: Good Reading

## Book Report Form

Good  
Book Ahead!



Title:

Author:

Illustrator:

Describe the location of the story.

If you went to this location, what would you do?

# When and Where?

## Book Report Form

Literature Skill Focus: Identifying the setting and comparing it to the setting of students' lives

### 1. Teaching the Literature Skill

- Review the term *setting* with your students. The setting is the time and place a story occurs. Discuss how setting contributes to a story. For example, the setting adds details to a story. A story might turn out differently depending on where and when it happens.
- Read the first chapter of *Bud, Not Buddy* by Christopher Paul Curtis. Have students describe the setting at the beginning of the story. Students might say that the story takes place in an orphanage or foster home during hard times.
- Ask students to identify the setting of their own lives. Ask them to compare that setting with the one in *Bud, Not Buddy*. How are the two alike? How are the two different? Could Buddy's story have happened in the time and place in which your students live? How would the story have changed?

### 2. Reading Independently

- Have students choose a fiction book from the library. They take the book home to read independently. The students complete the form on page 13 and return it to school.

### 3. Sharing the Book Reports

- When the book reports have been returned, display them, have a class discussion about the literature skill in the students' books, or have partners share their books.

### Good Books to Read

*Bud, Not Buddy* by Christopher Paul Curtis  
*The Day Gogo Went to Vote* by Elinor Batezat Sisulu  
*Diary of a Little Girl in Old New York* by Catherine Elizabeth Havens  
*Don't You Know There's a War On?* by Avi  
*Hooray for Diffendoofer Day!* by Dr. Seuss  
*Out of the Dust* by Karen Hesse  
*Smoky Night* by Eve Bunting



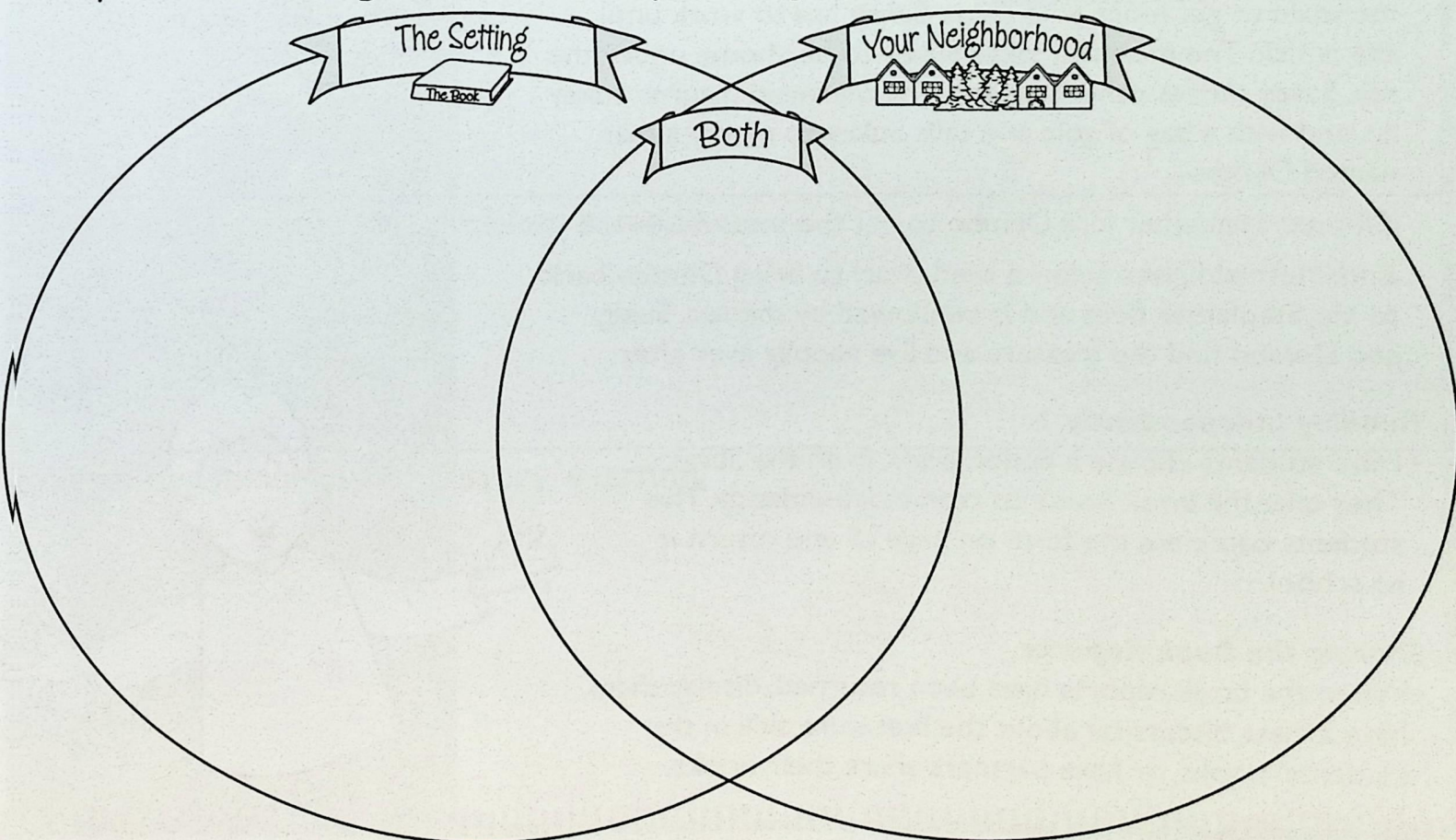
Name \_\_\_\_\_

# When and Where?

## Book Report Form

Title:	
Author:	Illustrator:
When did the story happen?	Where did the story happen?

Compare the setting of the book to your neighborhood today.



# Map the Action

## Book Report Form

Literature Skill Focus: Mapping the story's plot

### 1. Teaching the Literature Skill

- Introduce the term *plot* to your students. The plot is the action of the story. The action is a series of events called the plotline. The plotline usually includes a beginning, a middle, a climax, and an ending. The beginning is where the setting, the characters, and the problem or conflict are introduced. In the middle, the main character tries to solve his or her problem. The climax, or turning point, is the most exciting or important part of the story. The ending, or resolution, is when the problem is solved.
- Read the folk tale *Sukey and the Mermaid* by Robert D. San Souci. Map the plot on a transparency copy of page 15.

**Beginning:** Sukey lives with her mother and stepfather on a little island off the coast of South Carolina. Sukey is very unhappy because her stepfather makes her work all the time. Sukey discovers a mermaid who gives her a gold coin for her parents. Sukey promises to keep the mermaid a secret.

**Middle:** Sukey's mother and stepfather try to catch the mermaid to get more gold coins. Sukey has to work until she is sick. The mermaid takes Sukey to her home under the sea. Sukey misses other humans. The mermaid returns Sukey to land with a bag of gold and tells Sukey to marry a man named Dembo.

**Climax:** Stepfather kills Dembo to get the treasure.

**End:** Mermaid gives Sukey a seed pearl to bring Dembo back to life. Stepfather flees and is swallowed by the sea. Sukey and Dembo find the treasure and live happily ever after.

### 2. Reading Independently

- Have students choose a fiction book from the library. They take the book home to read independently. The students complete the form on page 15 and return it to school.

### 3. Sharing the Book Reports

- When the book reports have been returned, display them, have a class discussion about the literature skill in the students' books, or have partners share their books.

### Good Books to Read

*The Amazing Christmas Extravaganza* by David Shannon

*Black and White* by David Macaulay

*The Capture* by Kathryn Lasky

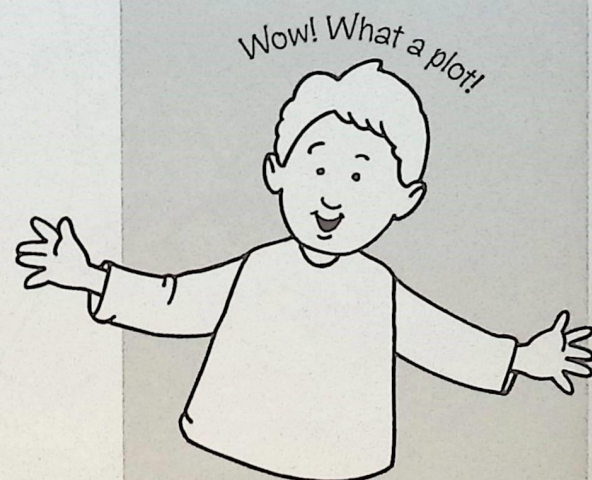
*Comet's Nine Lives* by Jan Brett

*Fortunately* by Remy Charlip

*Leonardo's Horse* by Jean Fritz

*Sukey and the Mermaid* by Robert D. San Souci

*The Volcano Disaster* by Peg Kehret



# HOW TO Report ON Books

**M**ake book reports fun and exciting with *How to Report on Books*. Based on the best of children's literature, students create a variety of interesting reports and practice essential literature skills. Ready-to-use book lists, reproducible forms and parent letters, and step-by-step directions for book projects make this an indispensable tool for any teacher!

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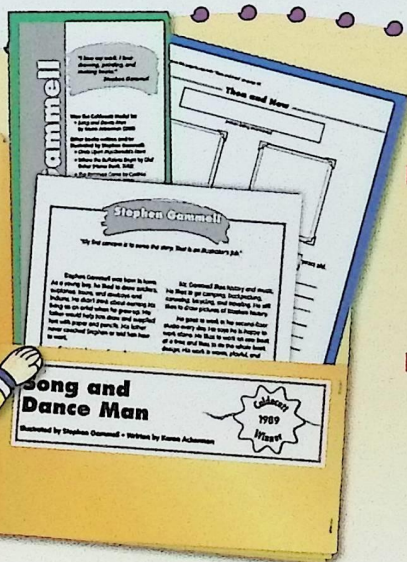
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Nonfiction—Grades 4-6  
Tall Tales—Grades 4-6

## Why Educators Use

### How to Report on Books

- Correlated to current standards
- Encourages students to read literature
- Encourages parents to read with their children
- Flexible format with ready-to-use materials
- Fun & engaging



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