

Book Report Ideas

Choose one of the following ideas to complete each nine-week period. Every nine-week period a different one must be completed. No duplications! No exceptions! No credit for duplicate reports. For example, if a character alphabet is chosen for the first nine-week period, then it cannot be chosen again. The number must accompany each report beside each idea. In other words, a character alphabet is # 8.

1. **Book Jacket** – draw a scene or character from the story, making it like a book jacket (the outside cover to the book.) Write a short summary of the book inside the flap. Include the main idea and supporting details, plus the characters, plot, and setting.
2. **Cartoon Squares** – create a series of six drawing in six squares that show a significant event in the novel. Under each picture or cartoon, write a few lines of explanation about each square.
3. **Radio Exchange** – the main character of your book calls into a radio show for advice. Choose which show your character would call into and then create the conversation he or she would have with the radio advice giver, writing down each side of the conversation. The conversation must include one of the events taking place in the story.
4. **Poetry** – write three poems in response to the novel. The poems can be about the characters, where the story took place or the theme(s) of the book.
5. **Talk Show on an issue in the novel** – create and write a talk show around one major issue or theme in the novel. For example, after reading The Crazy Horse Electric Game by Chris Crutcher (1987, Dell), you might want to discuss the issue of running away from home. Include people to represent several points of view on the issue. You might include characters from the book, a social worker, a police officer, a gang member, etc.
6. **Draw a Scene** – if you are artistic, think of an important scene and draw it the way you see it. Place the characters in the scene too and then figure out where you were in relation to the characters when you read the book. Then write your explanation(s) of why you drew the scene the way you did and why you think you were where you were in the scene. What does it tell you about whom you related to in the novel?

7. **Found Poems** – select a chapter from the novel you have just read that you consider powerful or interesting. Then select words, lines, and phrases that you think project strong images and show the impact the chapter makes. Arrange this material into a poem. The following example comes from Chapter 20 in Spite Fences by Trudy Krisher (1994, Delcorte):

*Fist slammed into George Hardy's face
Glasses slid to his chin
Shattered into a spider's web.
River of red blood
Running from his nose.
It was the red color of the fence
The red color of the earth
On which I stood
It was red
The color of my life this summer
The color of Kinship*

8. **Character Alphabet** – choose a character you liked and then create sentences based on the alphabet scheme that demonstrates your knowledge of the character. If after reading Spite Fences, you decided to write Zeke's alphabet, it could start like this:
- A is for the ABUSE Zeke took at the hands of a racist mob
B is for his BENDING OVER BACKWARDS to make sure the visiting civil rights activist could work in obscurity.
C is for the CAMERA he gave Maggie so she could begin to look at the world in new ways.
9. **Title Acrostic** – take a sheet of construction paper and write the title of the book down the side of the paper. For each letter in the title, construct a sentence that begins with that letter and that tells something significant about the story.
10. **Talk Show Invitation** – select a character, think about his or her involvement and experiences, then figure out which talk show would most want your character as guest. What would they want the character to talk about? Who else would they invite on the show to address issues affecting the character? Write the correspondence between the talk show host and the character in which the host explains what the character should focus on while on the show. After the show, have them exchange one more letter mentioning how they felt about what happened.
11. **Word Collage** – write the title of the book in the center of a sheet of paper. Then look through magazines for words, phrases, and sentences that illustrate to tell something about your book. As you look, think in terms of the theme, setting, plot, as well as characters. Work to get fifty such words, phrases, or sentences so the whole sheet of paper is covered. The visual impact of the collage should tell a potential reader a lot about the book.

12. **Talk to the Author** – write a letter to the author of the book explaining to him or her why you think he or she wrote the book and what he or she was trying to show through the book. Be sure to explain what you got out of the book. If the author is still alive, send the letter to the author via the publisher of the book. Of course, the teacher gets a copy
13. **Book Report** – write a typical book report. Include the plot, setting, characters, and other useful information. Answer the questions who, what, where, when, and why. Write a short summary of the book also. Include a paragraph about what you did or did not like about the book.