

Just-Right



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# Reading Response Activity Sheets for Young Learners

**50** Reproducible Graphic Organizers That Help Children  
Write Meaningful Responses to the Books They Read

Erica Bohrer

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New York • Toronto • London • Auckland • Sydney  
Mexico City • New Delhi • Hong Kong • Buenos Aires

**Teaching**  
*Resources*

To my mother, Maria LaPlaca Bohrer,  
who has been my constant supporter,  
and Mary Beth Spann,  
who introduced me to the world of teachers as writers



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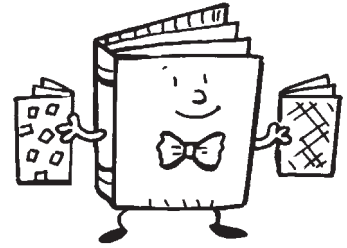
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# About This Book

**J**ust-Right Reading Response Activity Sheets for Young Learners features 50 fun, motivating, and ready-to-use comprehension-boosting graphic organizers that engage students in becoming active learners. Designed for use with fiction and nonfiction books, these graphic organizers offer a visual and concrete way for young readers to focus their thinking, organize information, and respond to literature in meaningful ways. Using the activity sheets in this book, students read with a purpose to build word knowledge, practice comprehension strategies, explore story elements, make connections, and much more.



## Why Use Graphic Organizers for Reading Response?

Research has shown that graphic organizers are effective in improving comprehension. Graphic organizers provide a visual framework in which children can structure their responses to literature and relate to the "big picture" view of concepts (Beck, Omanson, & McKeown, 1982; as cited in Tompkins, 2007). The use of graphic organizers helps students organize information, activate prior knowledge, and make connections between new information (Burke, 2009). Graphic organizers are ideal for diverse learners, including English Language Learners, eliciting visual responses that allow children to demonstrate their understanding through drawings and brief written responses. With simple formats and visually appealing themes, the response activity sheets in this book go beyond fundamental graphic organizers to appeal to young learners and support success.



## Getting Started

The activities in this book are designed to supplement your reading program, and lend themselves for use with the whole class, small groups, and individual students. They're also just right for sending home with students to support the reading they do outside of school. (For more information on send-home reading log folders, see page 9.) However you choose to use the materials in this book, the pages are organized in five sections for ease of selection. You may use the activities in any order to support the skills and strategies you are teaching. For an overview of each section, see pages 6–7.

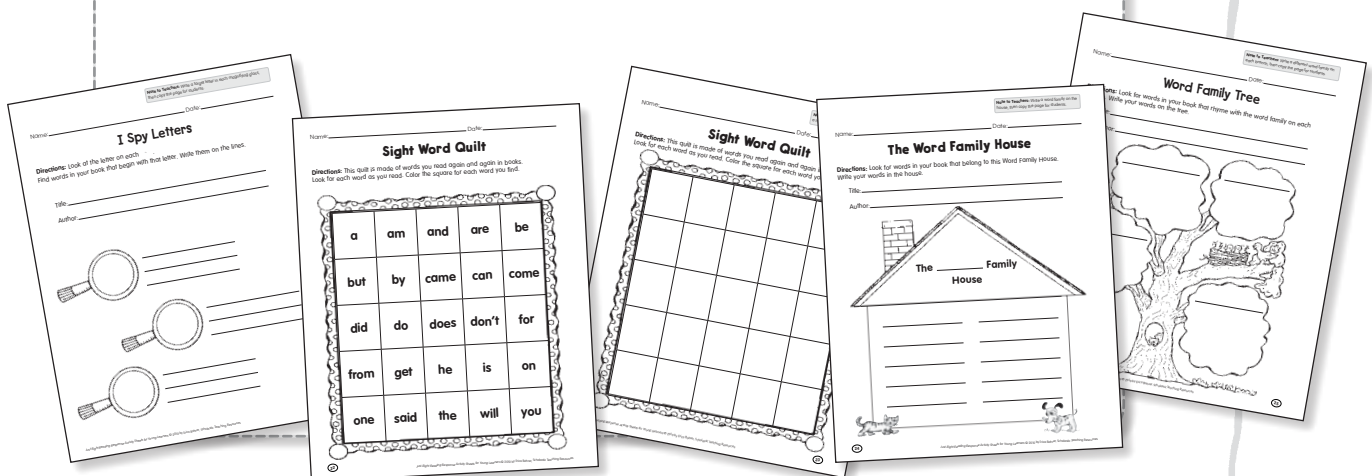
## Teaching Tip

Before introducing a graphic organizer to the class, test it out. Make any changes necessary to meet your instructional needs.



## Emergent Literacy Skills

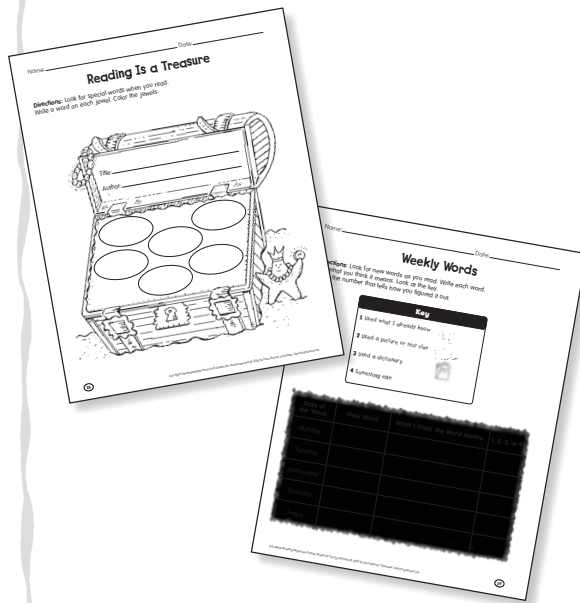
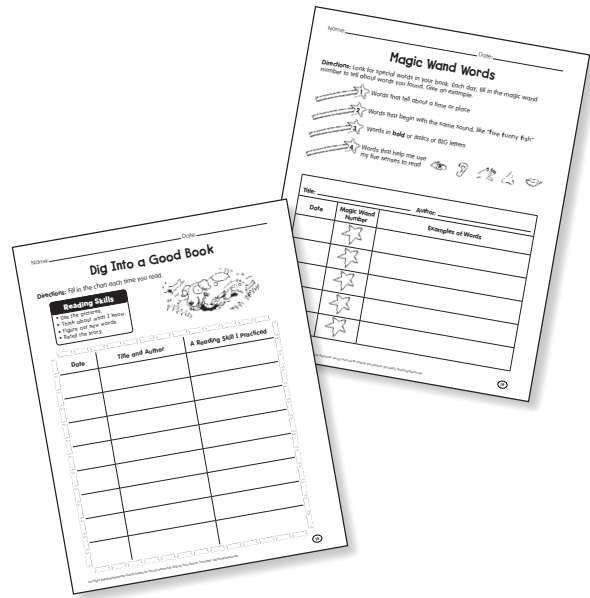
Many of the reading response activities provide engaging practice in emergent literacy skills, including initial sounds, rhyming words, and sight words. For example, I Spy Letters (page 21) addresses basic concepts and conventions of print, providing practice with letter recognition. Sight Word Quilt (page 22) focuses students' attention on high-frequency words, necessary for fluent reading. Use the blank sight-word quilt template (page 23) to provide practice with additional words. The Word Family House (page 24) and Word Family Tree (page 25) help students develop awareness of spelling patterns and learn to use what they know to improve reading. Children can complete these pages more than once, for repeated practice with familiar words (as with sight words or a word family) and to focus attention on new letters and words.



## Reading Logs

(pages 15–20)

These appealing reading logs encourage children to set aside time for independent reading and provide a visual record of their reading progress. Varied response prompts on these pages invite children to notice something each time they read—from new words to characteristics of different genres.



## Word Study & Vocabulary

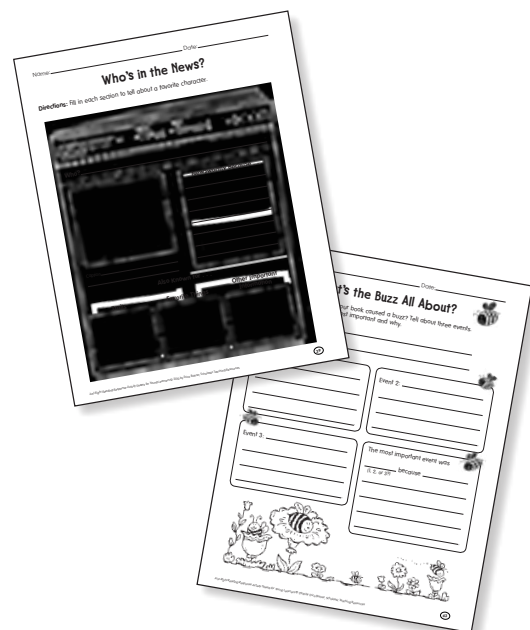
(pages 21–29)

These activity pages support young learners in developing early reading skills, including concepts about print, letter recognition, sight-word vocabulary, and decoding strategies.

## Reading Comprehension Strategies

(pages 30–47)

From making predictions to exploring story elements, these activity pages enhance comprehension with before-, during-, and after-reading activities.



## Personal Response

(pages 48–59)

These activity pages promote higher-level thinking skills with activities that let children analyze and evaluate the text.

Up, Up, and Away With Books!

Directions: Fill in the balloons to tell about your book.

Title \_\_\_\_\_

Author \_\_\_\_\_

I was surprised when \_\_\_\_\_

I was confused when \_\_\_\_\_

The story I liked best was \_\_\_\_\_

This Book Is a Winner!

Directions: Fill in the trophy. Give three reasons your book is a winner.

Title \_\_\_\_\_

Author \_\_\_\_\_

This book is a winner! Here's why:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

My Reading Toolbox

Directions: Write/Draw a list of helpful tools for readers. Look at the toolbox fill in the chart to tell about the tools you use when you read.

Tools of Readers:

- Understand
- Compare and Contrast
- Summarize
- Recognize
- Remember
- Reflect

Title	Author	What I Learned
A Tale of Two Cities	Charles Dickens	

Q&A.com

Directions: Read the book. Write the questions from your book the book will answer.

After You Read: Write the answers to each question.

Question Title \_\_\_\_\_

Author \_\_\_\_\_

Question	Answer
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

## Nonfiction

(pages 60–64)

Designed for use with nonfiction texts in particular, these graphic organizers help students identify characteristics of this genre (such as common text features and graphic aids) and develop strategies (such as note-taking) for understanding and remembering important information.



## Modeling Reading Response Activity Sheets

Research shows that graphic organizers are most effective when modeled first (Bowman et al., 1998; as cited in Jacobson, 2008). The following mini-lesson provides a framework for modeling the use of any of the activity sheets in this book. In advance of this mini-lesson, prepare to enlarge the organizer for all students to easily see (for example, by creating a transparency for use with an overhead projector or by scanning to create an interactive whiteboard page). You may also give each student a copy of the organizer to follow along.

1. Read aloud a picture book that is a good match for the graphic organizer you have selected. As you read, pause to check for understanding. Be sure to ask individual and whole-class questions, such as “Who can tell us why the character acted this way?” (individual) and “Raise your hand if you agree with the way the character acted” (whole class).
2. Upon completion of the story, introduce the graphic organizer and share your rationale for using it. Complete the graphic organizer as students follow along. Use a “think-aloud” approach to help students understand your process.
3. Once students understand how to use the graphic organizer, you can assign it as an independent response activity following a second read-aloud, a guided-reading lesson, independent reading, or at-home reading.

## Classroom Management and Assessment Options

For ease of use, you may wish to photocopy a class set of each of the reading response activities in this book at the beginning of the year. Place each set in a labeled file folder, and glue a copy to the front for quick identification. You may also wish to set up individual reading response folders to support students in managing these activity pages. (See reproducible Reading Folder Labels, page 13.)

The reading response activities in this book are also useful as tools to assess students’ ability to follow directions, reading comprehension, and effort. Throughout the year, place reading response activities in a portfolio to document student growth.



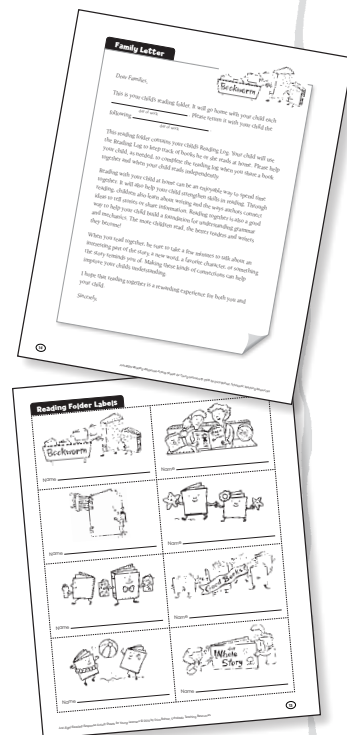
# Send-Home Reading Log Folders

According to *Reading Is Fundamental*, as little as 10 minutes of free reading a day can improve a child's reading skills and habits. Independent reading at home is an important part of any language arts program, and students are often required to keep track of their additional reading. An easy way to document children's independent reading is to create a reading log folder for each student. Setting up reading log folders will help students and their families keep track of the reading they do and provide a visual record of their success as they read together each day. To set up reading folders for students to use at home, follow these easy steps.

## Materials

- ❖ Family Letter (page 14)
- ❖ Reading Folder Labels (page 13)
- ❖ Reading Logs (pages 15–20)
- ❖ File folders (or pocket folders)
- ❖ Reading response activities (pages 21–64)

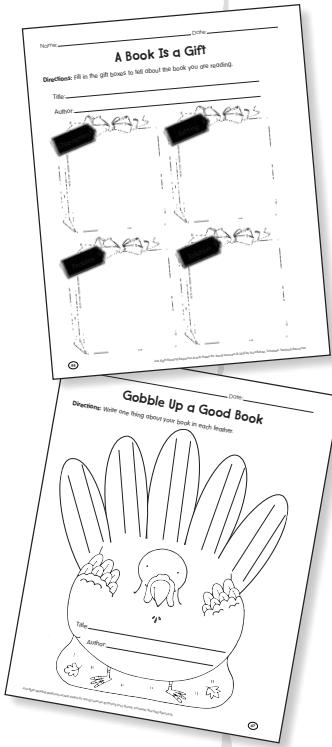
1. Fill in the days on a copy of the family letter. Then copy a class supply of the letter, the reading folder labels, and the reading logs.
2. Give each student a file folder. Have students choose a label and write their name on it. Students can decorate their folders, then glue the label to the front.
3. Inside each student's folder on the left, staple a family letter. Assist students in selecting a reading log and staple that inside the folder on the right. (Modify both the letter and reading logs as needed to meet students' needs.)
4. In addition to the reading log, include other reading response activity sheets in the folder as desired. You may wish to paper clip these to the folder for security.



## Helpful Hints for Success

To ensure greatest success, keep the following tips in mind when using the reading response activity sheets.

- ✿ Introduce the graphic organizers and model their use before expecting students to use them independently.
- ✿ Use one book to show students how they can complete different graphic organizers with the same text. This will give students more choice in their response activities.
- ✿ When sharing read-alouds with the class, look for opportunities to use graphic organizers. This will further demonstrate to students the value in using these tools and support them in transferring knowledge as they use the activity sheets on their own.
- ✿ Show students how to use sticky notes to mark passages in a text that they may want to refer to as they complete a reading response activity sheet.
- ✿ Encourage students to embellish the reading response activity sheets with decorative details. Adding a personal touch will enhance the appeal of these pages.
- ✿ Be open to modifications students may wish to make to the graphic organizers. For example, students may opt to complete A Book Is a Gift (page 44) by drawing pictures or using words. Either will allow for successful completion of the page. Gobble Up a Good Book (page 47) is set up to explore story elements, but students might like to use the same format to record facts from a nonfiction book. In this case, they can simply mask the labels on each feather and proceed.



## Extension Activities

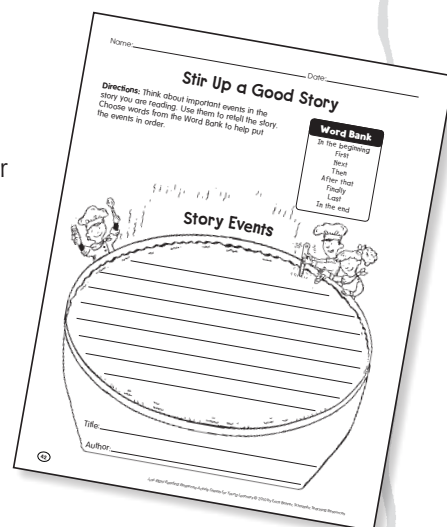
Consider the following suggestions to extend student learning with the activity sheets.

**Same Skill, New Design:** After completing an activity sheet, invite students to create a new graphic organizer design that targets the same skill. Help students refine their graphic organizers as needed, then publish them for the class to use.

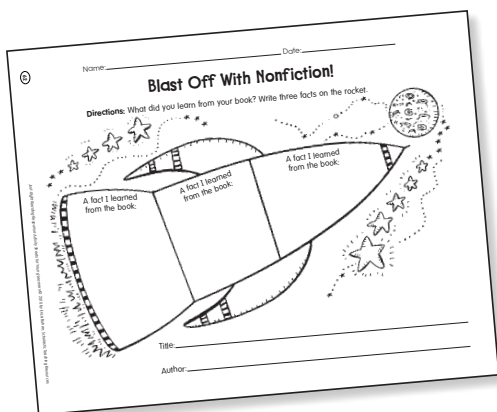
**A Colorful Classroom Display:** Children can bring their own creative touches to the activity sheets by coloring the pages and adding details. Arranged on a bulletin board or other wall space, these reading response activity sheets make a colorful display that celebrates children's learning. This display also helps children appreciate different viewpoints.

**Book Talks:** Many of the graphic organizers can help students prepare for book talks—short presentations about a book they've read.

**Scaffolding Skills:** The reading response activity sheets in this book naturally lend themselves to scaffolding student learning. For example, the brief writing students do on the activity sheets may lead to more extensive writing based on a text. Examples follow.



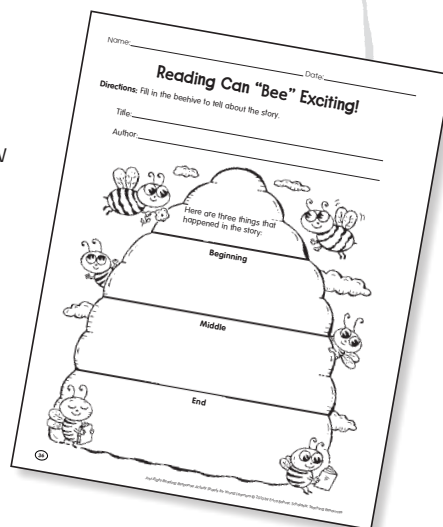
Students can use information from the sequencing reading response activity sheet Stir Up a Good Story (page 42) to assist them with writing (or telling) a book summary.



Using the facts they record on Blast Off With Nonfiction! (page 62), students can go further and write a simple research report.

**Connecting Reading and Writing:** Many of the same activity sheets students use for reading response are also just right for use as pre-writing graphic organizers. Students can use these pages to plan their own stories, and in the process gain understanding of how reading and writing are connected. (See example, right.)

Students can use Reading Can "Bee" Exciting! (page 36) as a pre-writing graphic organizer to plan the beginning, middle, and end of a story they are writing.



## Connections to the Language Arts Standards

The reading response activities in this book follow the standards for grades K–2 as outlined by the Mid-continent Regional Educational Laboratory (McREL,) an organization that collects and synthesizes national and state K–12 curriculum standards.

### Uses the general skills and strategies of the reading process

- ✿ Understands that print conveys meaning
- ✿ Understands how print is organized and read
- ✿ Previews text (skims; uses pictures, textual clues, text format)
- ✿ Creates mental images from pictures and print
- ✿ Uses meaning clues (pictures, picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content
- ✿ Uses basic elements of phonetic analysis and structural analysis
- ✿ Understands level-appropriate sight words and vocabulary
- ✿ Uses self-correction strategies (searches for cues, identifies miscues, rereads, asks for help)
- ✿ Uses reading skills and strategies to understand and interpret a variety of literary texts
- ✿ Uses reading skills and strategies to understand a variety of familiar literary passages and texts (such as fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books)
- ✿ Knows setting, main characters, main events, sequence, and problems in stories
- ✿ Makes simple inferences regarding the order of events and possible outcomes
- ✿ Knows the main ideas or theme of a story
- ✿ Relates stories to personal experiences

### Uses reading skills and strategies to understand and interpret a variety of informational texts

- ✿ Uses reading skills and strategies to understand a variety of informational texts
- ✿ Understands the main idea and supporting details of simple expository information
- ✿ Summarizes information found in texts
- ✿ Relates new information to prior knowledge and experience

Source: *Content knowledge: A compendium of standards and benchmarks for K–12 education.*

Mid-continent Research for Education and Learning. Online database: <http://www.mcrel.org/standards-benchmarks>.

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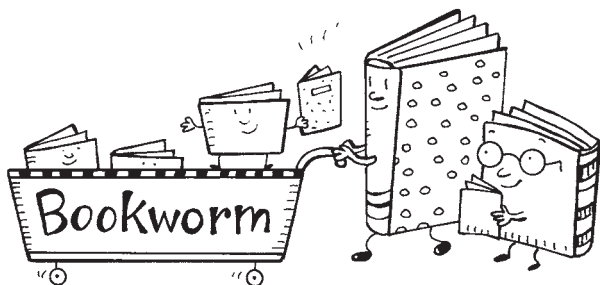
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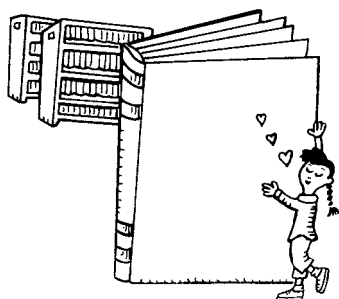
# Reading Folder Labels



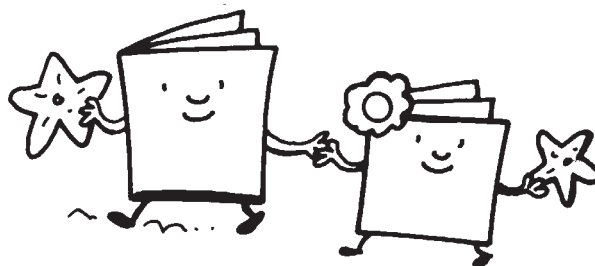
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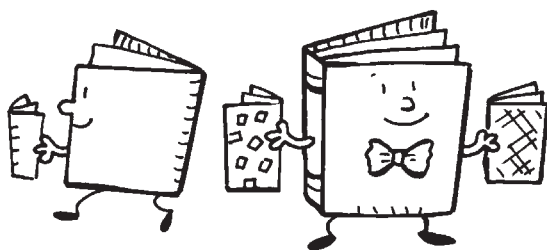
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Name \_\_\_\_\_



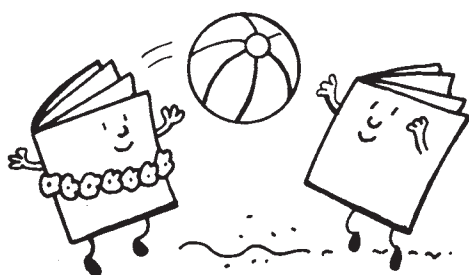
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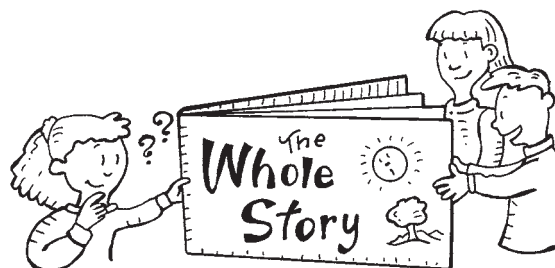
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Name \_\_\_\_\_

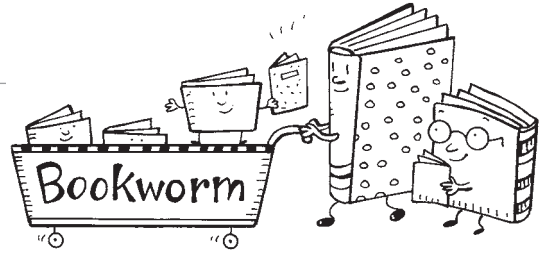


Name \_\_\_\_\_



Name \_\_\_\_\_

## Family Letter



*Dear Families,*

This is your child's reading folder. It will go home with your child each \_\_\_\_\_ . Please return it with your child the  
day of week  
following \_\_\_\_\_ .  
day of week

This reading folder contains your child's Reading Log. Your child will use the Reading Log to keep track of books he or she reads at home. Please help your child, as needed, to complete the reading log when you share a book together and when your child reads independently.

Reading with your child at home can be an enjoyable way to spend time together. It will also help your child strengthen skills in reading. Through reading, children also learn about writing and the ways authors connect ideas to tell stories or share information. Reading together is also a good way to help your child build a foundation for understanding grammar and mechanics. The more children read, the better readers and writers they become!

When you read together, be sure to take a few minutes to talk about an interesting part of the story, a new word, a favorite character, or something the story reminds you of. Making these kinds of connections can help improve your child's understanding.

I hope that reading together is a rewarding experience for both you and your child.

*Sincerely,*

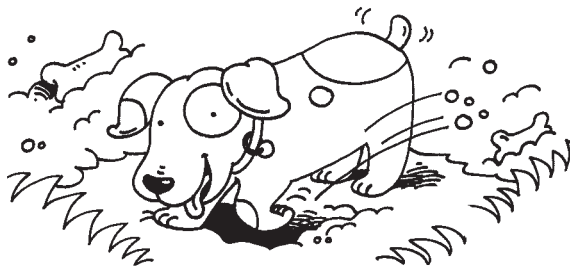
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Dig Into a Good Book

**Directions:** Fill in the chart each time you read.

## Reading Skills

- Use the pictures.
- Think about what I know.
- Figure out new words.
- Retell the story.



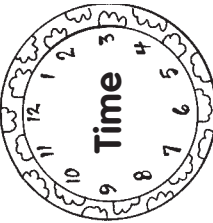
Date	Title and Author	A Reading Skill I Practiced



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Time to Read!

**Directions:** Fill in the chart each time you read.

Date	Title and Author		A Thought or Question I Had
	Title: _____ Author: _____	I read for _____ minutes.	
	Title: _____ Author: _____	I read for _____ minutes.	
	Title: _____ Author: _____	I read for _____ minutes.	
	Title: _____ Author: _____	I read for _____ minutes.	
	Title: _____ Author: _____	I read for _____ minutes.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Question of the Day

1. What would be another good title for this book?

2. What event was most important and why?

3. Why do you think the author wrote this book?

4. How do you think you are like one of the characters?

5. My Own Question: \_\_\_\_\_

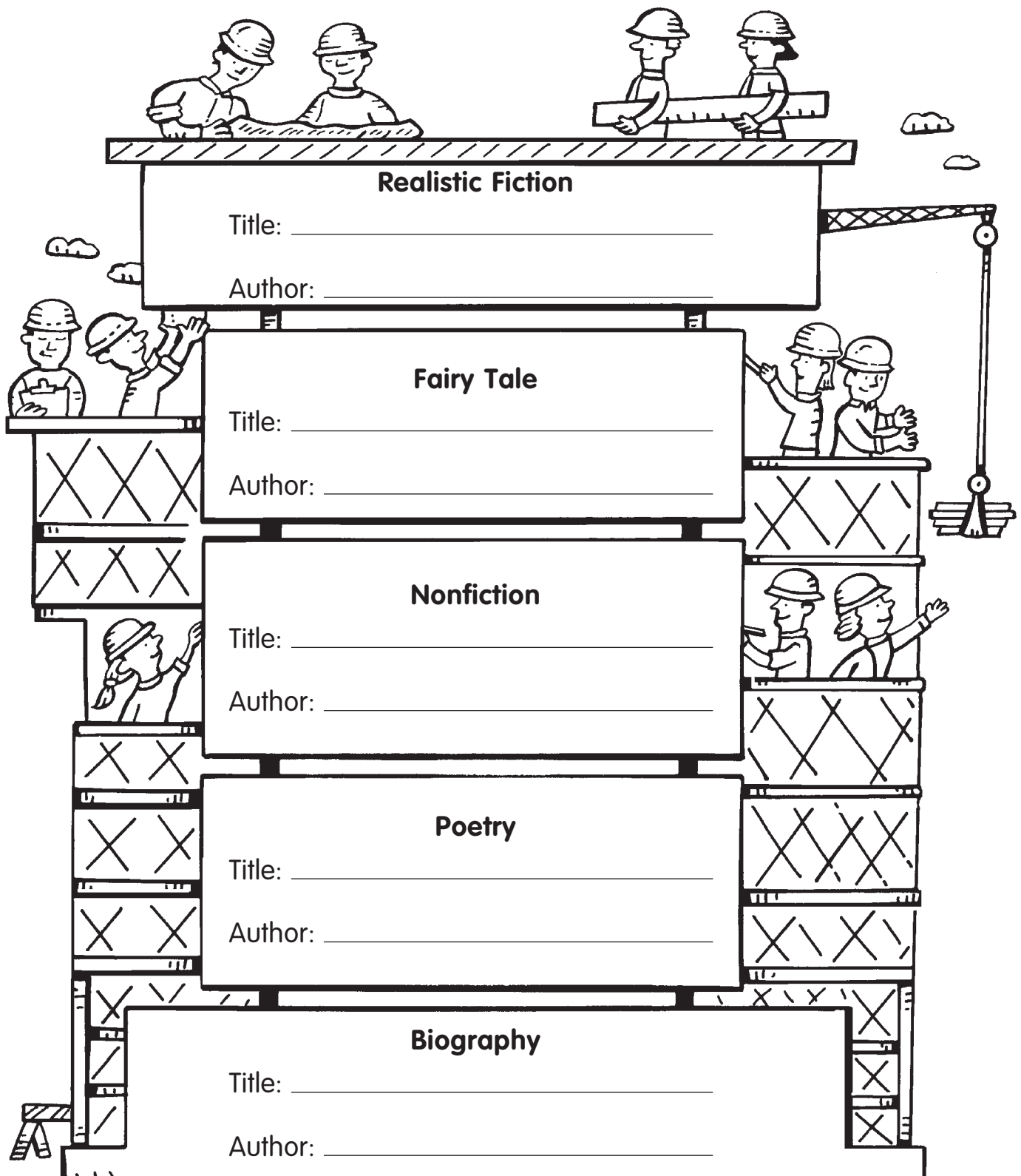
**Directions:** Each time you read, choose a question to answer.

Date	Title	Question Number	My Response

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Building With Books


**Directions:** Complete each "story" of this building by reading a different kind of book.



Name: \_\_\_\_\_ Date: \_\_\_\_\_


# Magic Wand Words

**Directions:** Look for special words in your book. Each day, fill in the magic wand number to tell about words you found. Give an example.






 **1** Words that tell about a time or place

 **2** Words that begin with the same sound, like “five funny fish”

 **3** Words in **bold** or *italics* or BIG letters

 **4** Words that help me use my five senses to read



Title: _____ Author: _____		
Date	Magic Wand Number	Examples of Words
		
		
		
		
		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Chapter-Book Series Checklist

**Directions:** ✓ each title you read. For each book, tell something you learned about a character.

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


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

Important Characters: \_\_\_\_\_

Title	What I Learned About a Character
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	

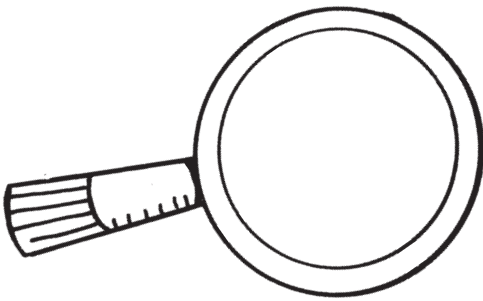
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# I Spy Letters

**Directions:** Look at the letter on each .  
Find words in your book that begin with that letter. Write them on the lines.

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

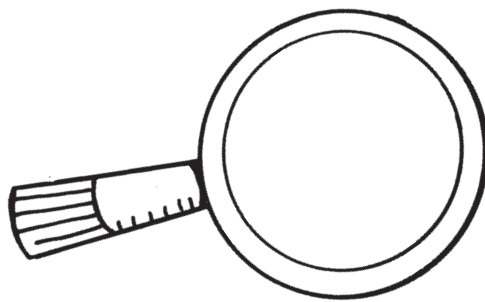
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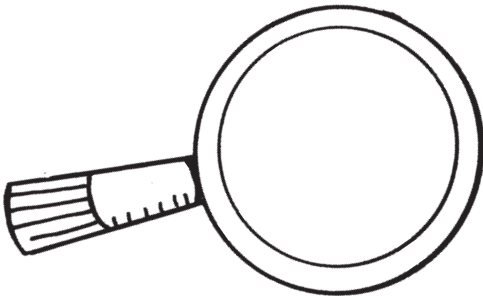
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sight Word Quilt

**Directions:** This quilt is made of words you read again and again in books. Look for each word as you read. Color the square for each word you find.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sight Word Quilt

**Directions:** This quilt is made of words you read again and again in books. Look for each word as you read. Color the square for each word you find.

The image shows a quilt template. It consists of a central 5x5 grid of squares, totaling 25 squares. This grid is enclosed within a decorative border. The border is composed of a series of small circles connected by a wavy line. At each of the four corners of the quilt, there is a larger circle, representing a corner patch or button.

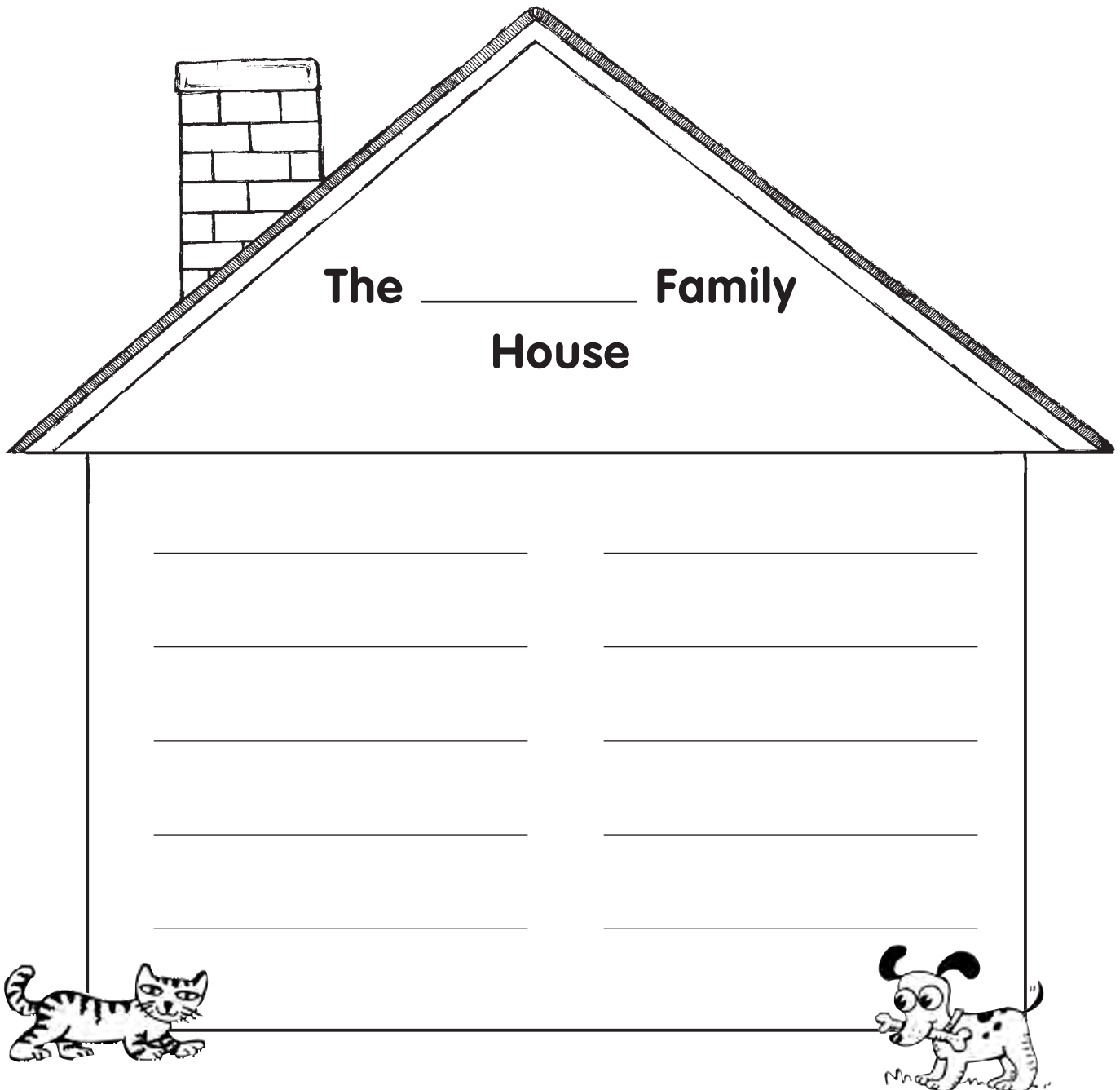
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Word Family House

**Directions:** Look for words in your book that belong to this Word Family House. Write your words in the house.

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

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



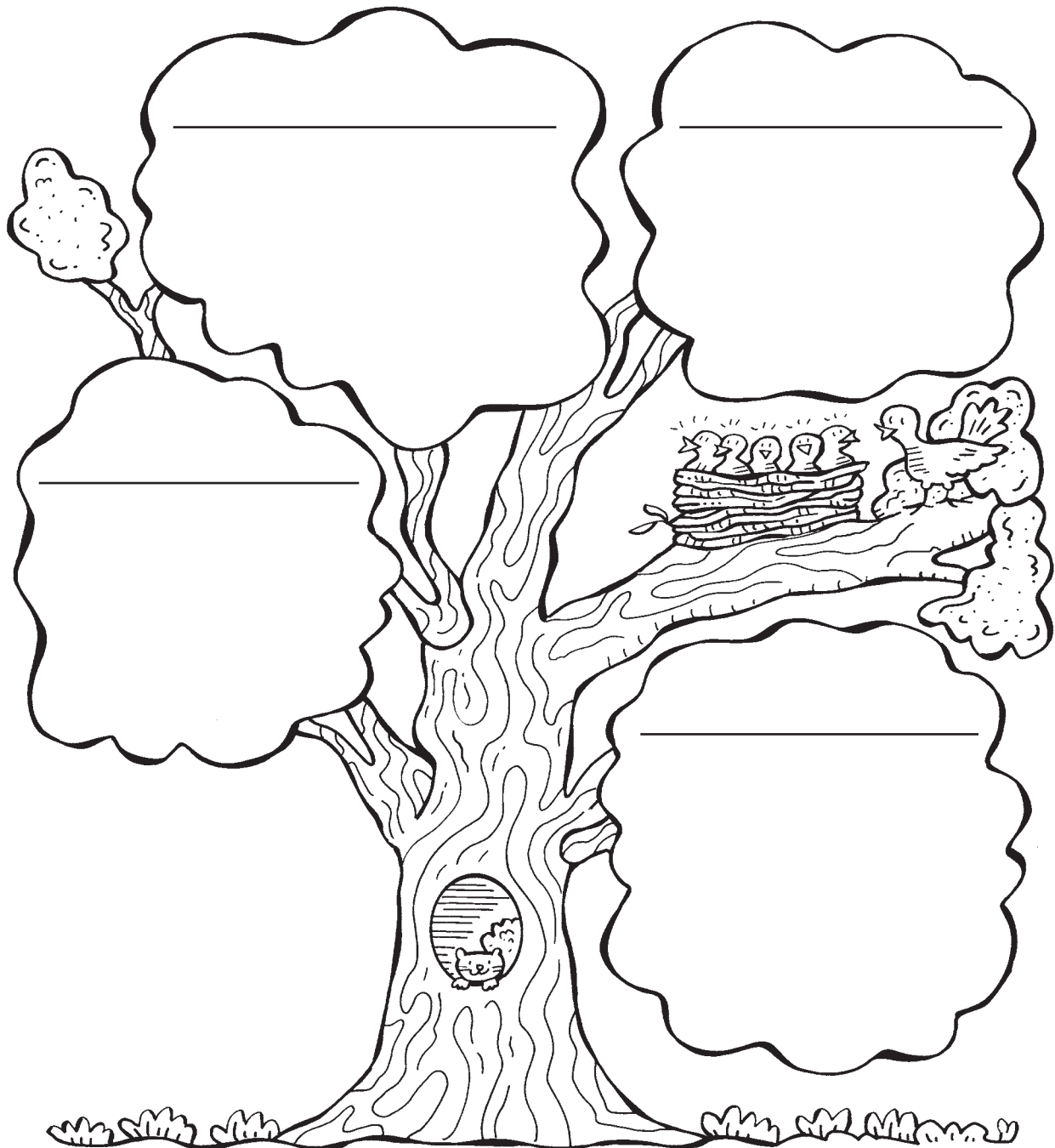
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Word Family Tree

**Directions:** Look for words in your book that rhyme with the word family on each branch. Write your words on the tree.

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

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



Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Reading for Rhymes

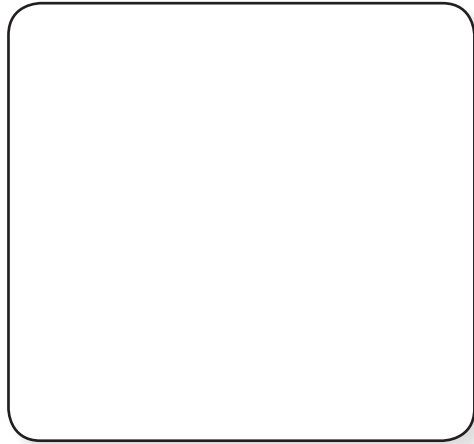
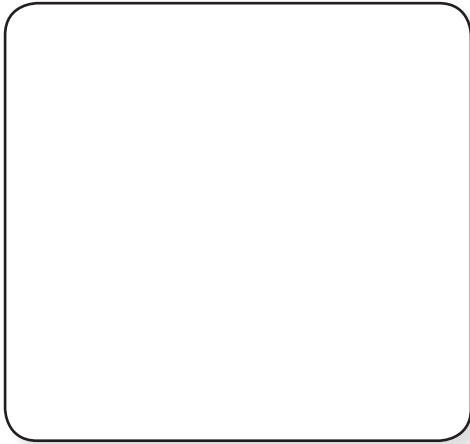


**Directions:** Look for rhyming words in a book you are reading.  
Write words that rhyme. Draw a picture of each word.

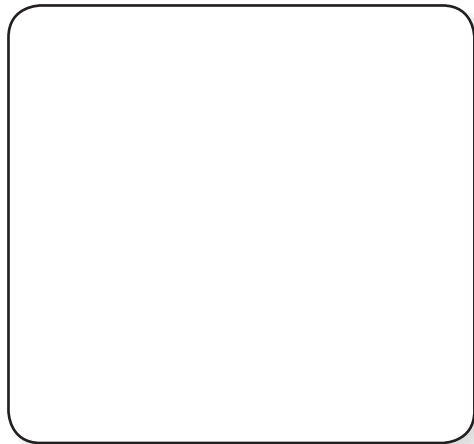
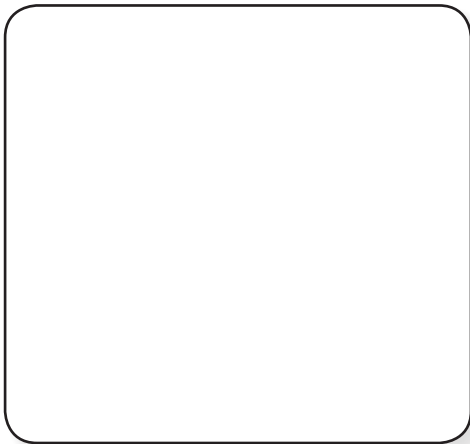
Title: \_\_\_\_\_

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

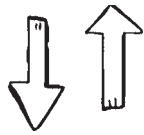
1. \_\_\_\_\_ rhymes with \_\_\_\_\_.



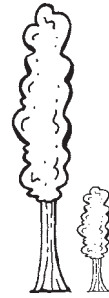
2. \_\_\_\_\_ rhymes with \_\_\_\_\_.



Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Just the Opposite

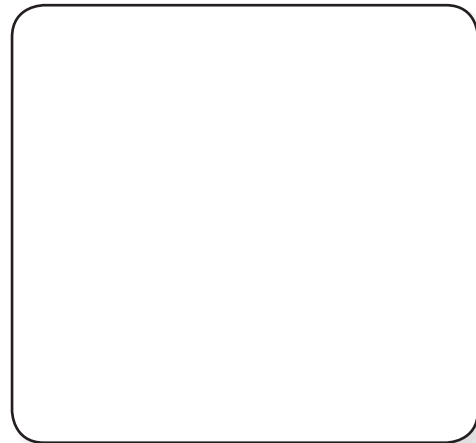
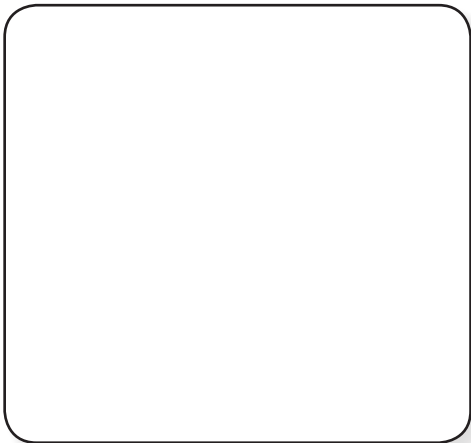


**Directions:** **Up** and **down** are opposites. So are **tall** and **short**.  
Look for opposite words in a book you are reading. Write the words.  
Draw a picture of each word.

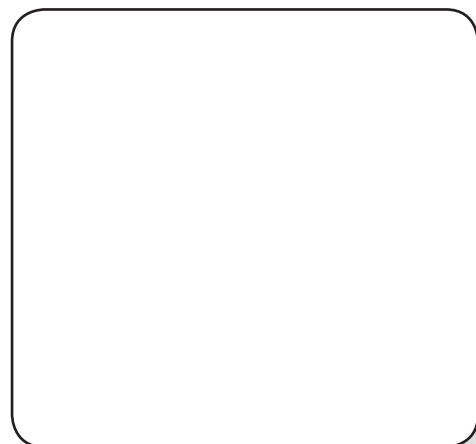
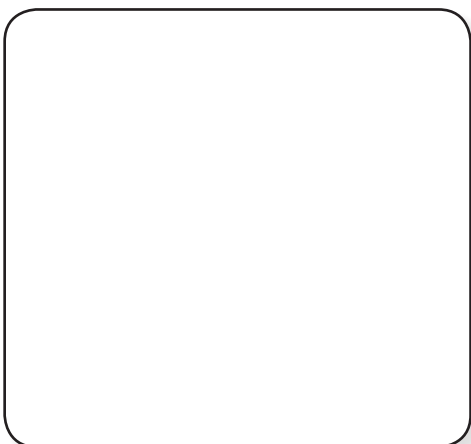
Title: \_\_\_\_\_

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

1. \_\_\_\_\_ is the opposite of \_\_\_\_\_.



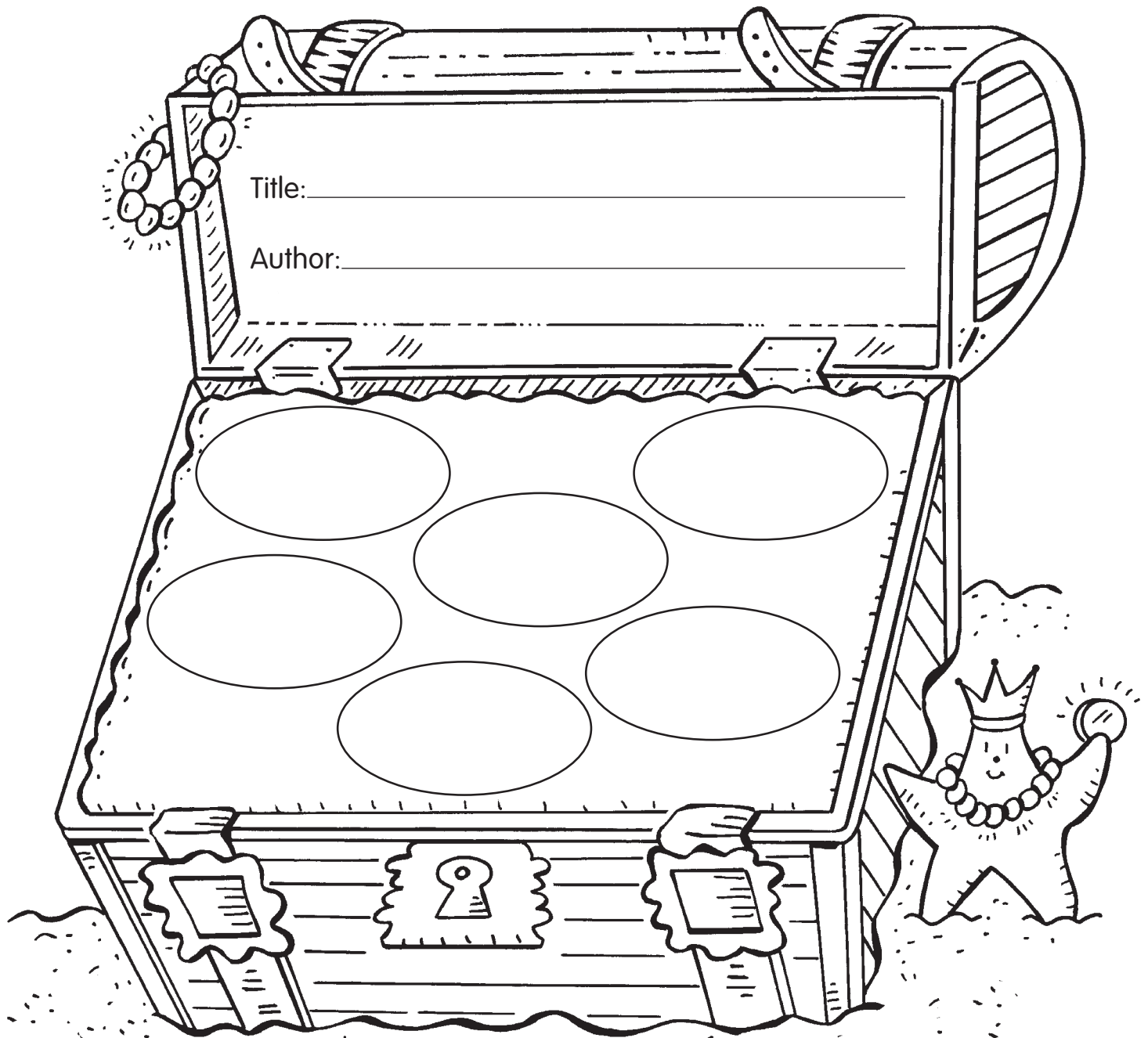
2. \_\_\_\_\_ is the opposite of \_\_\_\_\_.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Is a Treasure

**Directions:** Look for special words when you read.  
Write a word on each jewel. Color the jewels.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Weekly Words

**Directions:** Look for new words as you read. Write each word.  
Tell what you think it means. Look at the key.  
Write the number that tells how you figured it out.

## Key

**1** Used what I already know



**2** Used a picture or text clue



**3** Used a dictionary



**4** Something else

Days of the Week	New Word	What I Think the Word Means	1, 2, 3, or 4?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recipe for Reading

**Directions:** Look at the recipe card. Check the strategies you use to get ready to read. Add one new strategy to your recipe for reading!

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

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

## Before Reading

- ☐ I look at the title and ask:  
What will this book be about?
- ☐ I take a picture walk through the book.
- ☐ I make predictions about the book.
- ☐ I have a goal for reading.
- ☐ I \_\_\_\_\_  
\_\_\_\_\_ .

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Take a Picture Walk

**Directions:** Take a picture walk before you read. Look at the pictures in the book.  
Draw a picture in each box to show what you learned.

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

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

An empty rectangular box with rounded corners, intended for drawing a picture.An empty rectangular box with rounded corners, intended for drawing a picture.An empty rectangular box with rounded corners, intended for drawing a picture.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# On Your Mark, Get Set, Go!

**Directions:** Fill in the chart for a book you are reading:

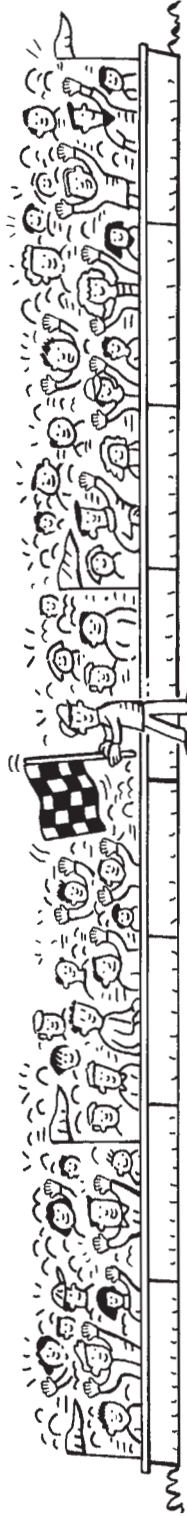
**K:** Tell what you already know about the book's subject.

**W:** Tell what you learned by reading the book.

**L:** Tell what you still want to learn.

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

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



K	W	L

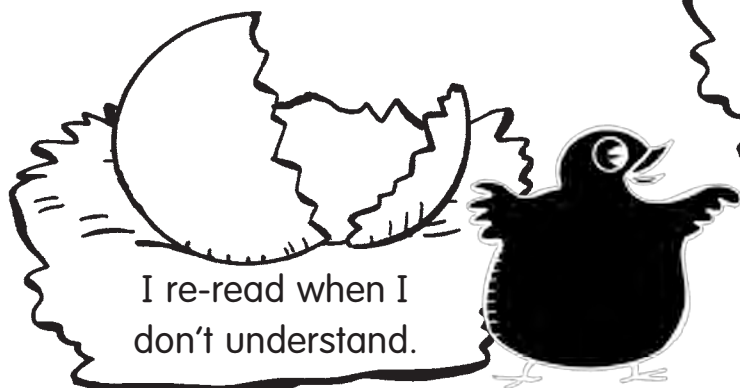
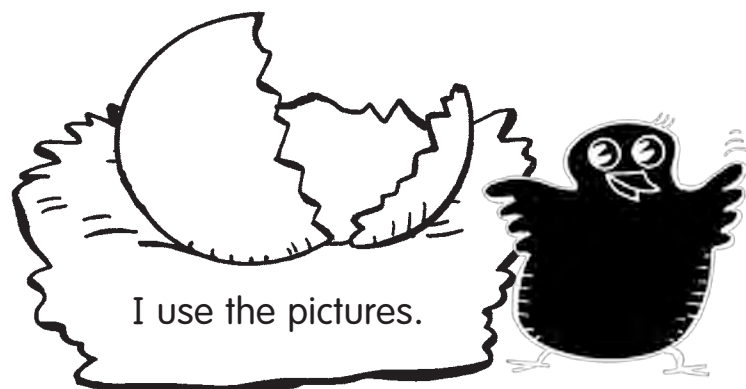
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Be an “Eggs-pert” Reader!

**Directions:** Look at the reading strategy on each nest.  
Color the chick next to each one you use with your book.  
Fill in one new strategy you use to be a better reader.

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

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



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Crossing the Prediction Bridge

**Directions:** Fill in the left side of each bridge before you read.  
Fill in the right side of each bridge after you read.

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

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

## Before Reading

I predict that this book  
will be about

---

---

---

---



## After Reading

This book was about

---

---

---

---

## Before Reading

I predict that  
an important character will

---

---

---

---



## After Reading

This character

---

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Picture Detective

**Directions:** Look for picture clues in your book. Tell what you learned.

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

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

Picture Clue:

\_\_\_\_\_

\_\_\_\_\_

What I Learned:

\_\_\_\_\_

\_\_\_\_\_

Picture Clue:

\_\_\_\_\_

\_\_\_\_\_

What I Learned:

\_\_\_\_\_

\_\_\_\_\_

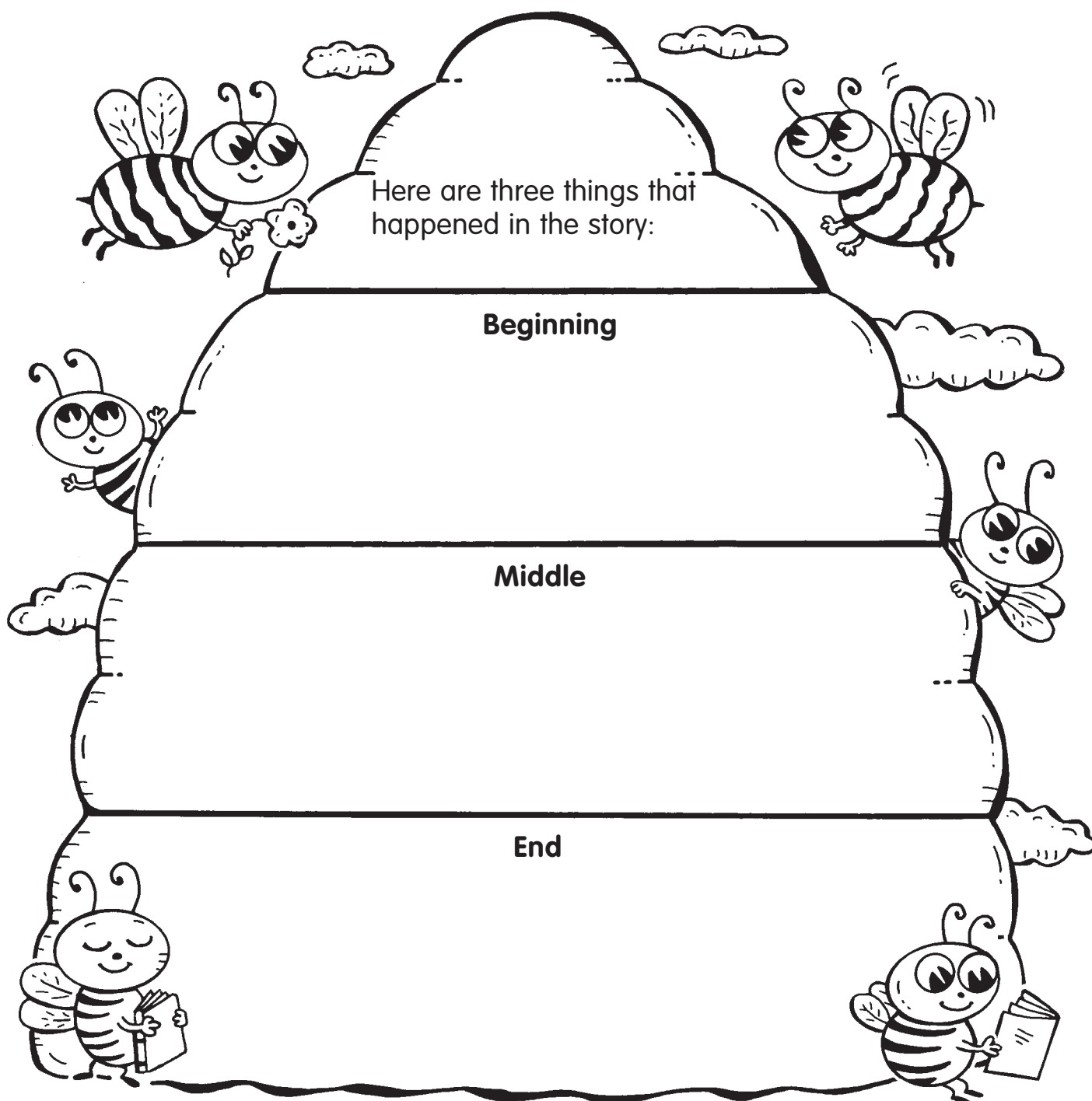
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading Can “Bee” Exciting!

**Directions:** Fill in the beehive to tell about the story.

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

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





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Wild About Characters

**Directions:** Fill in the leaves to tell about a character.

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

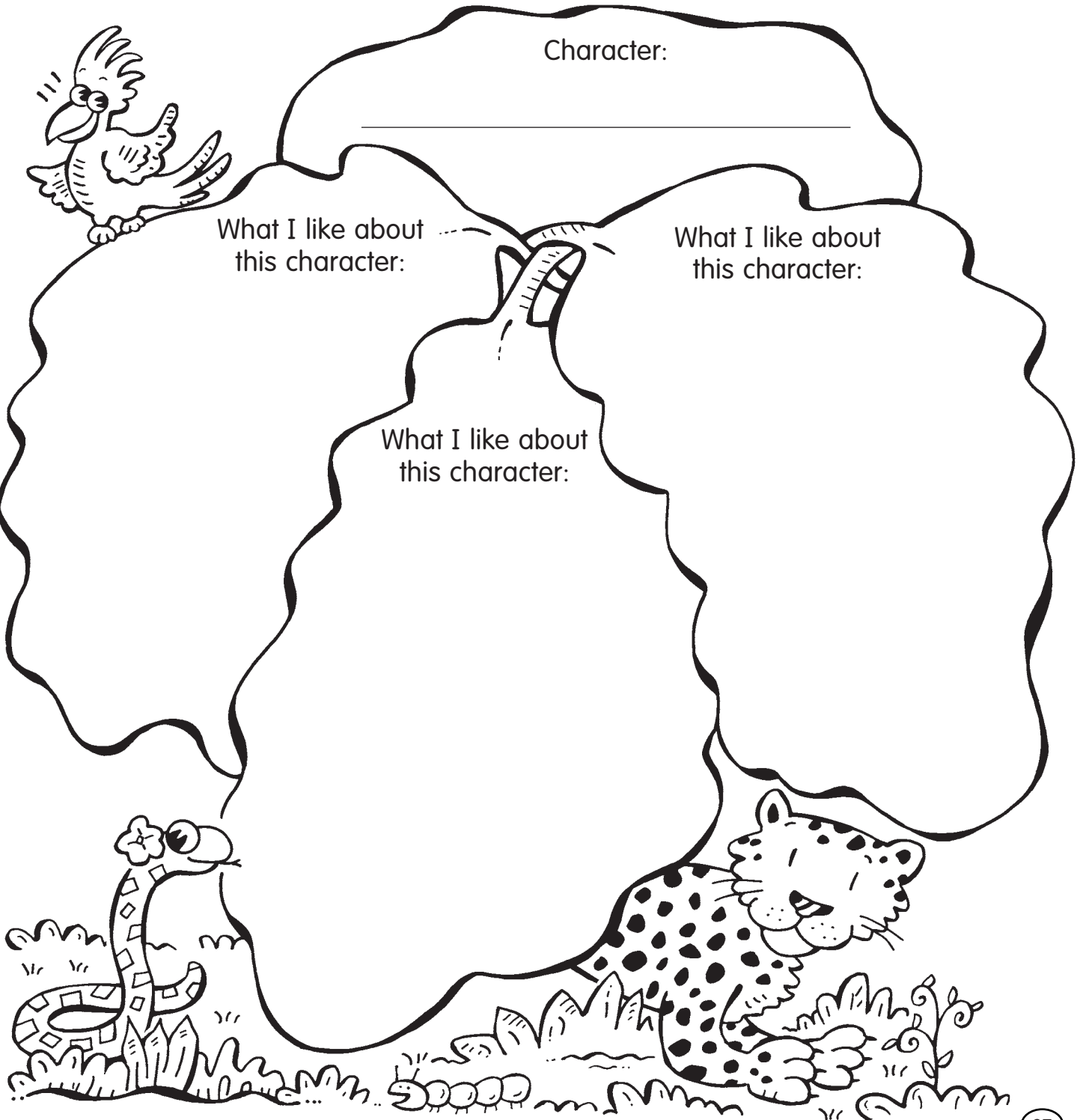
Author: \_\_\_\_\_

Character: \_\_\_\_\_

What I like about  
this character:

What I like about  
this character:

What I like about  
this character:



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Get the Scoop on Characters

**Directions:** Fill in the ice-cream scoops to tell about a character.

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

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

One thing I learned about this character:

Another thing I learned about this character:

Character: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Who's in the News?

**Directions:** Fill in each section to tell about a favorite character.

The form is designed to look like a newspaper page. At the top, it says "EVENING EDITION" with an owl icon, followed by the title "The Times" with stars, and three stars in a box on the right. Below the masthead is a dashed line. The main body is divided into several sections:

- Who?**: A large rectangular box for drawing a character.
- Newsworthy Because**: A rectangular box with horizontal lines for writing.
- Caption**: A line for writing below the drawing box.
- Also Known for**: A line for writing below the caption.
- Traits**: A rectangular box for writing.
- Favorite Things**: A rectangular box for writing.
- Other Important Information**: A rectangular box for writing.

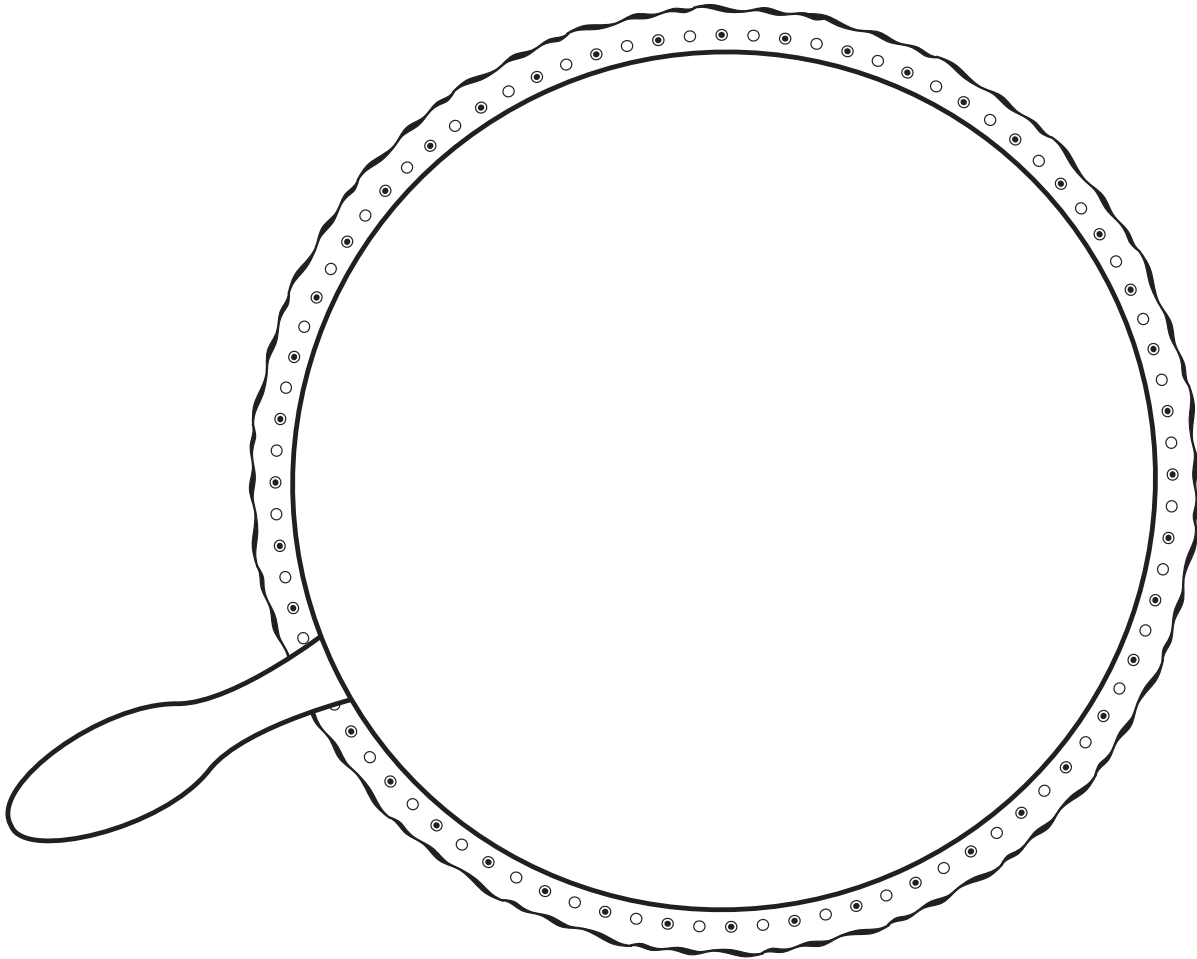
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Mirror, Mirror

**Directions:** Think about an important character in your book. Now think about an important event. Draw a picture in the mirror to show how the character feels about the event. Complete the sentence to explain.

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

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



Event: \_\_\_\_\_

\_\_\_\_\_

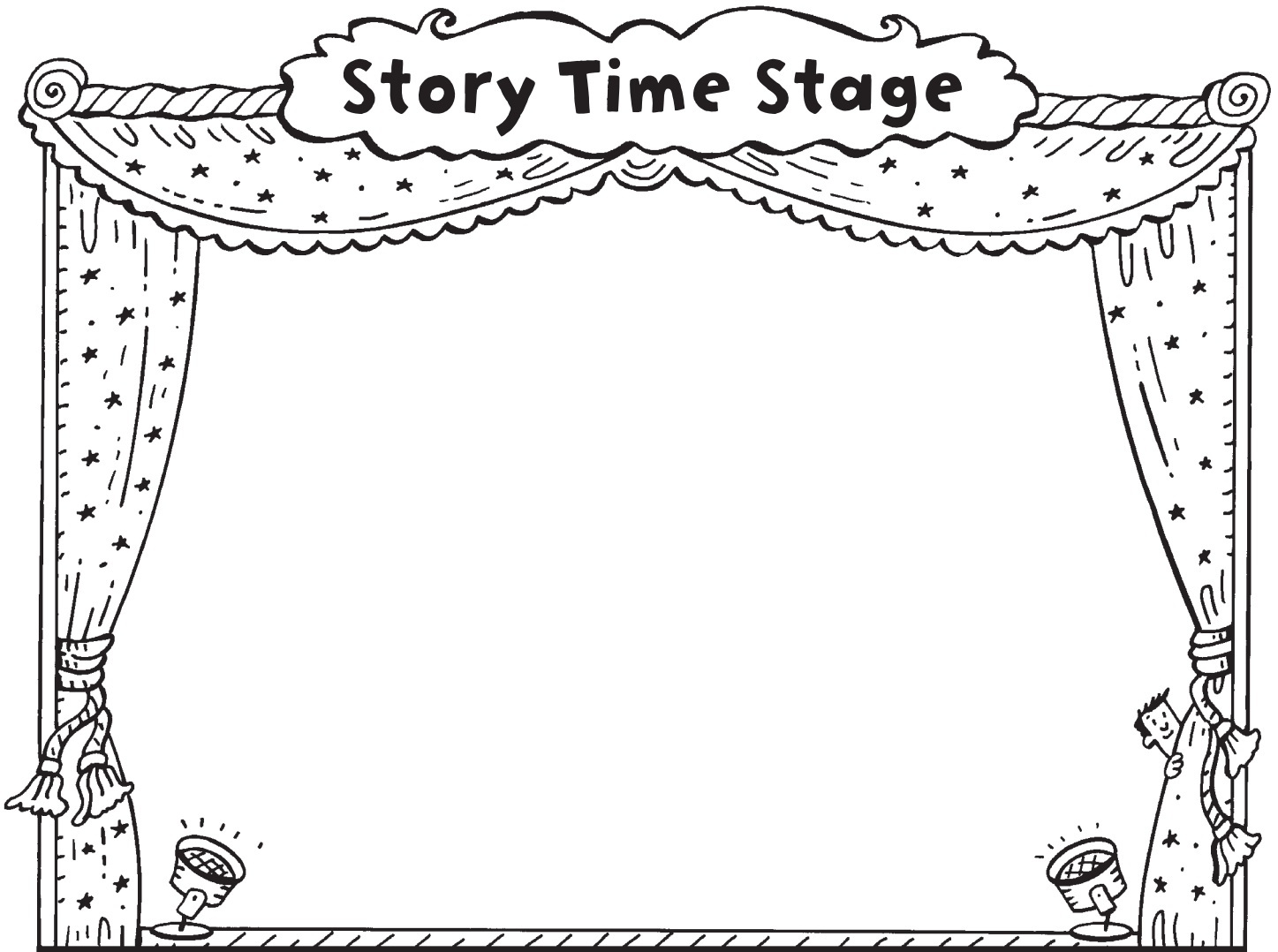
When this happens, \_\_\_\_\_ (character) feels \_\_\_\_\_ (feeling)

because \_\_\_\_\_ (reason) .

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Setting the Stage

**Directions:** Where does the story you are reading mostly happen?  
Draw a picture of the place. Complete the sentence to tell more.



I think the author chose this place because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

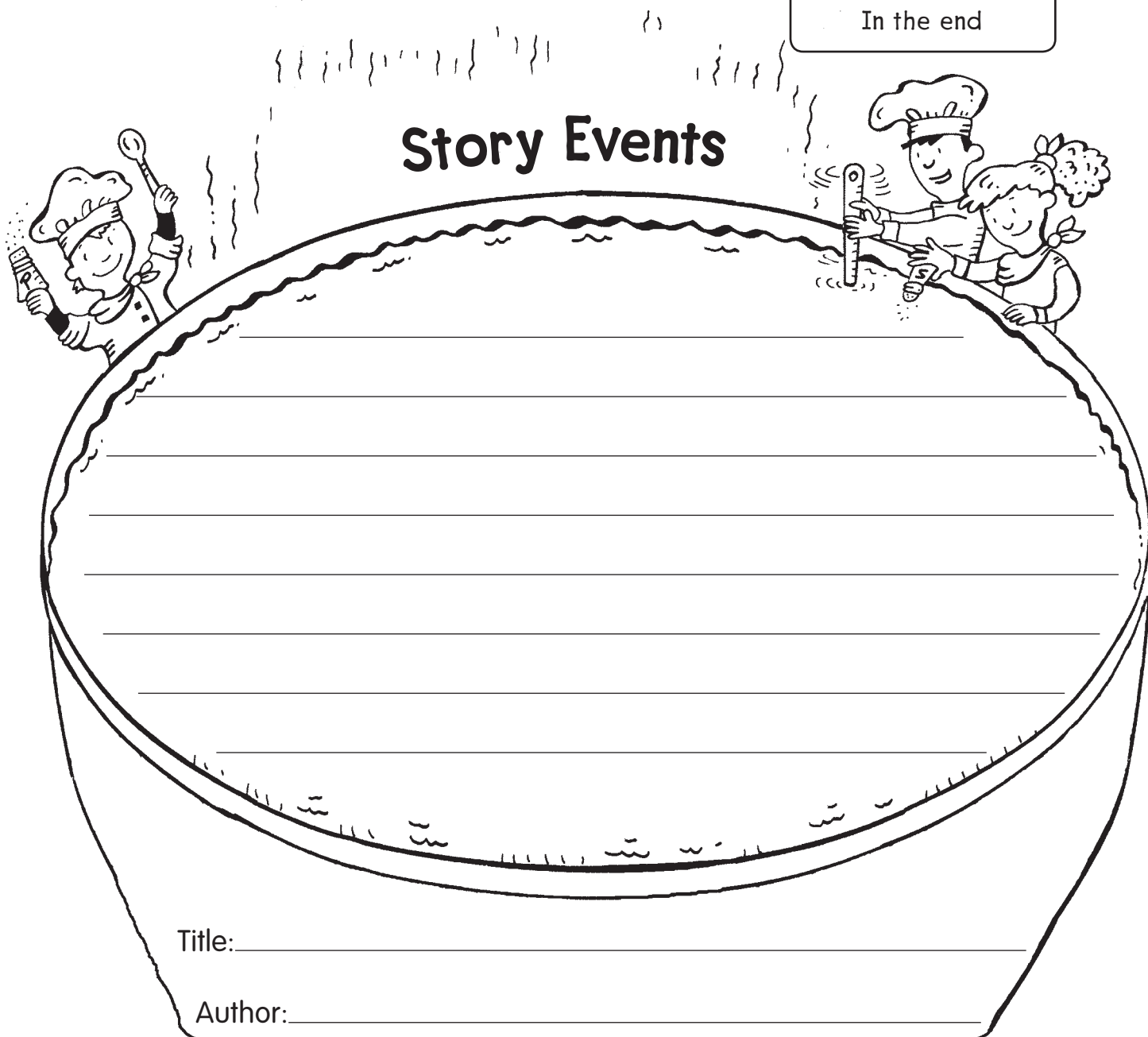
# Stir Up a Good Story

**Directions:** Think about important events in the story you are reading. Use them to retell the story. Choose words from the Word Bank to help put the events in order.

## Word Bank

In the beginning  
First  
Next  
Then  
After that  
Finally  
Last  
In the end

## Story Events



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# What's the Buzz All About?



**Directions:** What events in your book caused a buzz? Tell about three events. Then tell which event was most important and why.

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

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



Event 1: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



Event 2: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



Event 3: \_\_\_\_\_

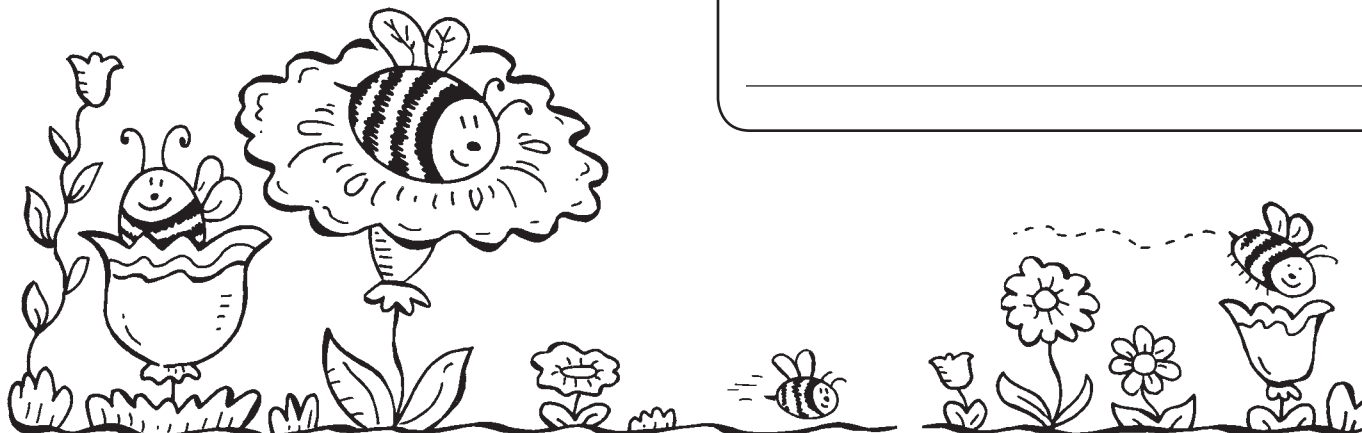
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



The most important event was

\_\_\_\_\_ because \_\_\_\_\_  
(1, 2, or 3?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



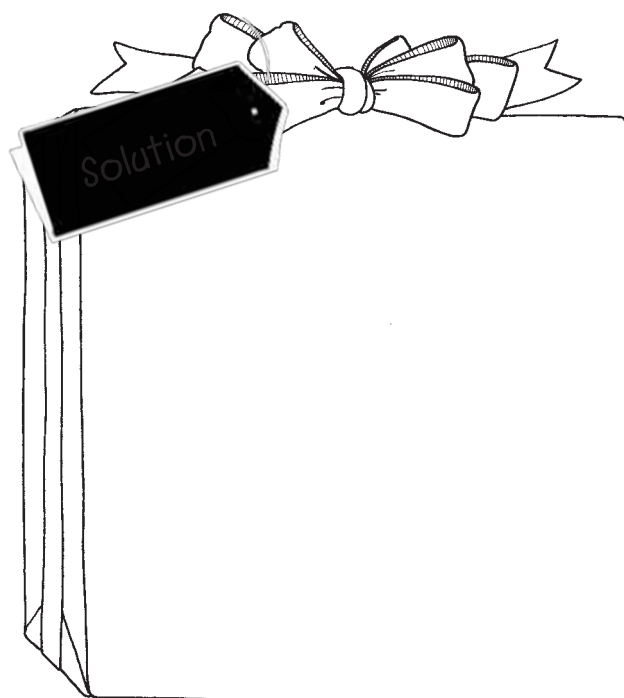
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A Book Is a Gift

**Directions:** Fill in the gift boxes to tell about the book you are reading.

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

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





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Story Circles

**Directions:** Fill in titles of two books you have read.  
Choose one idea from the Idea Bank.

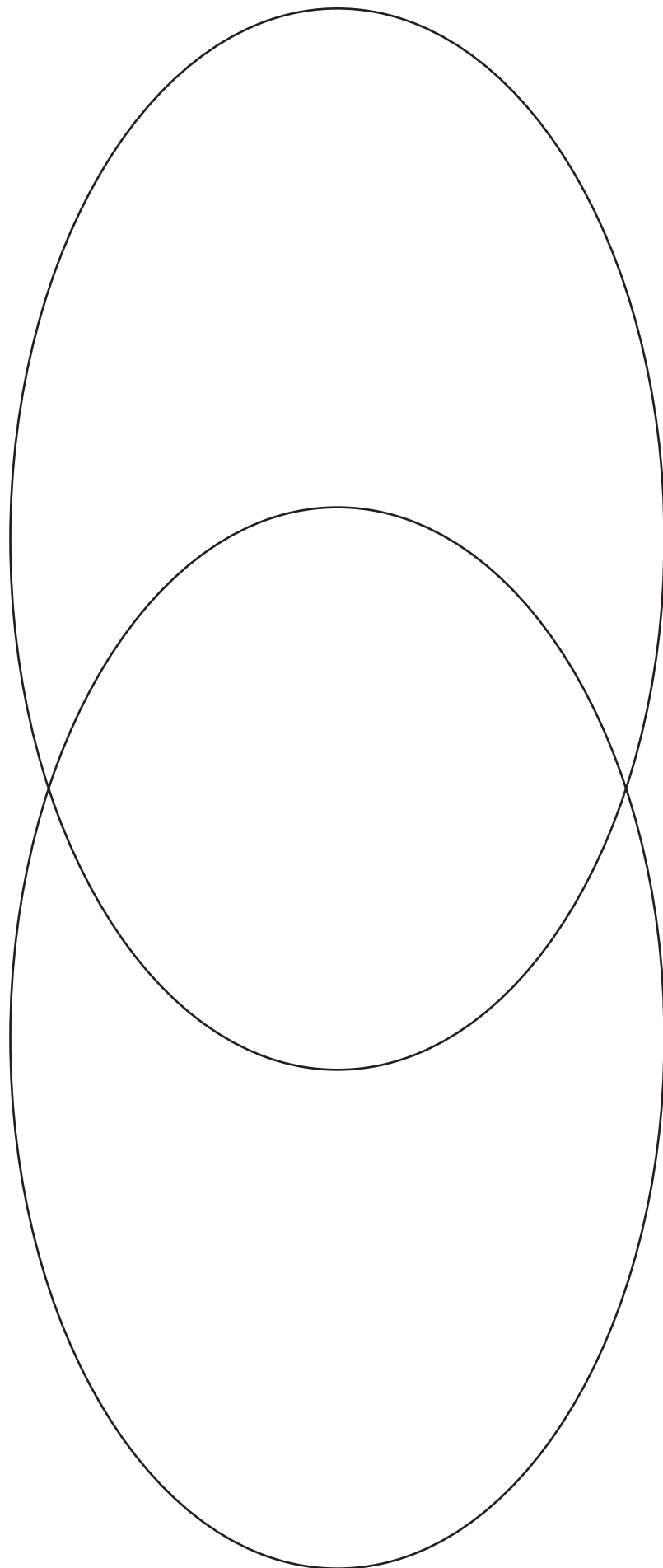
**Where the circles do not overlap:** Tell one way each story is different.

**Where the circles overlap:** Tell one way the stories are alike.

## Idea Bank

- Compare characters.
- Compare setting.
- Compare plot.

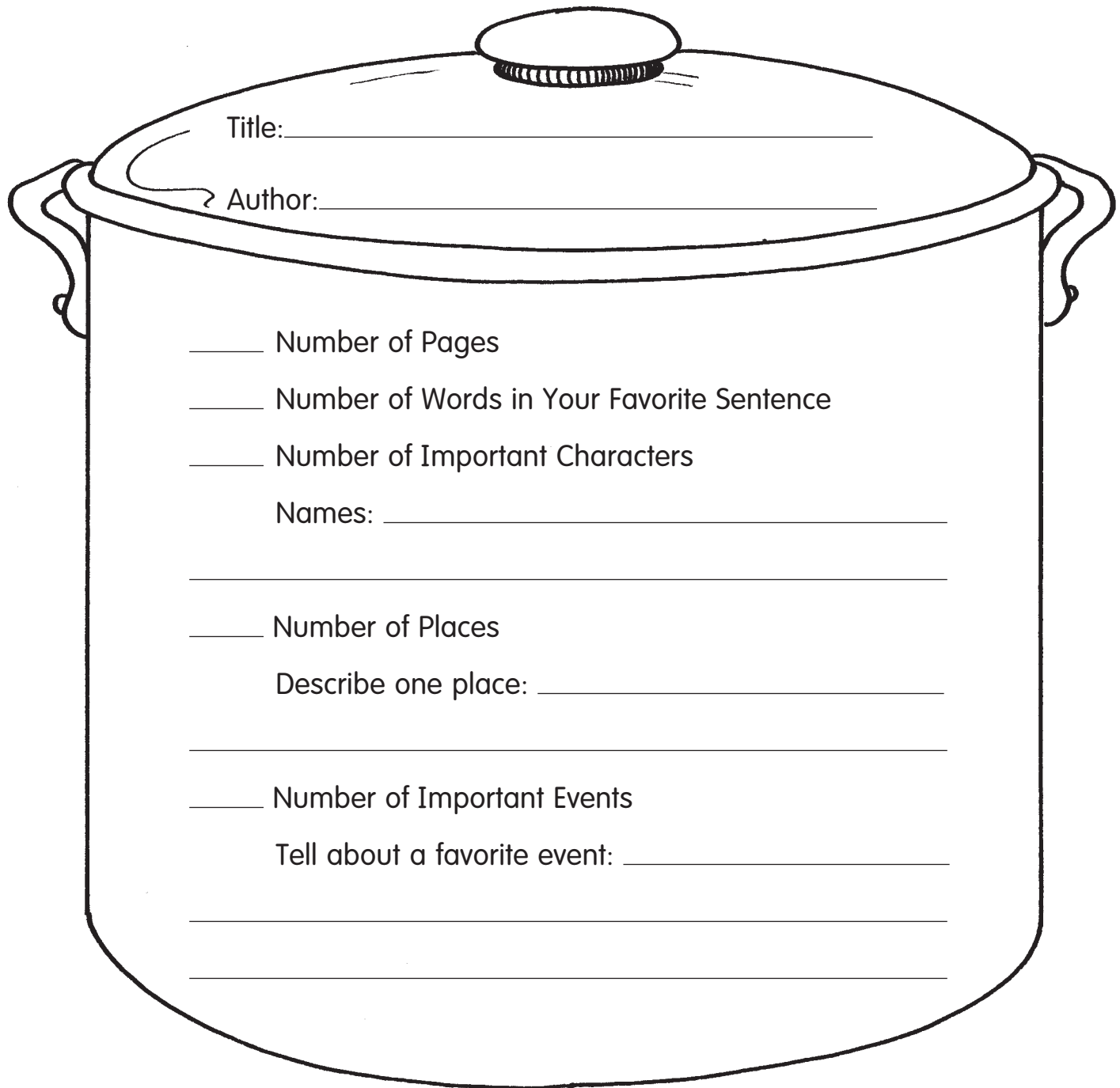
Title: \_\_\_\_\_ Title: \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# This Book Is “Stew-pendous!”

**Directions:** Fill in the recipe. Write the correct number on each line.



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

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

\_\_\_\_\_ Number of Pages

\_\_\_\_\_ Number of Words in Your Favorite Sentence

\_\_\_\_\_ Number of Important Characters

Names: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Number of Places

Describe one place: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Number of Important Events

Tell about a favorite event: \_\_\_\_\_

\_\_\_\_\_

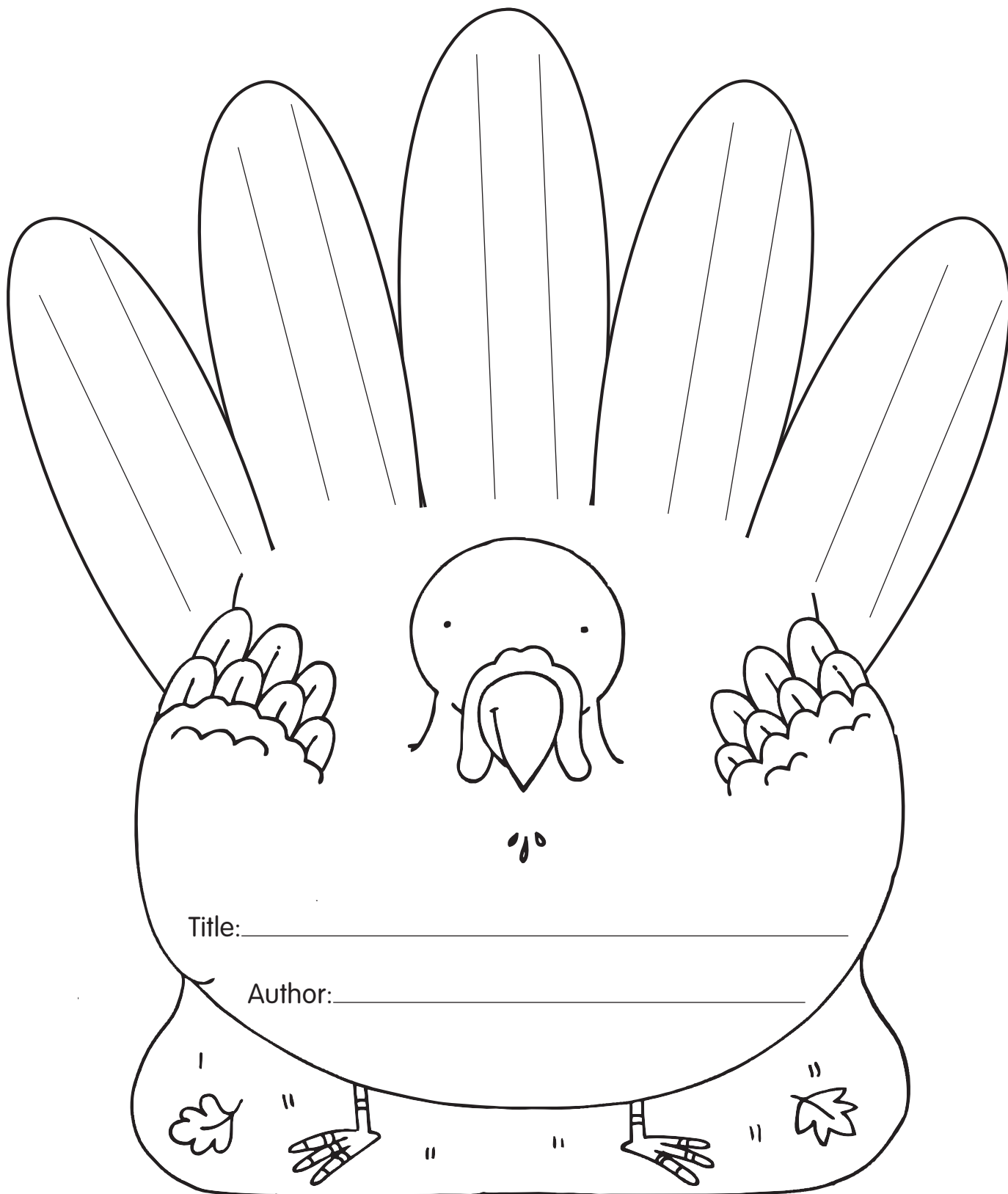
\_\_\_\_\_

This book is “stew-pendous” because \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Gobble Up a Good Book

**Directions:** Write one thing about your book on each feather.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Catch the Reading Wave!

**Directions:** Fill in the surfboards to tell about the book that you read. Color the surfboards.



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

Why does the title fit? \_\_\_\_\_

\_\_\_\_\_

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

What did the author do best? \_\_\_\_\_

\_\_\_\_\_

What would you change if you were the author?

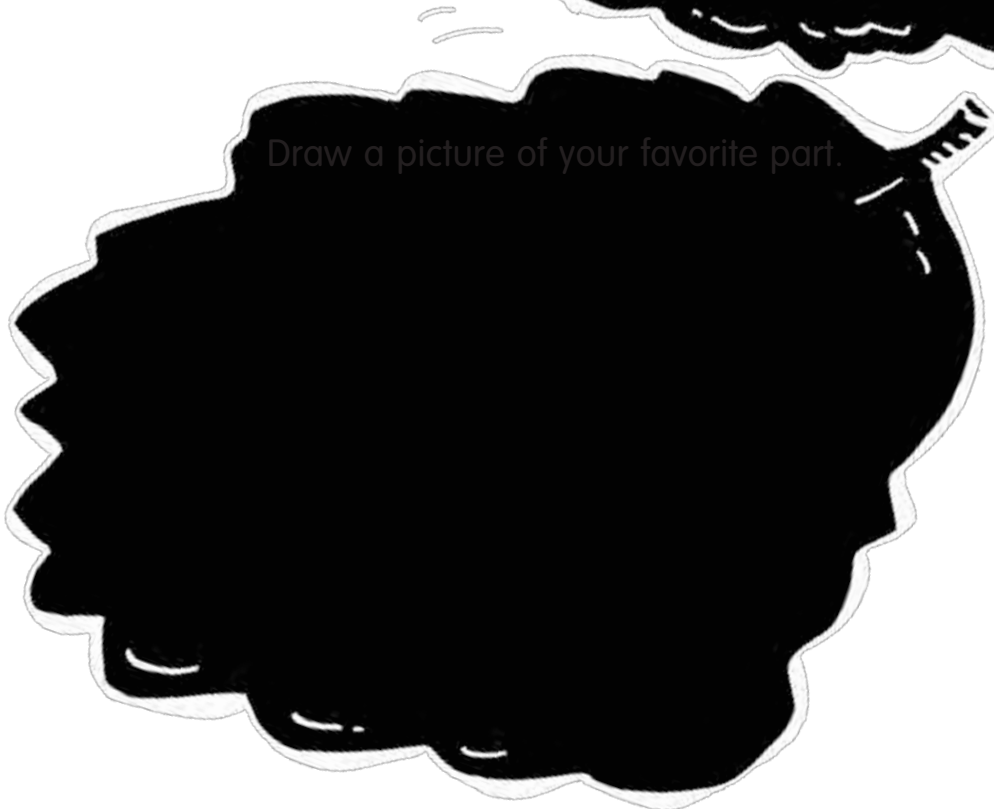
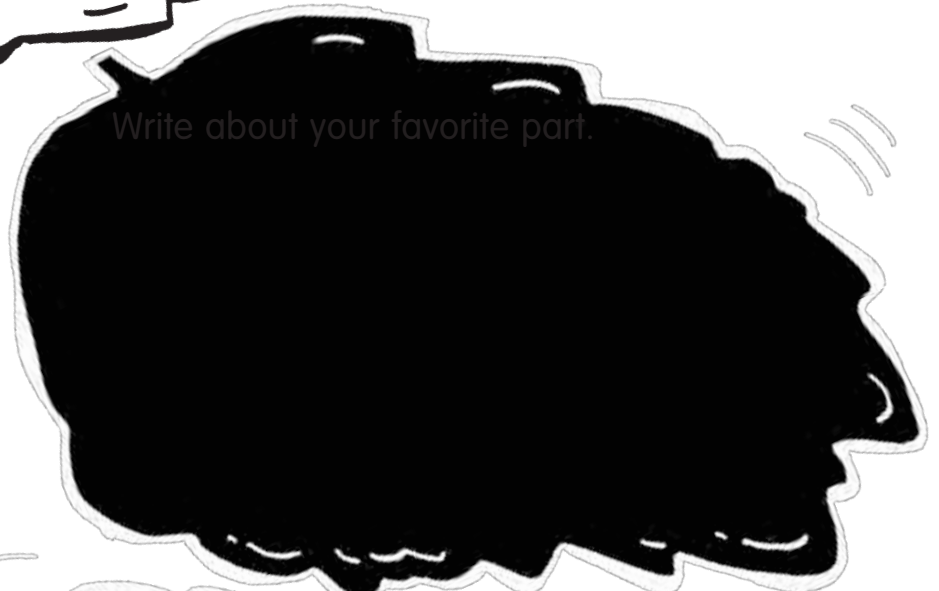
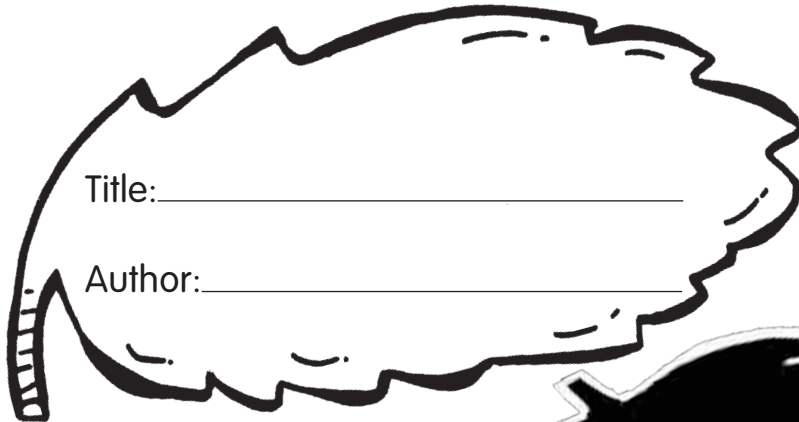
\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Fall Into a Good Book

**Directions:** Fill in the leaves to tell about the book that you read.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# This Book Is the Cat's Meow!

**Directions:** Think about the book that you read. Fill in the comic strip.

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

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

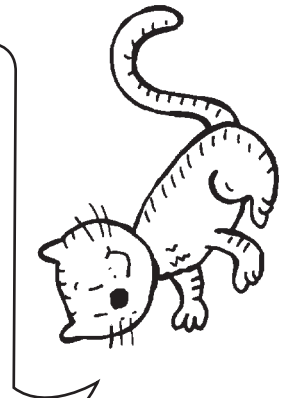
Meow! The best thing  
about the beginning is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



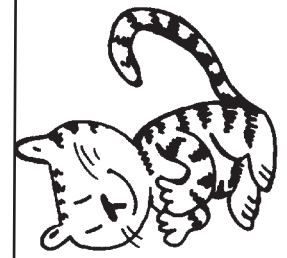
Meow! The best thing  
about the middle is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Meow! The best thing  
about the ending is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A Blooming Good Book

**Directions:** Fill in the flower to tell about your book.

The part about

reminded me of

One way I am like a character is

One way I am different from a character is

The best part was

The title fits because

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

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Up, Up, and Away With Books!

**Directions:** Fill in the balloons to tell about your book.

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

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

I was surprised when

---

---

---

---

I was confused when

---

---

---

---

---

The part I liked best was

---

---

---

---

---



Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Buggy About Books



**Directions:** Color in the bugs that tell about your book.

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

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



This book is fiction.



This book is nonfiction.



This book has photographs.



This book has illustrations.



This book had these new words: \_\_\_\_\_

\_\_\_\_\_



I would like to read another book by this author.



I would like to try writing like this author.



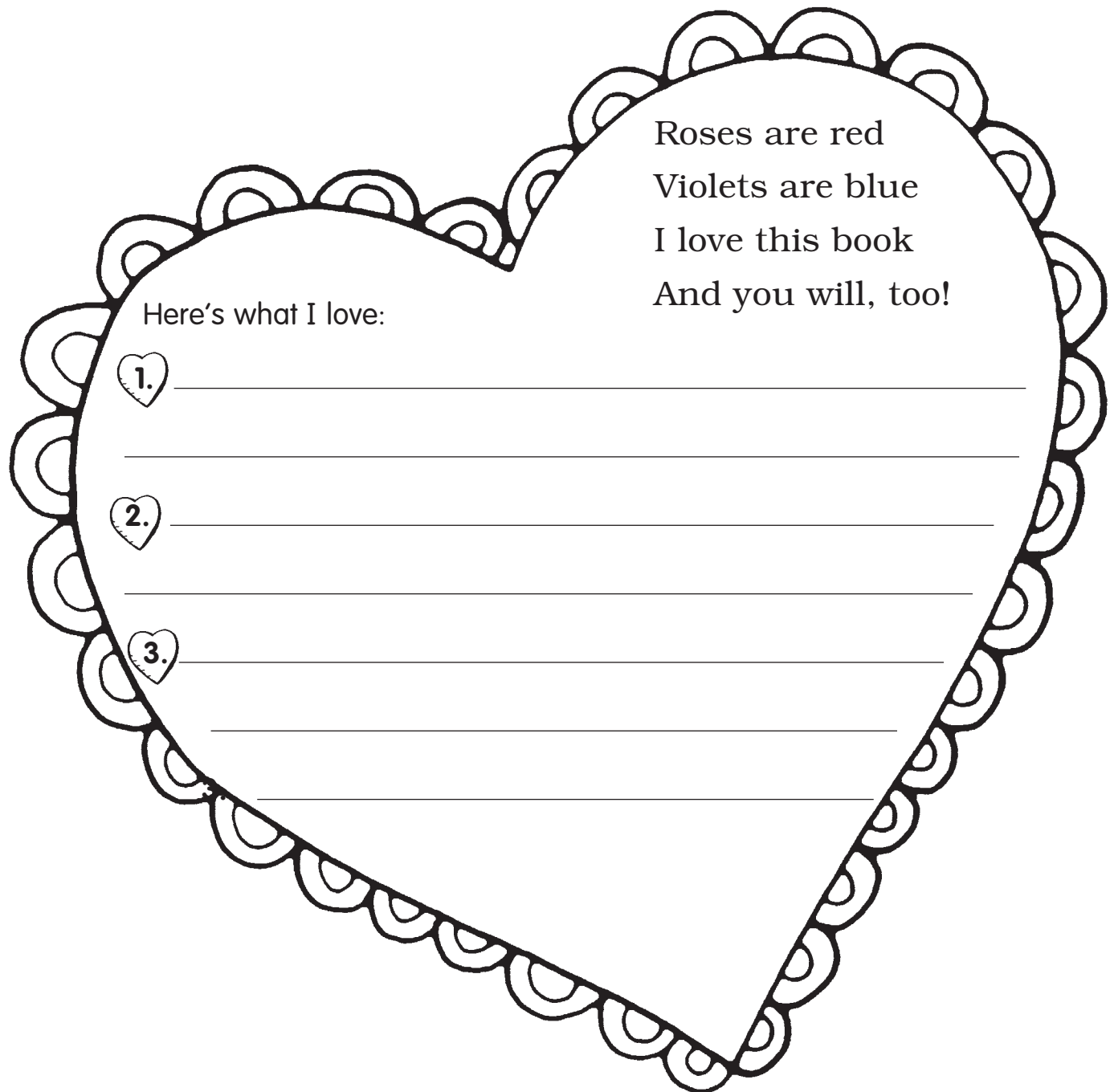
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# I to Read

**Directions:** Tell three things you love about your book.

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

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



Roses are red  
Violets are blue  
I love this book  
And you will, too!

Here's what I love:

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

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

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

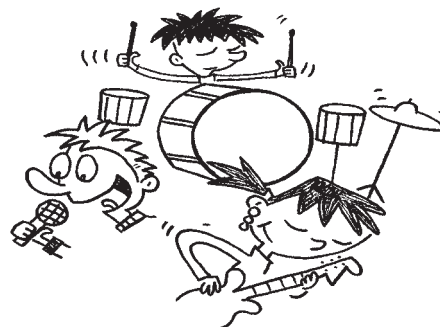
# Reading Rocks!

**Directions:** Complete each sentence to tell why your book rocks!

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

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

**This book rocks because...**



1. At the beginning \_\_\_\_\_

\_\_\_\_\_.

2. I learned these new words: \_\_\_\_\_

\_\_\_\_\_.

3. The book reminded me of \_\_\_\_\_

\_\_\_\_\_.

4. And finally... drum roll, please... \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A “Berry” Good Book!

**Directions:** Fill in each strawberry to tell about your book.

I “picked” this book because

Three words that got my attention were

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

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

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

The most important part of this book was

What I liked best about this book was

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

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Star Book Review


This Star Book Review brought to you \_\_\_\_\_ by \_\_\_\_\_ .  
(date) (name)

I'm here to tell you about \_\_\_\_\_  
(book title)

by \_\_\_\_\_  
(author)

## Summary:

This is a \_\_\_\_\_ book about \_\_\_\_\_  
(fiction or nonfiction)

Rate the Writing:     

I give the **writing** in this book \_\_\_\_\_ stars because \_\_\_\_\_  
(1, 2, 3, 4, or 5)

Rate the Illustrations:     

I give the **illustrations** in this book \_\_\_\_\_ stars because \_\_\_\_\_  
(1, 2, 3, 4, or 5)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Rainbow Reading

**Directions:** Fill in the rainbow to tell about the book that you read.

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

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

Another good title would be: \_\_\_\_\_

What I liked most: \_\_\_\_\_

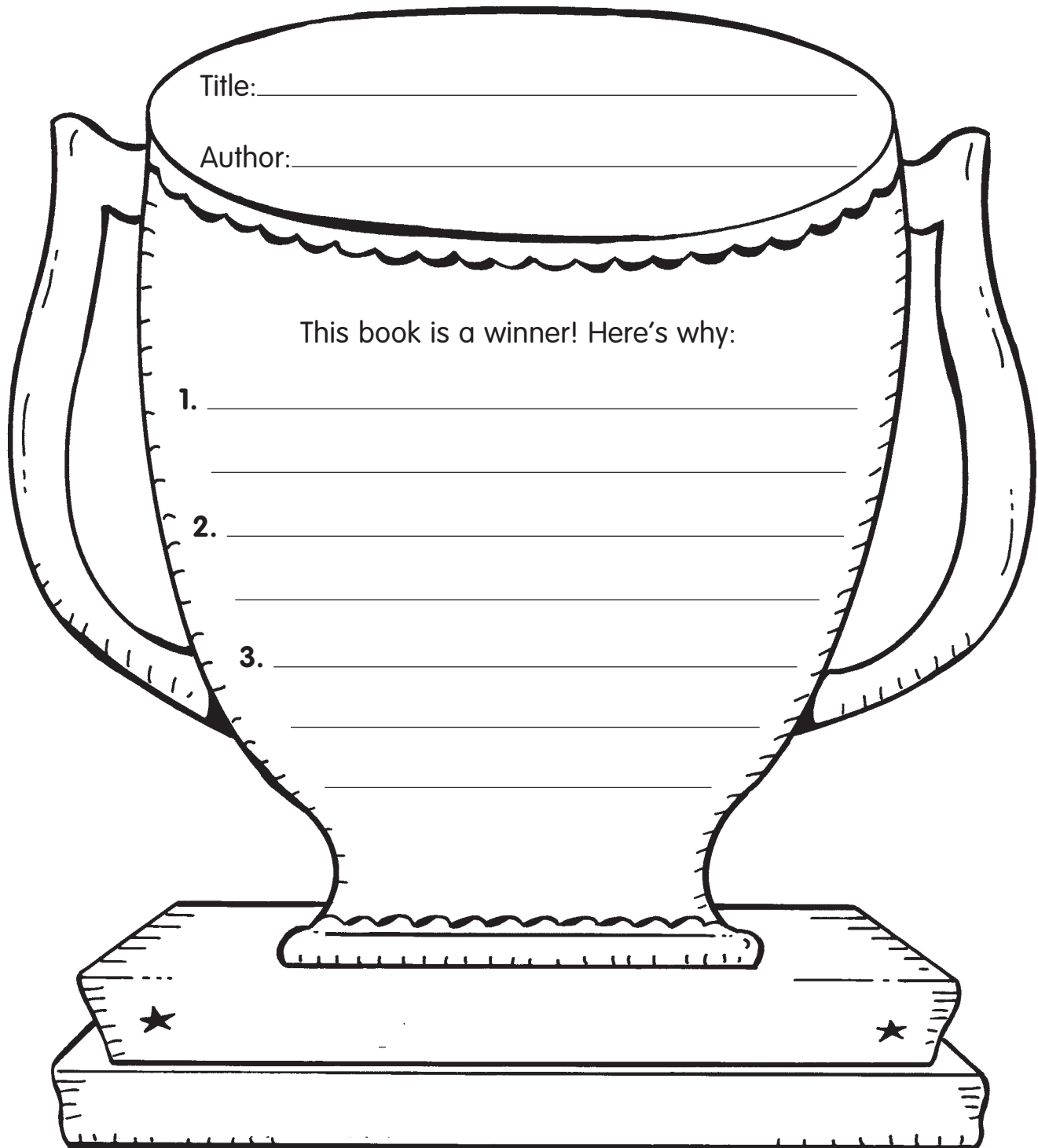
The best word to describe this book is: \_\_\_\_\_

I give this book a \_\_\_\_\_ -rainbow rating!  
(1, 2, 3, 4, or 5)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# This Book Is a Winner!

**Directions:** Fill in the trophy. Give three reasons your book is a winner.



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

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

This book is a winner! Here's why:

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

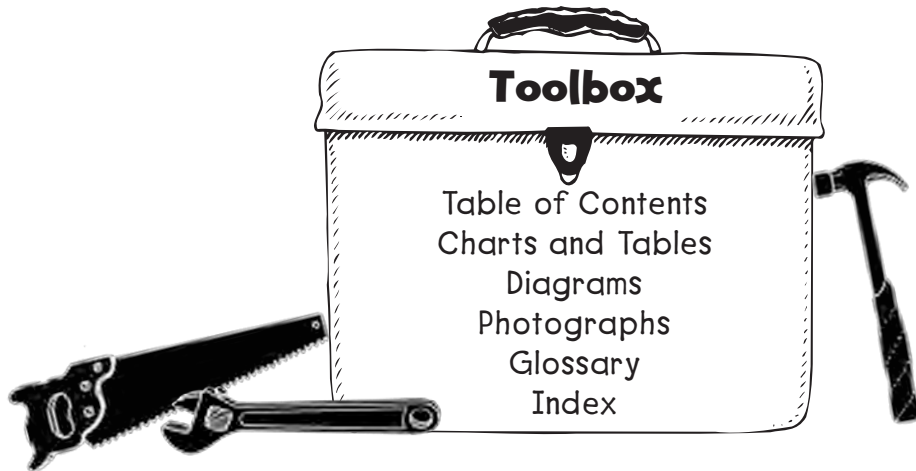
2. \_\_\_\_\_  
\_\_\_\_\_

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My Reading Toolbox

**Directions:** Nonfiction text is full of helpful tools for readers. Look at the toolbox. Fill in the chart to tell about the tools you use when you read.



Title: _____ Author: _____		
A Tool I Used	Page Number	What I Learned



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Q&A.com

**Before You Read:** Preview the table of contents.  
Write three questions that you think the book will answer.

**After You Read:** Write the answer to each question.

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

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

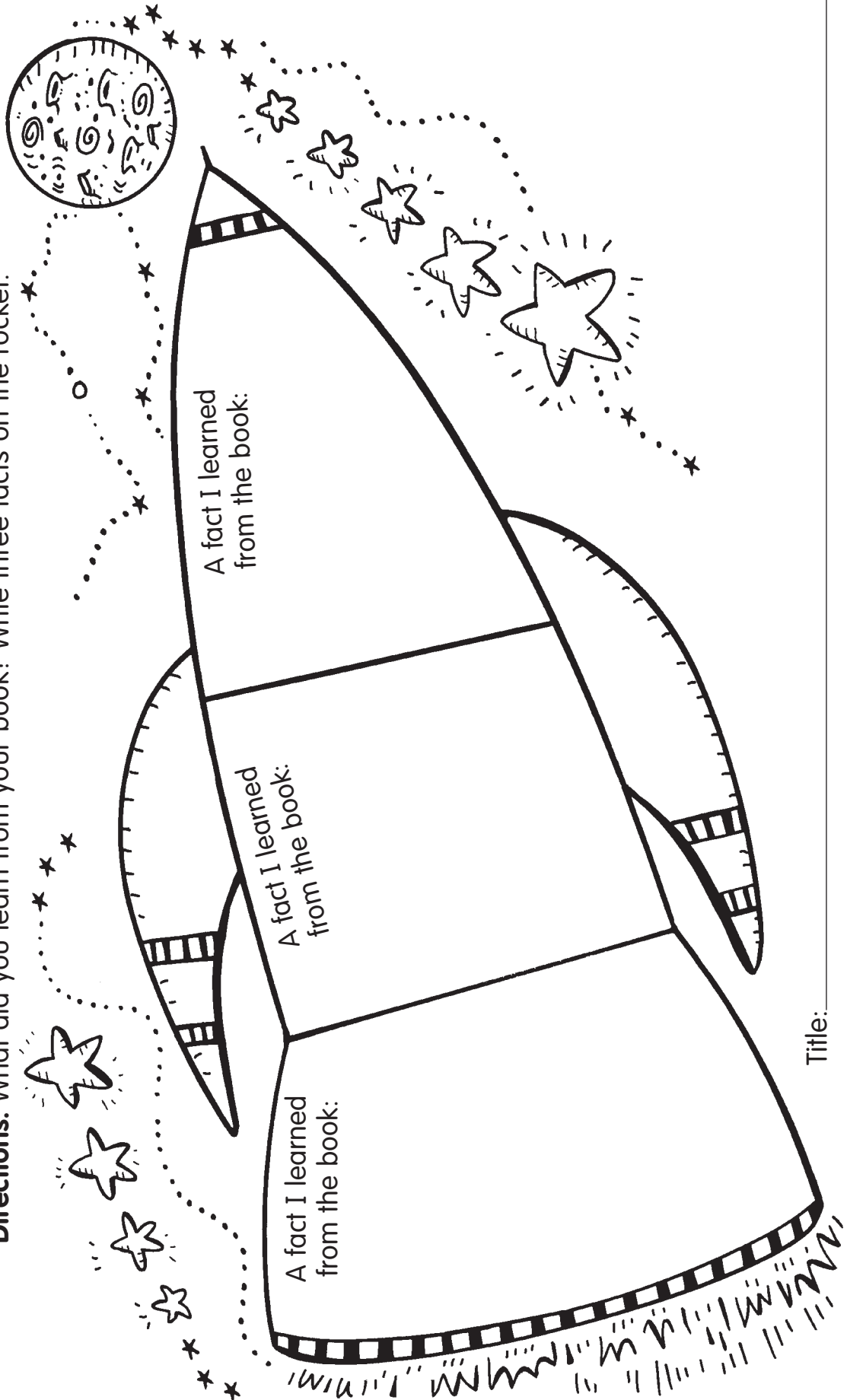
Question	Answer
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____

Search

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Blast Off With Nonfiction!

**Directions:** What did you learn from your book? Write three facts on the rocket.



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

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Five-Finger Facts

**Directions:** What did you learn from your book? Write a fact on each finger.

Fact 1: \_\_\_\_\_

Fact 2: \_\_\_\_\_

Fact 3: \_\_\_\_\_

Fact 4: \_\_\_\_\_

Fact 5: \_\_\_\_\_

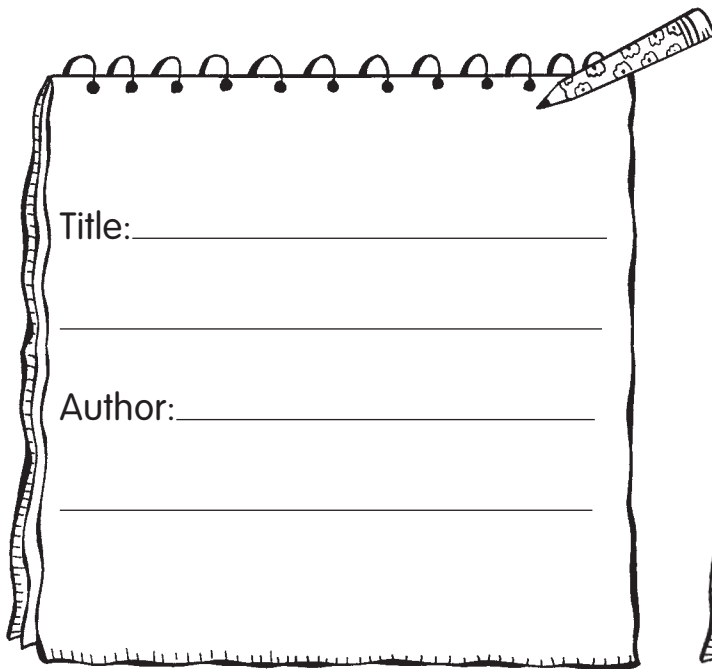
Title: \_\_\_\_\_

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Nonfiction Notepads

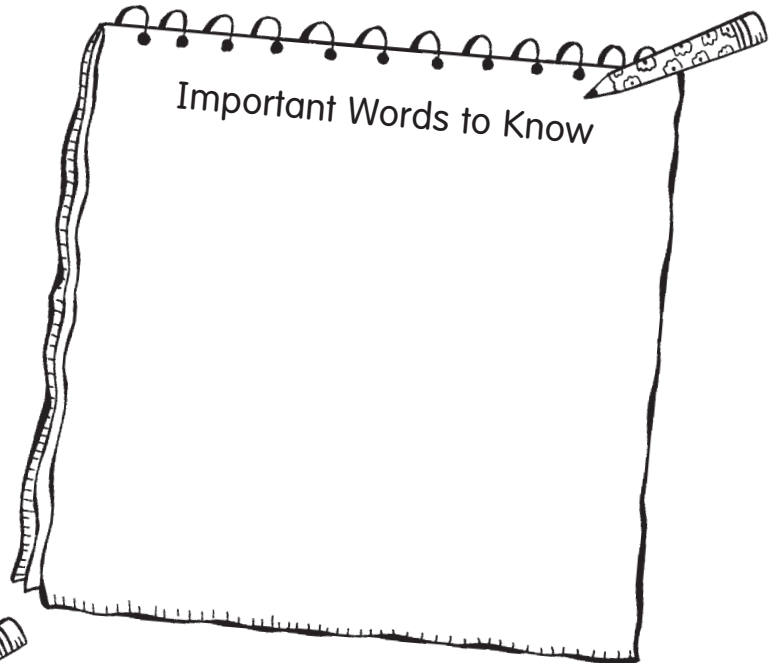
**Directions:** Taking notes can help you remember what you read.  
Use the notepads to take notes about a nonfiction book you are reading.



A spiral-bound notepad with a pencil tucked into the top right corner. It has two sets of horizontal lines for writing.

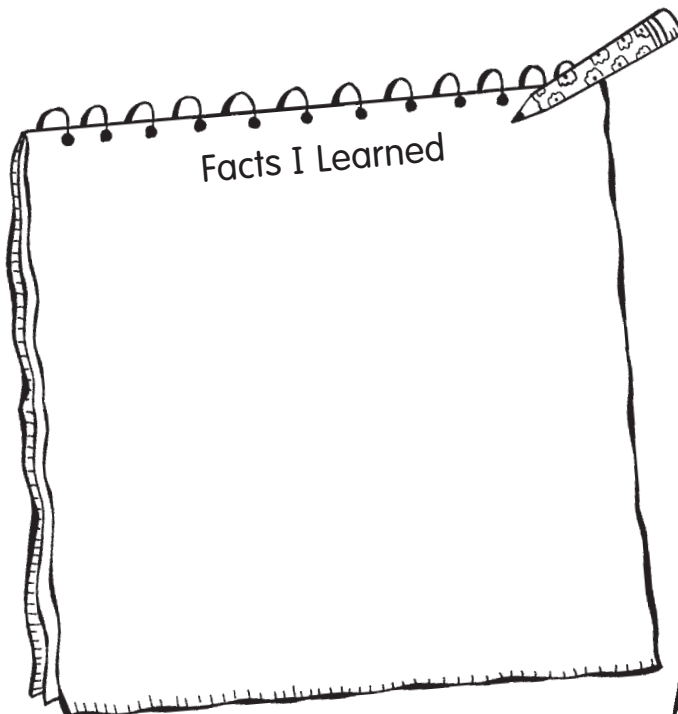
Title: \_\_\_\_\_

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



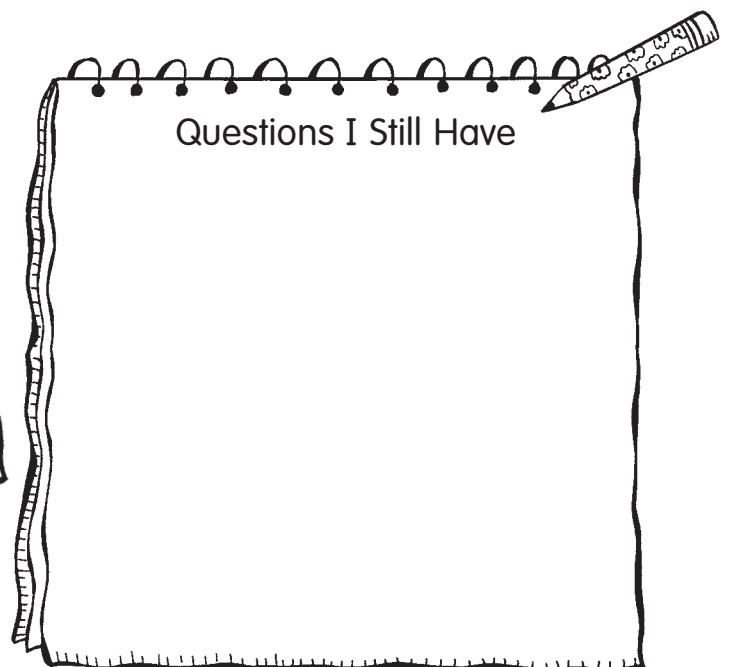
A spiral-bound notepad with a pencil tucked into the top right corner. It has a title and a large blank area for writing.

Important Words to Know



A spiral-bound notepad with a pencil tucked into the top right corner. It has a title and a large blank area for writing.

Facts I Learned



A spiral-bound notepad with a pencil tucked into the top right corner. It has a title and a large blank area for writing.

Questions I Still Have