

My Book Report

Student Name:

Use complete sentences for all responses.

Write neatly, check for capitalization and punctuation.

Title:

Author:

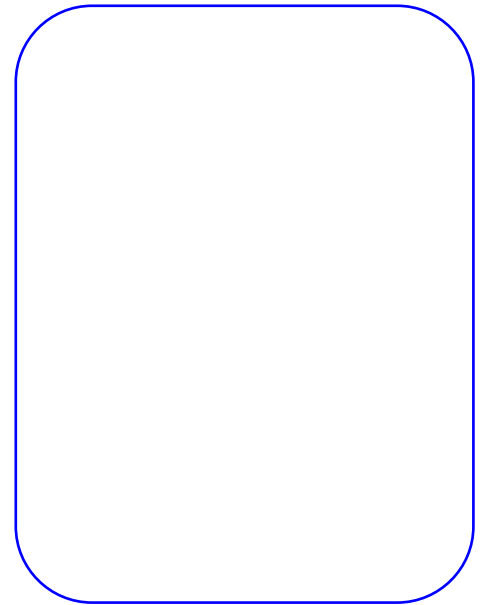
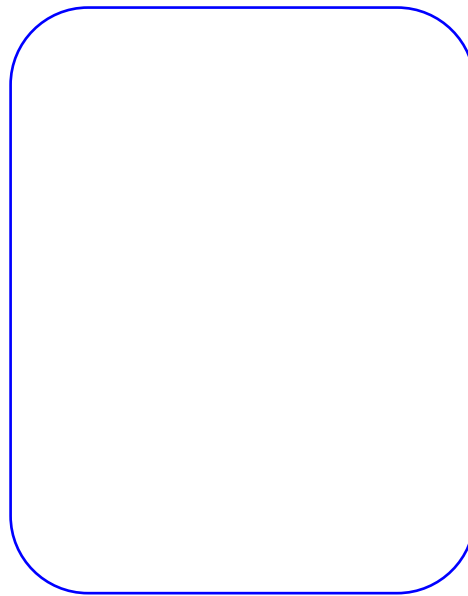
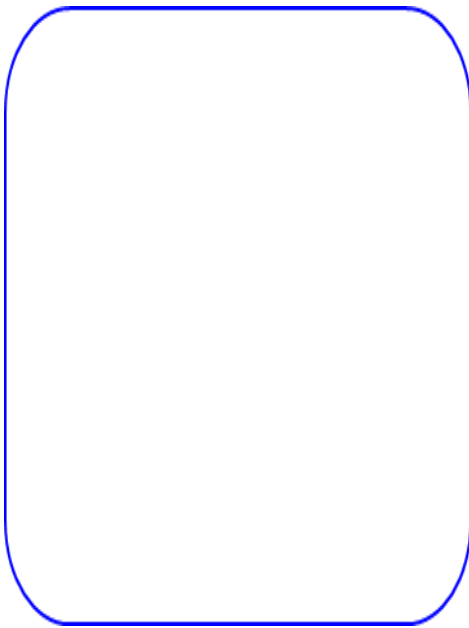
Genre:

Historical Science Tragedy Scary

Fantasy Drama Biography

Autobiography Other: _____

Name and Describe Main Characters



Setting – Describe where and when the story takes place?

Beginning – usually something happens first that describes or creates a problem

Middle – how is the problem being solved

End – what was the final result or how was the problem solved

Would you recommend this book to a friend? _____

Rate this book



I loved it - 5 Stars

I liked it - 4 Stars

It was okay - 3 Stars

I didn't like it - 2 Stars

I hated it - 1 Star

4th Grade Reading List

2017 – 2018

Circle of Gold	Boyd, Candy Dawson	Fiction
We are the Ship: The Story of Negro League Baseball	Nelson, Kadir	Nonfiction
Tallchief: America's Prima Ballerina	Tallchief, Maria and Rosemary Wells	Nonfiction
The Story of Ruby Bridges	Coles, Robert	Nonfiction
Babysitters Club (Series)	Martin, Ann	Fiction
Baseball Saved Us	Mochizuki, Ken	Fiction
The Boxcar Children (Series)	Warner, Gertrude	Fiction
Class Clown, Class President	Hurwitz, Johanna	Fiction
Courage Of Sarah Noble	Dagliesh, Alice	Fiction
Aldo Applesauce (Series)	Hurwitz, Johanna	Fiction
Henry (Series)	Cleary, Beverly	Fiction
Mouse And The Motorcycle	Cleary, Beverly	Fiction
Pippi Longstocking	Lindgren, Astrid	Fiction
Ramona (Series)	Cleary, Beverly	Fiction
Hank The Cowdog	Erickson, John	Fiction
Fantastic Mr. Fox	Dahl, Roald	Fiction
Magic School Bus	Cole, Joanna	Fiction
Time Warp Trio (Series)	Scieszka, Jon	Fiction
Wayside School (Series)	Sachar, Louis	Fiction
Flat Stanley (Series)	Brown, Jeff	Fiction
Skinnybones (Series)	Park, Barbara	Fiction
Bunnicula (Series)	Howe, James	Fiction
Balto And The Great Race	Kimmel, Elizabeth	Nonfiction
Brainstorm	Tucker, Tom	Nonfiction
Dinosaur Bones	Aliki	Nonfiction
The Land Lost	Huynh, Quang Nhuong	Nonfiction
Rosa Parks	Greenfield, Eloise	Nonfiction
James And The Giant Peach	Dahl, Roald	Fiction
Just Juice	Hesse, Karen	Fiction
The War With Grandpa	Smith, Robert	Fiction
Superfudge, Doublefudge	Blume, Judy	Fiction
Tales Of A 4 th Grade Nothing	Blume, Judy	Fiction
Boys In The Girls Bathroom	Sachar, Louis	Fiction
Bud, Not Buddy	Curtis, Christopher	Fiction
Brian's Winter	Paulsen, Gary	Fiction
Charlie And The Chocolate Factory	Dahl, Roald	Fiction
Every Living Thing	Rylant, Cynthia	Fiction
How To Eat Fried Worms	Fleischman, Sid	Fiction
All For The Better	Mohr, Nicholas	Fiction
Amelia Earhart, Young Aviator	Gormley, Beatrice	Nonfiction
Then What Happened, Paul Revere?	Fritz, Jean	Nonfiction
Can't You Make Them Behave, King George?	dePaola, Tomie	Nonfiction
Can It Rain Cats And Dogs? About The Weather	Berger, Melvin	Nonfiction
Flight: The Journey Of Charles Lindbergh	Burleigh, Robert	Nonfiction

4th GRADE HANDWRITTEN BOOK REPORT GUIDELINE

All reports are due Friday, August 11, 2017.

Your book report must be neatly handwritten!

Use complete sentences for all responses.

Check for capitalization and punctuation.

Add a poster if you'd like. Be creative!

First Page (all on same page)

Title

Author

Setting

Main Characters

Second Page

Summary of Events (should be 1 page in length)

A book report follows the storyline of the book you read. The summary should include the beginning, middle and end of the story. These are linked together through the plot or events that make up the story. The beginning of the story is something that happens first that describes or creates a problem. When you describe the middle of the story tell how the problem is being solved. At the end of the story what was the final result, or how was the problem finally solved.

Third Page

Opinion

Recommendation

4th Grade Summer Reading List

2017-2018

**Complete a handwritten book report on one book,
use the book report form for the second book.**

Choose two (2) books from the list provided and turn in:

1. Book #1 – Use the handwritten book report guideline. The written report should include the following: title, author, characters, setting, a summary of events, your opinion of the book, and if you would recommend the book to someone else to read.
2. Book #2 – Use the book report form provided.
3. Reports must be neatly handwritten (not typed).
4. All book reports are due Friday, August 11, 2017.

By maintaining an active reading life over the summer, you ensure your child the best start to the next grade level! Happy reading and writing! Have a safe and happy summer!

IMPORTANT NOTE TO PARENTS: PLEASE DON'T BECOME CONCERNED OVER READING LEVELS

- In Elementary school, each child is developing on his/her own continuum, and it is useless to assess your child's strengths as a reader by his/her reading level alone. To develop strength as a reader, your child need lots of time to read lots of books that are "just right" for his/her abilities.
- Please help your child select books that you are 100% confident that your child can read independently with ease, and that are clearly written for readers the age of your child. You will see the results of selecting the right books after school begins and your child eases into school with confidence!

FAQ: WILL HAVING MY CHILD READ HARDER BOOKS HELP THEM GET STRONGER AT READING?

Nope! Exactly the opposite can happen!

- It is critically important that children not read books that are too difficult for them. Research has shown that reading books that are at the "frustration level" can actually stunt a reader's growth, or send them backwards in their development.
- When in doubt, help your child select books that feel "friendly/familiar" to other books he/she has enjoyed. Also, check out series books – many of the books on the reading list are part of a series. Not only is it fun to follow familiar characters through new adventures and experiences, but reading through a book series can help readers grow!

FAQ – MY CHILD REALLY CAN READ HARDER BOOKS THOUGH – AND WANTS TO! HE CAN READ ALL THE WORDS ON THE PAGE WITHOUT MAKING MISTAKES; HE EVEN SEEMS TO KNOW WHAT'S GOING ON IN THE STORY. ARE YOU SURE I SHOULDN'T GIVE HIM MUCH HARDER BOOKS?

Good question, but ***proceed with caution!***

- "Harder books" often deal with themes and issues that are more mature. These texts, while perhaps "readable" by your child, may not be developmentally appropriate for your child's age. Also, please keep in mind that just because readers can read each word on the page smoothly and without error, does not mean that they are able to comprehend the sophisticated themes and layered plot lines that these texts may contain. If your child is desperate to read a harder book, read it aloud together! It's a lovely way to bond with your child over your shared love of reading!