

Grade 6 Book Reports

Name: _____

Parents' Signature: _____ (there are 6 pages in the package)

You are responsible for reading at least one book every other month: October, December, February and April. (4 books). Additionally the students will read a fifth book in a "Team Novel" format in May/June. Due Dates are the second Thursday of the next month.

The first report is due Thursday, October 20, 2016.

Other Dates: Thursday December 08, 2016

Thursday February 09, 2017

Thursday April 06, 2017

You must report on each of the books in one of the ways suggested, using each format only once. You may report on only one book in a series by the same author. If the author has written a variety of books that are not in a series, you may report on more than one. Reports will be peer/teacher evaluated.

Guidelines:

Please consider these guidelines carefully.

1. The reports must be neatly presented -- written in pen (blue or black) or typed/word processed.
2. The reports are minimum one page in length and not more than two pages, unless otherwise indicated.
3. Do not write a lengthy summary of the story.
4. Do not copy lengthy sections from the book or from its cover.
5. Do not use the same reporting format more than once.
6. For ads and collages, lettering should be in ink or marker, not pencil.
7. Your book must be a chapter book of 90 pages or more.
8. Your selections must include each of the following:
 - a) ONE science fiction
 - b) ONE biography or autobiography
 - c) ONE by a Canadian author
 - d) ONE mystery
9. Make sure you complete your Book Report Chart each month. The chart should be ready for checking each month at due date time.

Types of Book Reports

(Keep in mind that some book report styles are not suited to all types of books.)

1. **Compile a list of information that is new to you. These should be significant details or facts from the story, rather than trivial ones. Your list should contain at least 10 items and be at least one page long.**
2. **Create a full page ad for this book such as might appear in a magazine. Consider carefully effective illustrations, lettering, and ad copy (the wording of the ad must be at least 50 words long).**
3. **Write:**
 - a) **three journal entries of YOUR thoughts and reactions while reading the book.**
 - OR**
 - b) **a diary of three days in one of the characters' lives.**
4. **Make a collage which illustrates the book. Include a card to explain your choices and name the book and author -- at least 50 words long.**
5. **Create a time chart capsulizing the ten most important events in the book. Use a timeline format and space the items apart to reflect how they happened in the book.**
6. **Collect some horoscopes from the daily newspapers. For 2 of the book's characters, select horoscopes which seem to apply. Explain how the horoscopes are appropriate to those characters by referring to specific story details that reflect information in the horoscope.**
7. **Write a two minute radio commercial for the book and record it. Include a script.**
8. **Make a tape recording or video of dialogue between you and the main character. Include a script.**
9. **Write a letter to the book's author giving the writer some feedback from his/her audience. The letter should have a balance of praise and suggestions for improvement or further questions. Be sure to mention specific story events to back up your opinions.**
10. **Write an epilogue to your book -- a short final chapter telling what happens after the book ends. Try to duplicate the tone style and mood of the story itself.**
11. **Construct a diorama (scene in a box) for a particular scene in your book. Include the characters and backgrounds. Write out a card (100 words) that explains the scene and situates it in the book.**
12. **If this book were made into a movie, what actors and actresses would you choose to play the parts? Why? Give at least one reason and story details for each of your choices. Include a photo or picture of each of your proposed cast members.**
13. **Give a puppet show based on the book or on an episode from it.**

14. Write a poem based on the book (at least 100 words long). Include an evocative title and heightened language.
15. Draw a four panel cartoon for the book. Dialogue should be at least 80 words long. Include the author and title somewhere on the presentation (back or front). Be sure to fill in the backgrounds and the figures with colour.
16. Design a book jacket (back, spine and front) for the book. Consider carefully effective illustrations, lettering and realistic details like UPC codes, prices, or publishing company names. Minimum 100 words.
17. Prepare a unique menu based on the book and characters. The menu items should be reflective of the special events and people in the book. It should not be a menu you could find anywhere else (ie: avoid "Coca-Cola: \$2.00" or other familiar items like that). Minimum 100 words, including distinctive lettering and at least one illustration.
18. Make up games and/or word puzzles. Minimum two activities in all. Consider carefully details in the games that will reveal information about the book. At least one of the two games should be more highly developed and feature instructions. Avoid submitting a word search and a word scramble together as your project.
19. Draw a map that includes the places in the book. Consider carefully lettering, colour, shorelines, mountain ranges, bodies of water and other map details. If it is a real place, do not trace a map -- you may use another map as a model only. Include 80 words of writing that includes the author and title.
20. Design a T-Shirt (front and back) that advertises the novel. Consider carefully the coloured background, lettering and realistic details. Minimum 50 words.
21. Create a mobile showing eight to ten different stages of the story. On one side of each card illustrate a scene in colour. Explain the scene on the reverse side of each card in writing.
Consider carefully the composition of your drawing and the depth of your explanation for each.
22. Create a coloured CD cover and a tracklist of ten songs that would be appropriate to this book.
"Appropriate" means that the songs connect the characters or setting or plot in some way, or would be good to listen to while reading the book. After each song title, write a sentence to explain the connection between the song and the book.
23. Create a decorated "TV Viewer" out of a shoe box or other box that reflects the content of the novel in some way. Include at least 5 slides/screens that show a picture or image from the novel that is significant. Add some writing on the back of each slide to explain it and locate it with the novel.
24. Propose, in writing, a refreshing way to report on your book. If your proposal is approved, you may substitute your method for the ones suggested here.

Book Report Chart

Put a check mark in the appropriate box each time you complete a book.
 Novels may fall into more than one category and should be recorded in both.
 The book report number refers to the numbers of the choices on pages 2 and 3.
 Due dates are also shown below each month.

| <u>Category</u> | | Dec. 08 | | Feb. 09 | | April 06 | |
|-------------------------------|--|---------|--|---------|--|----------|--|
| Adventure | | | | | | | |
| Mystery | | | | | | | |
| Fiction | | | | | | | |
| Humour | | | | | | | |
| Canadian Author | | | | | | | |
| Science Fiction | | | | | | | |
| Fantasy | | | | | | | |
| Biography or Autobiography | | | | | | | |
| Book Report Choice Number | | | | | | | |

Book Report Make Up Plan

(Remember that we silently read most days after lunch for about 20 minutes. You have close to 400 minutes of class time in a month to work on this report, as well as a month long due date.)

For: _____

Report Due Date: _____

Reason I didn't finish on time:

My Plan to Complete the Assignment:

• Name of my book: _____

• Type of Report style I chose: _____

• Things I need to get it done well: _____

• My suggested new due date: _____

• Teacher comments:

Parent Signature: _____

Evaluation Rubric for Book Report

Name: _____ Score: _____

Book: _____ Report Type: _____

| Levels | 1 | 2 | 3 | 4 |
|---|---|---|--|---|
| Reasoning (completeness of content, ideas reflect plot, setting and characters, accuracy of details, on topic, authenticity) | Media work conveys a few relevant story details. They are chosen with limited accuracy &/or appropriateness to the main ideas of the novel. Content is well short of the minimum length. Would benefit from greater authenticity to reflect the report format chosen. | Media work conveys some relevant story details reflecting plot, character or setting that are occasionally appropriate to the main ideas of the novel. Content approaches the minimum length. Authentic touches sometimes reflect the report format used. | Media work conveys relevant story details reflecting plot, character and setting that are appropriate to the main ideas of the novel. Content comfortably meets length requirements using details that are significant. Good authentic touches reflect the report choice. | Media work conveys insightful story details that reflect plot, character and setting and express the main ideas of the novel in a creative way. Content is imaginative and efficiently presented within the guidelines for length. Contains highly developed authentic touches. |
| Communication (Sentence types, vocabulary, organization, paragraphing structure) | A basic level of communication is used, relying mainly on simple sentences. Add question or exclamation sentences to develop your writing. Sentences contain several fragments and/or run-ons. A few regular sentence beginnings are used. Vocabulary could be improved by developing a broader range of words. Paragraph use is not evident. | Communication is simple and contains some simple and compound sentences. Sentences contain fragments and/or run-ons. A wider variety of sentence beginnings would add interest. Vocabulary relies on familiar phrases. Further editing and thesaurus use will improve the overall level. Paragraphs used inconsistently or incorrectly. | Communication is developed and contains different sentence types and beginnings. Sentences composed correctly with subject-verb agreement. Vocabulary shows signs of editing and revision that improves the overall level. A range of words and phrases are used. A few errors are present. Paragraph use is appropriate and proper. | Communication is excellent and contains a wide range of compound and complex sentence types as well as varied sentence beginnings. Sentences show strong control of grammar and language conventions. Through careful editing, vocabulary is precise and evocative and avoids repetition. Almost no errors. Paragraphs are linked and well developed. |
| Visual Aspects (if applicable; lettering, colour use, layout, illustrations, creativity and effort) | Weak visual presentation with little consideration given to some of the required aspects: lettering, title, full layout, colour use, an image which fits with the novel. | Fairly good visual presentation with consideration given to some of the required aspects: lettering, catchy title, a coloured image which fits with the subject, partial use of the full page. | Very good visual presentation with consideration given to most of the required aspects: lettering, catchy title, a well-drawn image which fits with the novel, good use of the full page. | Excellent visual presentation with full consideration given to all of the required aspects: well-designed letters, a catchy title, and a strong image which fits well with the novel, extensive detail in the layout. |
| Application of Language Conventions (spelling, grammar, punctuation, visual aspects of conventions such as indentations, spacing, use of pen) | Sight words and other common words need increased editing attention. Verb tenses (e.g. past and present) are mixed. Punctuation use reveals several errors. | Spelling conventions are applied with some errors. Verb tenses (e.g. past and present) are often mixed. Punctuation use reveals some errors. | Spelling conventions are applied with few or no errors. Verb tenses (e.g. past and present) are consistent. Punctuation use reveals few or no errors. | Spelling conventions for elevated vocabulary are applied reliably. Punctuation use reveals no errors in a longer, more developed text. |

