

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here are 25 ideas:

My Plethora of Ways to Prove to me You've Read and Thought about your Book:

<u><i>Another Angle?</i></u> <u>Switching the</u> <u>Narrator</u>	<u><i>A Top 7 List:</i></u> <u>Because Top 10's</u> <u>Too Much Today</u> <u>To Do...</u>	<u><i>Become Me for</i></u> <u><i>a Moment</i></u> <u>Poems</u>	<u><i>Character</i></u> <u>Cookbook: <i>Bake,</i></u> <u><i>Broil, or Baste</i></u> <u><i>'Em!</i></u>	<u><i>Dearest Diary...</i></u> <u>Can You Capture a</u> <u>Character's voice?</u>
<u><i>Extra! Extra!</i></u> <u>Fake Breaking</u> <u>News!</u>	<u><i>First Half of the</i></u> <u><i>Alphabet Verb</i></u> <u>List</u>	<u><i>Go Gangbusters</i></u> <u>with "Get" and</u> <u>"Got"!</u>	<u><i>Have I Told You</i></u> <u><i>that You're</i></u> <u><i>[blank]?</i></u> Poems	<u>"Hello, I'm Your</u> <u>Field Trip Guide</u> <u>Today..."</u>
<u><i>Imperative</i></u> <u>Passages</u>	<u><i>Last Half of the</i></u> <u><i>Alphabet Voice</i></u> <u>List</u>	<u><i>Plotting out a</i></u> <u><i>Musical Playlist</i></u>	<u><i>Polaroid Page of</i></u> <u><i>Powerful</i></u> <u><i>Images</i></u>	<u><i>Prepare</i></u> <u><i>to</i></u> <u><i>Preposition!</i></u>
<u><i>"The?" = No!</i></u> <u>Denied Use of a</u> <u>Definite Article</u>	<u><i>"This Room</i></u> <u><i>Looks</i></u> <u><i>Fabulous!"</i></u>	<u><i>Three So Much</i></u> <u><i>Depends Upon...</i></u> <u>Poems</u>	<u><i>Tri-Ku of Book-</i></u> <u><i>Based</i></u> <u><i>Riddles</i></u>	<u><i>TV or Not TV?</i></u> <u>Advertise that</u> <u>Story!</u>
<u><i>Two-Voice</i></u> <u>Performance</u> <u>Poems</u>	<u><i>Verb-ing it Up!</i></u> <u>Action-Packed</u> <u>Sentences</u>	<u><i>Word Choice</i></u> <u>Triangle Poems</u>	<u><i>"You've Got</i></u> <u><i>Mail"</i></u> e-mail <u>Exchange</u>	<u><i>You Won't Even</i></u> <u><i>Believe This!</i></u> <u>Poem</u>

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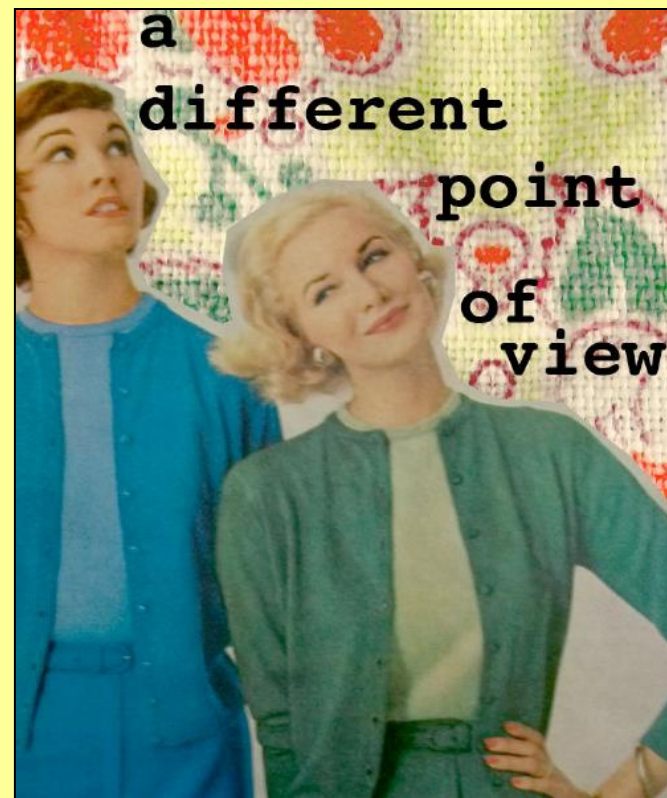
Another Angle?...Switching the Narrator or Perspective

Switching Point-of-View

This is one of my favorites! For this response activity, you are going to take an important scene that occurred in your reading this week and re-tell that scene from another character’s point of view. This activity will help you delve deeper into your reading and truly think about what the another character’s perspective might be.

This needs to be a ½ page minimum in length; otherwise, it will be too difficult for you to describe what is happening in the scene to your reader.

On the next page, you can see a teacher model.



Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.

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Another Angle?...Switching the Narrator or Perspective

Teacher Sample based upon first chapters of [Hush, Hush](#) by Author:

The book is told from **Nora’s** point of view, but I am going to be telling this scene from **Patch’s** point of view.

This is great, Patch thought. I have to retake Biology since I didn’t pass it the first two times. High School is so lame...

Well, look at my new lab partner. She is pretty cute. I bet she is just like all the other high school girls—boring and self-absorbed. I think I will mess with her just a bit to see if she is worth my time. Yeah, that sounds like fun.

We spend the first few minutes of class going through all the pleasantries people do when they first meet. The only difference is, I am making it as difficult as possible for her to get any information from me. I am being sarcastic and a little rude. I am getting a kick out of seeing her get all flustered. She seems like the type that is pretty interested in getting good grades. Whatever, like I care about school. I have better things going on outside of this place. This assignment we are doing is just the type of thing I hate—might as well mess with her and have a good time.

I start making guesses about her personal life. I am dead on. This upsets her even more. She can’t believe that I knew she liked Baroque music. Oh honey—I am just getting started!

Before we knew it, the bell rang. We didn’t finish the assignment and I could tell she was worried. I gave her my phone number, but told her I’d be busy. Let’s see if she calls after all I put her through. Ha!



[Back to Menu](#)

Are you interested in my book? Did I capture a character’s voice?

[Rubric](#)

Reader's Notebook Bingo Cards

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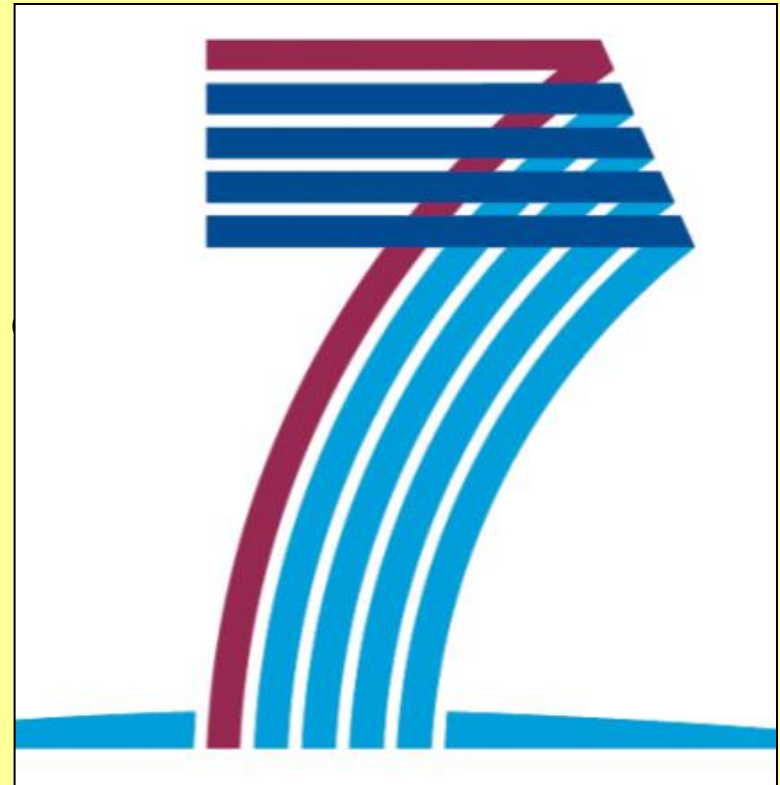
A Top 7 List...Because a Top 10's Too Much To Do Today...

Title

Ever heard of a Top 10 list? Well, this is similar, except there are just 7 topics! What are seven important things that happened in your most recent reading.

You will order your list based on your personal opinion of the importance of each seven; the most important event will be your "#1" event, but it is the one you write last on your list. Start with "#7," which means you're starting with the least important of the important events.

Remember to use complete sentences!



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A Top 7 List...Because a Top 10's Too Much To Do Today...

Teacher Sample based upon first chapters of [Delirium](#) by Lauren Oliver:

These seven events happen in the first several chapters of this book, and I have sequenced them in my personal order of importance.

My Top 7 List:

7. Love is a disease that must be cured and it’s called Amor Deliria Nervosa.
6. The cure is government controlled.
5. After you are cured, the government gives you a list of potential mates for you to choose from.
4. Lena is an orphan who is ready to take the cure as soon as possible.
3. There are people called “Invalids,” who refuse to be cured.
2. Lena is doing a terrible job at her important interview, when a herd of cows interrupt.



--and the most important event from this reading section is...

1. Looking up after this interruption, she sees a cute boy—somehow I think he will be the reason she refuses the cure someday.

[Back to Menu](#)

[Are you interested in my book? Did you understand my event descriptions?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

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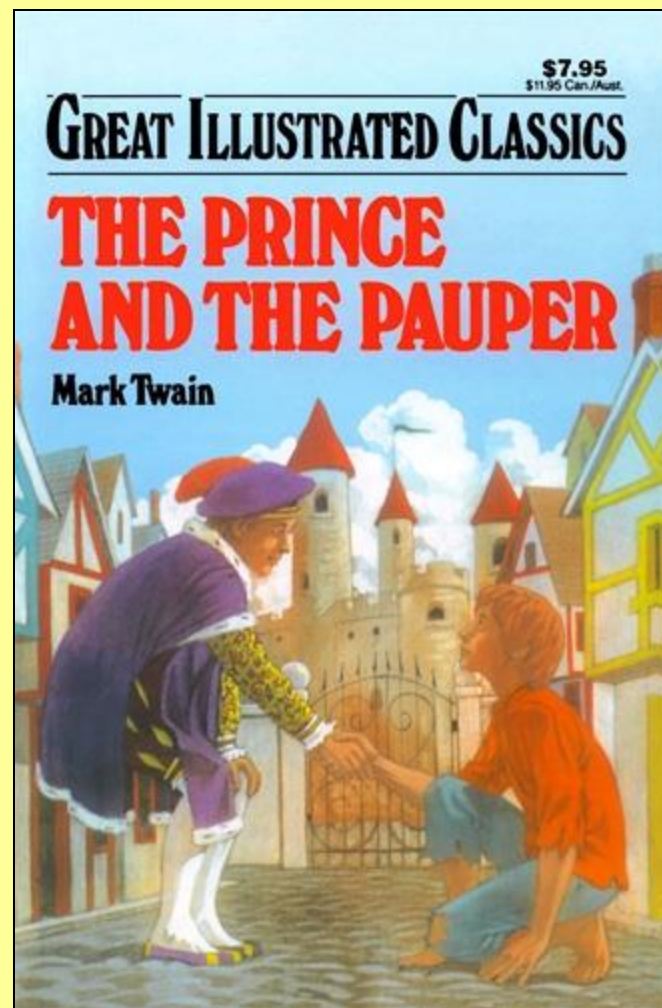
Become Me For a Moment Poems

Two Become Me For a Moment Poems

Have you ever wished you could trade places and become one of the characters in a book you love? A ***Become-me-for-a-Moment*** poem will have you explore what being a character like! Actually...two characters because you’re going to write two short but thoughtful poems, each poem focusing on how to become a different character.

The best thing about this poetry type is that there aren’t many guidelines! Your first word needs to be the word *Become*. Each of the following lines **must begin with a strong verb** that tells your reader what to specifically do. The rest of the description is up to you! Hey, that rhymed!

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Reader's Notebook Bingo Cards

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Become Me For a Moment Poems

Teacher Sample based upon first chapters of [City of Bones](#) by Cassandra Clare:

Notice how each line of the poems begins with a verb.

Poem #1:

Become Clary Fray:

Sprout luscious red hair.

Spend most of your life as a regular teen.

Obtain a best friend named Simon.

See a demon get murdered one night and
change your life forever.

Uncover your secret life and change everything
you've ever known about the world.

Realize your powers as a Shadowhunter.

Embark on an adventure to save your
kidnapped mother.

Take note of and impersonate the
punctuation pattern in these two poems.

Poem #2:

Become Jace Wayland:

Live as a Shadowhunter.

Be part angel.

Kill demons with seraph blades.

Be fearless in any scenario.

Have athletic prowess that outshines
everyone else.

Show little emotion, even to ones
you love.

Be invisible to mundanes.



[Back to Menu](#)

[Are you interested in my book? Did I help you understand my characters?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

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Character? Bake, Broil or Baste ‘em...Character Cookbooks

How Long Shall We Set the Oven Timer for?

Nice! This is a fun choice if you have a fun or funny character...and can use verbs creatively!

Most of the recipes you’ll encounter in life focus on food, but this type of unusual recipe is for “cooking up” a thoughtful explanation of your character. As with all recipes, you will need to first list ingredients needed to concoct your character; to do this, think about details based on your character’s looks and behavior, then apply kitchen measuring words to each ingredient.

Once you’ve listed the ingredients, you will need to tell your reader how to mix those ingredients to show how you feel about this character and why. If you can use cooking verbs creatively in this description, you will have fun with this.

Ask your teacher to show you a real recipe if you’ve never studied one before. There are plenty on the Internet that can be accessed for free.

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**“What’s Looking,
Good Cooking?”**

This is an example of a spoonerism. Look it up!

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Character Cookbook: *Bake, Broil or Baste 'em!*

Teacher Sample based upon first chapters of [Divergent](#) by Veronica Roth:

This recipe is for this book's main character.



A Recipe for Tris Prior

Ingredients:

A pinch of abnegation

$\frac{3}{4}$ cup of dauntlessness

1 cup of fearlessness

$\frac{1}{2}$ cup of courage

2 cups of divergence

1 teaspoon of uncertainty

1 pint of loyalty to friends

1 small petite body

$\frac{1}{2}$ cup of average looks

Directions: Preheat oven to 350 degrees. Bring abnegation and dauntlessness to a rolling boil and then spoon off most of the abnegation. Add fearlessness, courage and divergence to the mixture and mix on high speed. Don't forget to add in a teaspoon of uncertainty along with the pint of loyalty to friends to the mix; otherwise, the recipe will not taste as good. Finally, take the mixture and carefully spread it upon a petite body. Sautee $\frac{1}{2}$ cup of average looks in a separate pan and then layer it over the top. Success! You have now created Tris Prior! I predict she will be a great heroine in this novel!

[Back to Menu](#)

[Are you interested in my book? Did I help you infer this character's qualities?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

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Dearest Diary...Can You Capture a Character's Voice?

Character Diary Entry:

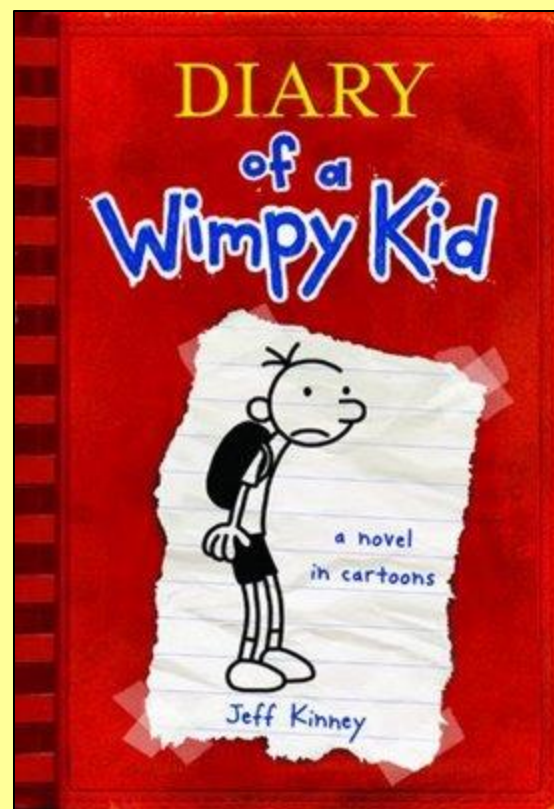
This activity gives you another chance to showcase your creativity! After doing your reading for this week, pick a character that interests you and write a diary entry in that character’s “voice.”

You might focus on what has occurred in your book that might make your character turn to a diary for comfort.

Make sure to make this sound interesting to your reader by adding in vivid details.

This written diary entry should be at least ½ page in length.

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Dearest Diary...Can You Capture a Character's Voice?

Teacher Sample based upon first chapters of [Partials](#) by Dan Wells:

This diary is from the main character's voice (Kira)

Dear Diary,

Oh my goodness, what a day. Work was especially hard today at the hospital. Ariel had her baby, but it died within a short time, due to the RH virus. Since I have been there, which is only 2 weeks, 9 babies have died. We can't seem to figure out how to get children to survive anymore. Our youngest member of our society is a boy of 14. He is precious to everyone! I still can't believe the Partials have almost wiped out our total population. There aren't many of us left, but we have to keep trying. That is why I am going to go with them this afternoon. We are going salvaging outside of the fence to look for medications and other equipment that might help our research into the RH virus. I had just found a bunch of medications in a veterinary office, until a huge explosion went off. Marcus, (my boyfriend since middle school) and I ran over to the section of town where we saw the smoke. Asharoken was supposed to be abandoned, so I am thinking it must have been the Partials who set the bomb. The military needs a medic, so I am the first to be lowered in the crater. I find one lady from our team quite easily. I had high hopes for the man, but it turns out he was literally blown to pieces. This is so upsetting! We can't keep losing members of our society, or we will go extinct. We have to find ways for babies to survive, if our society is to continue. I hope we are able to make it out of this city before nightfall—I just don't feel safe here after the explosion. Who knows who is out there trying to kill us tonight? There are so many dangers around us, but at least I am here with the military (and hottie Jasper) and Marcus.

Your Faithful Writer,
Kira



[Back to Menu](#)

[Are you interested in my book? Did I help you hear this character's voice?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

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Extra! Extra! Read All about It! Fake Breaking News!

Newspaper Lead Story

Extra! Extra! Read all about it! You have picked a **newspaper lead story** as your response-to-reading activity for the week.

Think like a reporter about what you have read this week; then, choose the most exciting or interesting event that happened. Once you have done that, you will write a front page-worthy newspaper article in the “voice” of a top-notch reporter.

Don't forget to include the *who, what, where, when* and *how* of your news story. (You may even want to look at some real newspaper articles to inspire your voice.)

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Extra! Extra! Fake Breaking News!

Teacher Sample based upon first chapters of [Gone](#) by Michael Grant:

This news article is inspired by events found in the first several chapters of this book.

News Story:

Hundreds Missing—No Cause Identified

Breaking news out of Perdido Beach, California, where everyone over the age of 15 has suddenly gone missing. People disappeared when their cars were running, and there are multiple accidents and downed power lines. Some adults disappeared while cooking and stoves were left on; others, still, disappeared while driving their cars. The city is not considered a safe place yet. Phone service and cable are also down with no explanation.

Some of the more mature teens that are left are asking everyone to gather in the Plaza as soon as possible, so that they can formulate a plan. Also, some of the more responsible teens are even trying to round up some of the youngest children in the city, as many of them are quite scared. Be warned! There are also roving bands of hooligans that are looting and looking for trouble. In order to stay safe, your best bet is to get to the Plaza as soon as possible. Perhaps with everyone together, we can formulate some answers as to why people vanished all at once with no warning.



[Back to Menu](#)

[Are you interested in my book? Did I include enough details to intrigue you?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

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First Half of the Alphabet Verb List

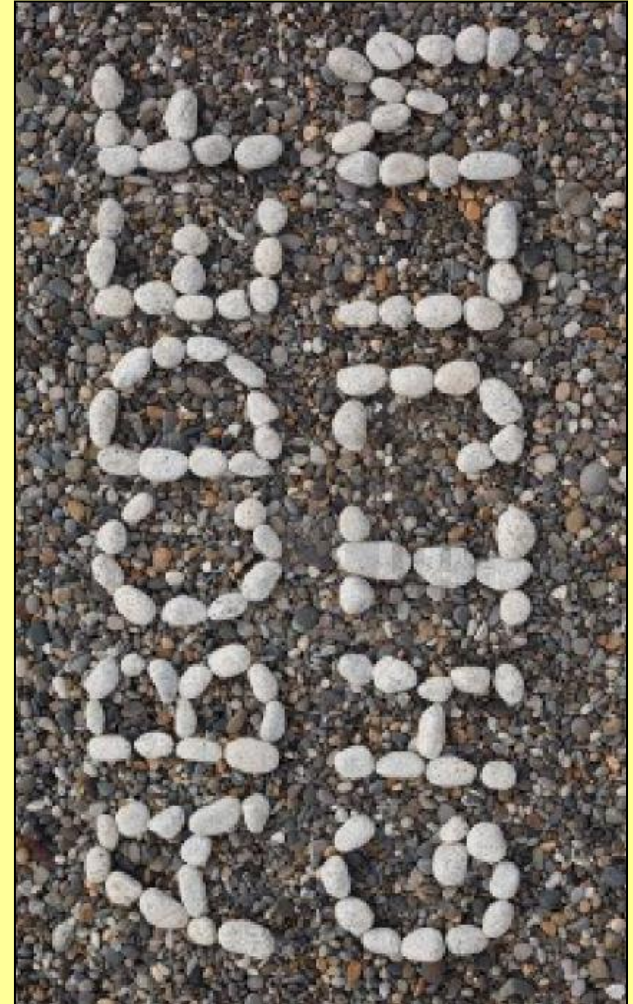
A-through-M Verb List

Great pick! You have chosen a fun, listing activity for your reading this week.

You need to come up with 13 sentences with 13 strong verbs that show what happened in your latest reading. There’s an alphabetic catch; your 13 sentences’ first letters must begins with the first half of the alphabet: letters A-M.

Simple, non-descript words won’t cut it; you need to use detail-filled phrases in order to give your reader more information about your book. Try to impress your teacher with your choice of vivid, invigorated verbs!

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First Half of the Alphabet Verb List

Teacher Sample based upon first chapters of [The Red Pyramid](#) by Rick Riordan:

Each line contains a strong verb that I’ve underlined for you!



My A-through-M List

- A—Amos rescues Carter and Sadie after their father disappears.
- B—Both Kane siblings embark on an adventure to save their father.
- C—Carter understands Egyptian history.
- D—Daring adventures happen at every turn.
- E—Egyptian Gods appear everywhere in this novel.
- F—(The)Fausts fight to take Sadie away to be raised in London.
- G—Growing danger finds them every place they go.
- H—Hieroglyphs transform into words inside Sadie’s head.
- I—Imaginary Gods—no way, the Egyptians worshipped real ones!
- J—Julius Kane attempted to summon Osiris.
- K—Khufu challenges Carter to a basketball game.
- L—Lies about their past have haunted them until now.
- M—Much more, I predict, will come in the next few chapters.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Going Gangbusters with “Get” and “Got”!

Got “Get”?

Every writing teacher you have ever met has always asked you to use **stronger verbs** and to avoid unspecific verbs like “get” and “got”. Now is your chance to use these two words as many times as you want.

Try to make use of the words get, got, getting, or gotten as often as possible as you recount what has happened in the past few chapters of your book.

Bet you see for yourself how all forms of *got* and *get* are weak and vague words! Try encouraging your reader to pick up this book even though you are using weak verbs!

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Going Gangbusters with “Get” and “Got”!

Teacher Sample based upon first chapters of [Eve](#) by Anna Carey:

Get this book from the library and read it!



Going Gangbusters with *Get* and *Got*, *Getting* and *Gotten*

You’ve gotta get the book Eve, by Anna Carey! It gets you interested from the very first page. Most of the people get this plague and die in the first chapter. It seems the vaccine was just as bad as the plague, so everyone who got the vaccine died within just a few days. Eve survives, but gets put into a school for orphan girls. She gets taught for many years and eventually turns eighteen.

In the school, she gets to learn many wonderful subjects with the hope of putting all of her talents to use in the Sand City. The Sand City is the only city still standing after the plague has gotten rid of most of the population. Eve also gets taught about the evils of men and boys. Weird! She thinks she is getting a chance at a bright future, but that is not the truth. You must read on to get the real story.

All is not as it seems in this school for girls...Get ready for an exciting ride!

[Back to Menu](#)

Are you interested in my book? Did my use of nondescript verbs make you smile?

[Rubric](#)

Reader's Notebook Bingo Cards

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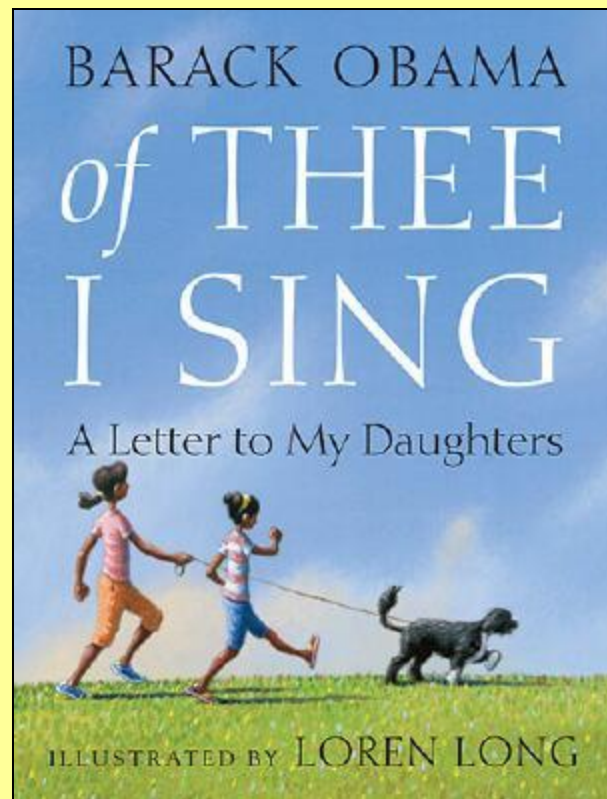
Two *Have I Told You that You’re ____?* Poems

Have I Told You that You’re ____ Poems

This is a pretty simple poetry format. The poems start and end with this line: “Have I told you that you’re [insert adjective here]?” In between the two repetitive lines, you include details that share specifics from your latest reading. These specific details should help the reader of your poems understand why you chose the adjectives you inserted into each opening line.

This poetry format works great for addressing and describing characters. It also works for addressing the setting or important items from the novel you’re reading for class right now.

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



This poetry format was inspired by [Of Thee I Sing](#) by Barack Obama. Great mentor text!

Here is an [on-line lesson](#) that uses this book.

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Have I Told You that You're ____? Poems

Teacher Samples based upon first chapters of [The Eleventh Plague](#) by Jeff Hirsch:

Two *Have I Told You...* Poems

A *Have I Told You...* Poem about Stephen Quinn

Have I told you that you are brave?

You have persevered through this rough landscape after P11 virus devastated the planet.

You survived the hard hand of your grandfather time and time again,

You have saved the only picture of your mother despite rain, thieves and slavers.

You rescued your father from the cold, raging waters of the flash flood and brought him safely to shore.

Have I told you that you are brave?



A *Have I Told You...* Poem about the setting of the book.

Have I told you that you are harsh and barren?

You are ruled by slavers, thieves and scavengers.

You have become desolate and depleted.

You are plagued by extreme weather changes.

You cannot support a large civilization due to the lack of people who survived the virus.

Have I told you that you are harsh and barren?

[Back to Menu](#)

[Are you interested in my book? Did I intrigue with the details I included here?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

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“Hello, I’m Your Field Trip Guide Today...”

“Script” A Field Trip Guide to your Book’s Setting

Imagine you and your class or family could take a field trip to anywhere in your story. Wouldn’t it be great to see what your book’s characters see?

You will be writing at least a ½ page describing the setting(s) of one of these places from your reading this week. Explain where you are visiting, and try and capture the voice of an interesting tour guide who’s leading you on the field trip.

Be creative and really make your reader want to go there as well!

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“Hello, I’m Your Field Trip Guide Today...”

Teacher Sample based upon first chapters of [City of Glass](#) by Cassandra Clare:

A field trip guide’s script



While reading City of Glass, I thought it would be great to go to the Shadowhunter country of Idris. It is located between France and Germany, but has so many magical wards up, mundanes can’t see it or travel to it. In fact, if they try to travel there, they will magically end up at one of the other countries’ borders.

Alicante is the capital city; interestingly enough, it is made of demon-repelling material and looks like each building is made completely of glass. It is described as being very beautiful. Alicante is thought to be an invincible city. This is also the main meeting place of the Clave.

Idris is also home to the Brocelind Forest. In this place, there are both vampire and werewolf clans. This is not a place you where you want to walk alone at night. It sounds pretty spooky. There are also homes that border this forest, where Shadowhunters live, though not every Shadowhunter lives in Alicante!

The last place of interest in this area is Lake Lyn. This lake is poisonous to Shadowhunters, but not faeries. This lake is part of Shadowhunter mythology and the angel Raziel is said to have risen from here.

Because this place plays such a part in the book City of Glass, I would love to visit the country of Idris. If you read the book, I bet you will too!

[Back to Menu](#)

Are you interested in my book? How might I “voice up” my field trip narration?

[Rubric](#)

Reader's Notebook Bingo Cards

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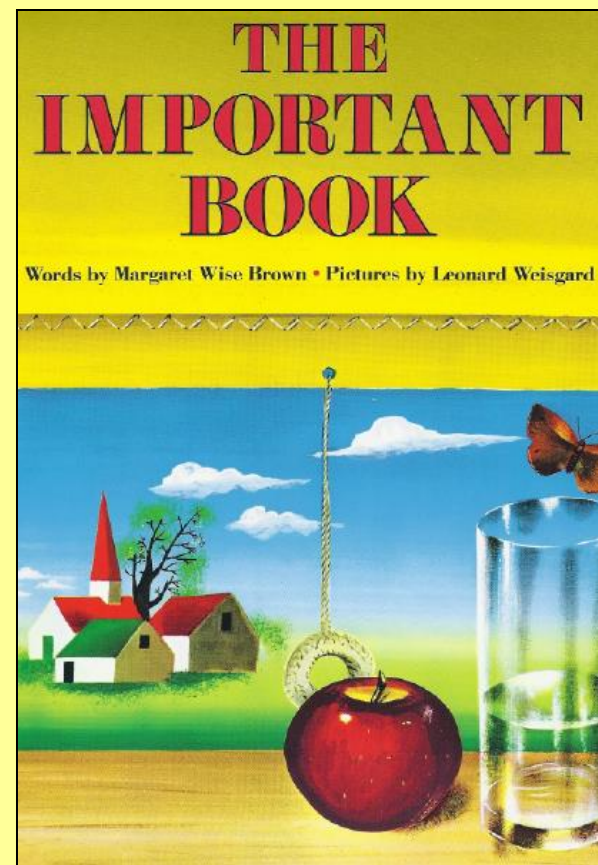
Imperative Passages

Imperative (adj): of vital importance; crucial; very necessary.

Important is good, but *imperative* is even better. You'll write two passages that begin and end with a piece of crucial information about a character, a setting or a plot event from your past week of reading. In between the imperative statements, you will share other interesting (though not imperative) information about your topic. The format for an imperative passages is:

The imperative thing about _____ is _____.
Really great detail #1 in the form of a sentence: _____.
Really great detail #2 in the form of a sentence: _____.
Really great detail #3 in the form of a sentence: _____,
but the imperative thing about _____ is _____.

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



This task was inspired by [The Important Book](#) by Margaret Wise Brown. Great mentor text!

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Imperative Passages

Teacher Sample based upon first chapters of [The Lightning Thief](#) by Rick Riordin:

Before I wrote my first line, I had to ask myself, “What’s truly the most crucial thing about this?”

My Two Imperative Passages:

Note punctuation patterns in these passage examples.

The imperative thing about Percy Jackson is that he is a half-blood.

He has dyslexia and attention deficit disorder, and never earned above a “C-“ at the Yancy School.

He is a 12 year old troubled student that tries to be good.

He slayed the Mrs. Dodd’s Monster with the pen given to him by Mr. Brunner,
but the imperative thing about Percy Jackson is that he is a half-blood.

The imperative thing about Grover is that he is Percy’s best friend.

He’s scrawny, clumsy and acne-pocked.

He cries easily when frustrated and sports a beard in 6th grade!

He’s handicapped and can’t run very well,

but the imperative thing about Grover is that he is Percy’s best friend.



[Back to Menu](#)

[Are you interested in my book? Did I include specific details in my two passages?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Last Half of the Alphabet Voice List

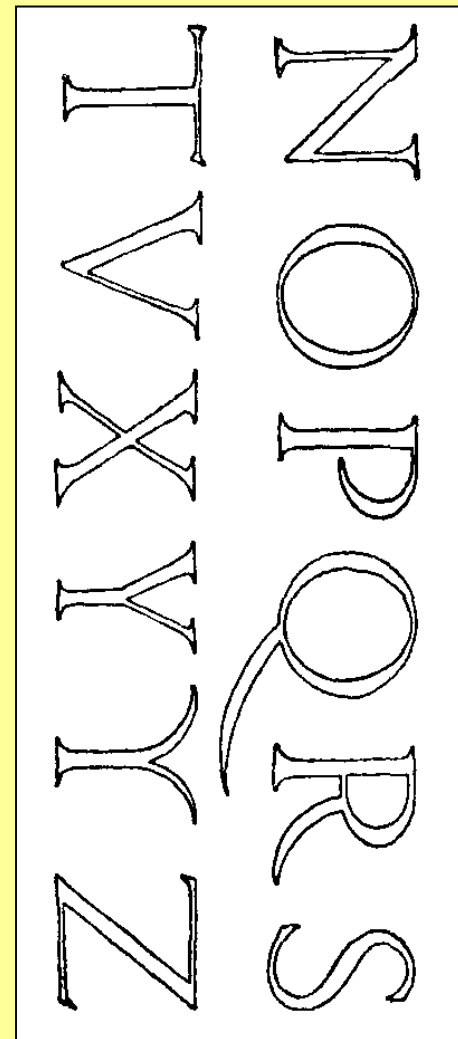
N-through-Z List

Way to go! You have chosen a “voice”-filled activity to use when you summarize your reading this week.

For this task, you need to come up with 13 phrases about the pages you read this week that begin with the letters M-Z.

Simple words won’t cut it for this one; oh no, you need to use dynamic and voice-filled phrases in order to make your reader want even more information about your book from you.

Try to impress your readers by using vivid verbs and dynamic details!



Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Last Half of the Alphabet Voice List

Teacher Sample based upon first chapters of [Unwind](#) by Neil Shusterman:

This list shares plot events from the first several chapters of this book.

My N-through-Z List:

N- No Way! Not magic with an “unwound” hand! Incredible!

O- Obstinate about getting unwound, Connor is.

P- Pastor Dan serves as an unexpected helper to little Lev.

Q- Quickly Connor plans his escape.

R- Risa lives as an orphan, but displays amazing musical talent.

S- So shocking that parents would actually do this to their own children!

T- Truck driver sports a transplanted hand, and it’s

U- Unbelievable the hand remembers a card trick known by its previous owner.

V- Very, *very*, creepy, and can I say

W- “Wow” because those Juvey Cops hunt down children and won’t let them escape their fates!

(e)X- Exciting start to the book, this is.

Y- You won’t put this dystopian novel down easily, and by

Z- Zeus, I hope this future never comes true!



[Back to Menu](#)

[Are you interested in my book? Did you hear voice in my N-through-Z list?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

Plotting Out a Musical Playlist...Songs & Detailed Explanations

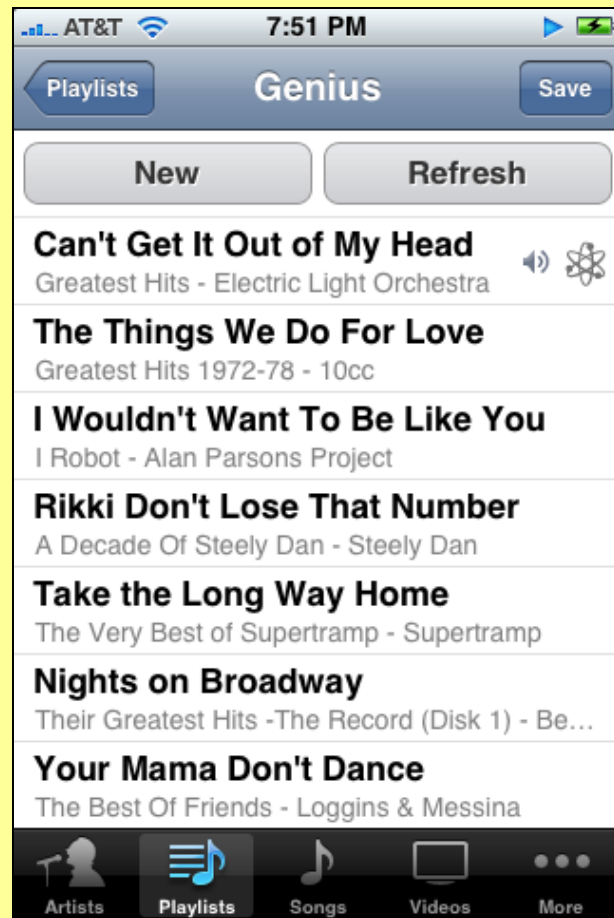
iPod...You Pod....We all Pod for iPod!

This activity requires you to represent important scenes or important characters in your book as represented through a music playlist.

You will need to create a 5-song playlist for your iPod, along with a detailed two-sentence explanation for each song you have included. This activity needs you to bring your love of music into the book you are reading!

This writing activity should refer to events focused on the current week's reading.

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



Internet image found at <http://aentan.com> by way of Google Image Search.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Plotting Out a Musical Playlist...Songs & Detailed Explanations

Teacher Sample based upon [City of Fallen Angels](#) by Cassandra Clare:

I chose my songs based on some events that happen in the beginning chapters of this book, especially focusing on the relationship between Jace and Clary.



- “Bloodstream” by Stateless- This song describes how Clary is completely in love with Jace. He is actually in her “bloodstream, and she would do anything and everything for him.
- “Stubborn Love” by the Lumineers- I chose this song to represent the part in the book where Jace is pulling away from Clary for apparently no reason. She is being “stubborn” because she will not let their relationship end.
- “Get Back in My Life” by Maroon 5—This song also represents how Jace is distant from Clary in every way. She finally figures out what is happening to him and will do anything to get him back in her life, including taking him to the Silent Brothers.
- “Halfway Gone” by Lifehouse—The next scene is represented when Jace has a demon rune carved into his chest and he is mostly possessed by a demon. Some of Jace’s personality and love is still present, but most of him is doing a demon’s bidding.
- “Witchy Woman” by the Eagles-This song represents the Greater Demon who has possessed Jace. She has many powers and is not afraid to use them to hurt Clary.

[Back to Menu](#)

[Are you interested in my book? Did I make you aware of the basic plot?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

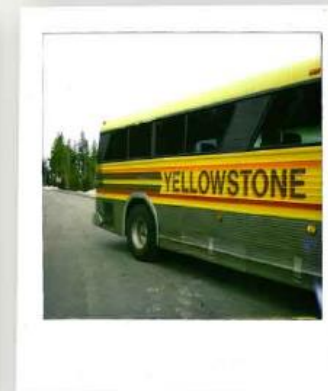
Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Polaroid Page of Important Images

Four Polaroids with Explanations or Narration

Polaroid cameras revolutionized photography by having self-developing film. A minute after taking a picture, you had a print of an image or a memory in your hands. A white space was always underneath the developed picture so you could write a detail or two to remember why you took the picture.

For this summary assignment, you will create four Polaroids your main character might have taken during the last few chapters; then, then you will write a two-sentence explanation of the image in a character’s voice, explaining the reason for taking the picture in the first place.



Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.

Your “Polaroid pictures” can be hand-drawn or printed from the Internet. No photos from movies, if one exists for your book. If you’re reading historical fiction or non-fiction, just live with the anachronism.

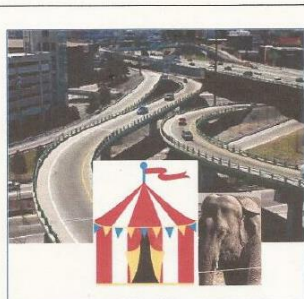
Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

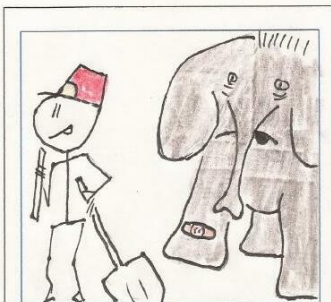
Polaroid Page of Important Images

Four-Polaroid Reading Summary Handout:

You can create "Polaroid collages" (like in the first picture), or you can draw your own camera shots!



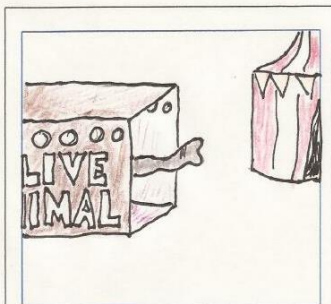
Here's a picture I took of my elephant friend, Stella, when she was standing by the circus tent just off Exit 8. This is where we live our lonely lives, waiting for tourists.



When Mack wasn't looking, I saw Stella's ~~leg~~ leg wound the other day. She looks so sad to me here.



While drawing, Stella explains to Bob about the new elephant that's coming. Bob is just glad we're not getting a cat.



This is our first glimpse of the new baby elephant, Ruby's trunk came curiously but shyly out of her shipping crate.

Teacher Sample based upon [The One and Only Ivan](#) by Katherine Applegate:

four-polaroid summary of latest plot events

Here's a complete model of this artistic summary assignment, which has you pretend the main character or narrator carried a Polaroid camera during the latest series of chapters from your novel. [This teacher model](#) is based on the wonderful Newberry winner from 2013, pictured above right.



Here is a link to an [on-line worksheet](#) with four blank Polaroid frames that students can use. The second page of the handout shares a printable version of our model.

Please notice how each Polaroid photo comes with two sentences of explanation of who/what is in each photo.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

Prepare to Preposition! Improving your Sentence Fluency Skills

The Mighty Preposition!

Say hello to the mighty **preposition**, which will help you craft more interesting sentences to summarize your latest reading. Prepositions work well as sentence beginnings.

For this task, you are going to obtain a list of common prepositions to help you out; note the one at right! Then, choose your favorite one to begin your first sentence. You will need eight to ten sentences that summarize your reading for the week, and each sentence will need to begin with a different prepositional phrase. Challenge yourself to write your summary blurb in a way that will convince someone to read your book!

Common Prepositions:

at, about,
after,
against, among,
around, at,
because of, before,
by, despite, during,
for, from, in,
into, on, onto,
over, through,
under, with,
without

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

Prepare to Preposition! Improving your Sentence Fluency Skills

Teacher Sample based upon [The Forest of Hands and Teeth](#) by Carrie Ryan: using prepositional phrases to launch summary sentences of the few several chapters



In my book, The Forest of Hands and Teeth, we meet Mary. Because of the Unconsecrated (a.k.a. Zombies), she ends up losing both of her parents. With no parents, she is claimed by no one to be an eventual wife. Without a husband in her future, Mary is forced to join the Sisterhood. Not by choice, she tries to learn the Sisterhood's prayers and ways. During her time with the Sisterhood, Travis was hurt and needed their healing. At the hospital, Mary was allowed to pray for his recovery. While alone, he realizes he has always been her true love, this time alone with him makes her love him even more. Before the sisterhood's treatment, Travis had been courting Cass. Despite everything that has happened, can these two find true love?

[Back to Menu](#)

[Are you interested in my book? Did I make you aware of the basic plot?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

“The?” = No! Denied Use of a Definite Article

Is it hard not to use that word “*the*”?

Hello, students! You might like this challenge!

This summarizing activity requires you to give an interesting, informal-sounding summary about what you have read this past week.

Trick is, you can’t use that word “the” anywhere in your 8 to 10 sentences. It’s harder than it sounds, especially if the word “the” is in your book’s title.

In fact, it took me some time to write out this set of directions without using that particular word.

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

“The?” = No! Denied Use of a Definite Article

Teacher Sample based upon [Skeleton Creek](#) by Patrick Carman:

this summary is based on the first several chapters (and video blogs) from this mystery novel.



Skeleton Creek by Patrick Carman is so far a total thrill-ride of a book. Online videos were used (with passwords), and that keeps readers completely engaged. This book was set up like someone’s diary with multiple entries. Readers finish a couple of chapters and are treated to video blogs that are very scary at times. So far, this book tells of Ryan and Sarah and their adventure exploring a mysterious dredge that was used for gold mining. There are codes to solve and a ghost named Joe Bush. Sarah and Ryan act like detectives trying to figure out who killed Joe Bush and doomed him to haunt his hidden gold. There is a problem though; Sarah and Ryan are not allowed to be friends because they have gotten in trouble before. Their parents do not want them to have any contact whatsoever. Every time Sarah wants to contact Ryan, she must use a secret website. Luckily, readers are given the codes to watch Sarah’s videos, and we can follow this exciting story.

[Back to Menu](#)

[Are you interested in my book? Did I accidentally use *the* in my summary?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

“This Room Looks Fabulous!” – an Interior Decorator’s Design

Designing a Personal Space for a Main Character

Hello Students! This activity might involve drawing and describing with words, or you can simply paint a picture of a place with words. It is your choice.

Based upon what you have learned about a main character, decorate their bedroom or their favorite secret place (which might not even be described in the book).

Be sure to explain why you have decorated this way; choices need to be based on actual details and inferences you’ve made. Remember, you are trying to reveal as much about your character as possible!



Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.

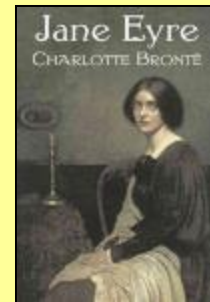
Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

"This Room Looks Fabulous!" – an Interior Decorator's Design

Teacher Sample based upon [Jane Eyre](#) by Charlotte Bronte:

This room description is based on the first several chapters of this classic novel.



Jane's Room

Based upon what I know about Jane Eyre's character from the book so far, I would imagine her room to be very plain and functional. I would imagine her walls to be white in color and to have very few pictures on them. She would perhaps have one with a biblical scene, as she seems quite religious. Her closet would have just basic dresses that reflect the time period; in fact, I imagine them to be in drab colors such as light brown or grey. She would also have a selection of basic bonnets that reflect the time period and add to her demureness. These clothes would be functional and not be for dress up. In fact, I doubt she would even have one dressy outfit. She would have bookshelves, as she values reading and even was a teacher for a while. Certainly one of her books would be the Bible, which may even be on her bed stand to read before sleep. She would have a small twin bed with just basic coverings for warmth. Nothing fancy for poor Jane! She would also have a small fireplace and hearth to warm her chilly room. She would only use it on the chilliest nights, as I'm sure she would think it too decadent.

[Back to Menu](#)

[Are you interested in my book? Did I paint a picture of the place I am describing?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Three *So Much Depends Upon...* Poems

Impersonating a famous poem...three times.

Amazing choice! The writing activity this week is a poem made up of just 16 words. It is based upon the structure of a famous poem called “Red Wheelbarrow” by William Carlos Williams.

This week you are going to be writing 3 sixteen-word poems from different points of view from your most recent reading. You may write them about different characters, or about the setting or the plot of your book. Each poem must begin with these four words: *So much depends upon*. The rest of the poem consists of 12 **carefully chosen** words that explain why so much depends upon the subject you have picked.

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



Click [here](#) to find a printable version of W.C. Williams' original poem online.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

Three *So Much Depends Upon...* Poems

Teacher Sample based upon [Shiver](#) by Maggie Stiefvater:

These three poems are based on three different points-of-view from the first several chapters of this book.

Poem #1:

(Grace's Point of View)

So much depends upon
Yellow wolf eyes
Hidden in soft brown fur
Saving me from death

Poem #3:

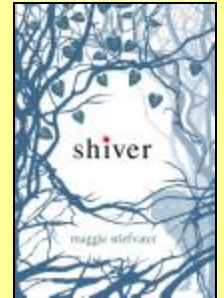
(Starving Wolves' Point of View)

So much depends upon
Eating this small girl
And ending our long hunger
With full bellies

Poem #2:

(Sam's Point of View)

So much depends upon
A little girl in red
Helpless on the white snow
Nearly dead



[Back to Menu](#)

Are you interested in my book? [Which poem do you like the best?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

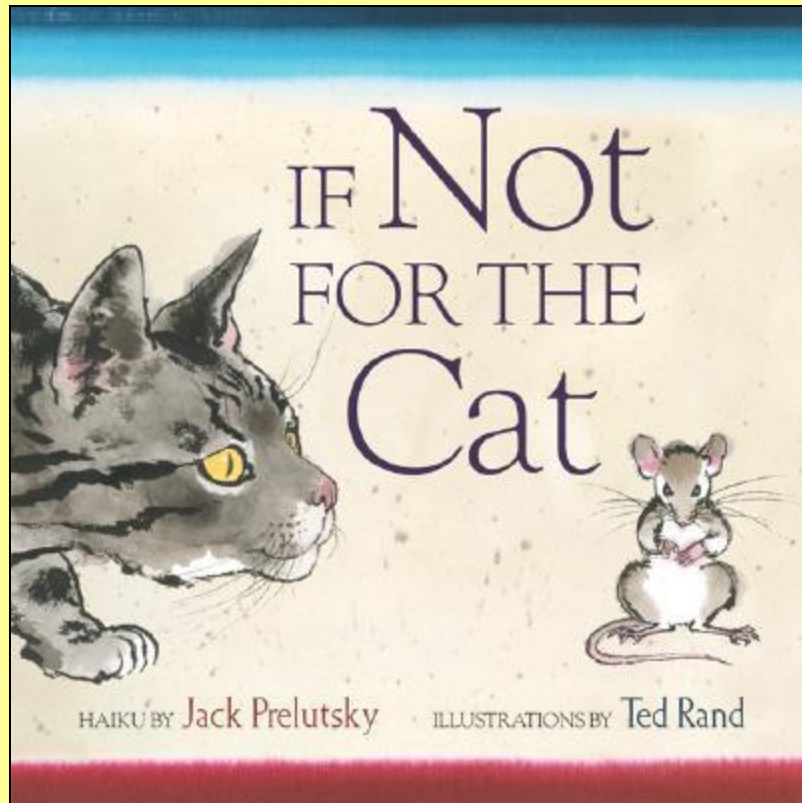
A Tri-Ku of Book-Based Riddles

Three Haiku Riddles (a.k.a. *Tri-Kus*)

Everybody loves a riddle, but it’s more fun to make them, I think. This summary activity has you making up three short riddles in a special form: a haiku. Haikus are a fun form of poetry that rely on the limited use of syllables.

The first line of the poem has five syllables, the second has seven and the last has five. You will create three character or setting “riddles” about your reading for the week. They are riddles in that they must describe a specific character or a setting without directly naming it. Could others who’ve read the same book guess who or what you’re writing riddles about?

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



The book pictured above is perfect for teaching “haiku riddles.” You can read this author’s descriptive animal haikus without showing the pictures and have students attempt to identify the hidden animal.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

A Tri-Ku of Book-Based Riddles

Teacher Sample based upon [Incarceron](#) by Catherine Fisher:

These three riddles are descriptions of characters you should be able to identify if you’ve read this book:

Haiku Riddle #1:

Mysterious past
Brown hair, brown eyed young man
Eagle birthmark questions.

Haiku Riddle #2:

Gorgeous, curly hair
Sassy attitude to others
Questions Giles’ young death.

Haiku Riddle #3:

Strong, brave and fearless
Lady hostage from Civicyr
Key to Finn’s past life.



Answers:
1. Finn
2. Claudia
3. Maestra

[Back to Menu](#)

[Are you interested in my book? Do you see how I used details as my clues?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

TV or Not TV? Advertise that Story!

Short TV Commercial that would sell this book

Get ready to try on the “voice” of an advertiser! You are writing a short TV commercial script that will make the attempt to sell the book you are reading. What you say to “sell” —or excite—your reader needs to be based mostly on new things you have read this past week.

What can you say about your story’s development to make someone want to run out and pick up this book? Remember that your commercial needs to be at least ½ page in length, or almost 1-minute when read aloud using an advertiser’s voice.

And now a word from our sponsor:



Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

TV or Not TV? Advertise that Story!

Teacher Sample based upon [Variant](#) by Robison Wells:

This commercial is based on the first few chapters of this book:

A TV Commercial Script:

Hey guys, have I got a book for you! If you enjoyed the Maze Runner by James Dashner, then the book Variants, by Robison Wells is going to be your new favorite! This book is full of action, adventure and mystery. Benson, a poor foster kid, receives a scholarship to Maxfield Academy. He thinks it is going to be a very rich and classy school, but it turns out to be more like a prison, with razor wire all along the walls. He soon finds out that this school only takes orphans or foster kids. They don't want these students to have anyone that will miss them. Mysterious, right?



To make matters worse, there are three student gangs in charge at the school and they expect you to choose one as soon as you arrive. No pressure! Just to be clear, there are no adults anywhere at the school because students run everything. They teach classes, cook food, maintain the yards and discipline the students. Sounds great, huh? Well, wait until you find out about detention for breaking the major rules—they kill you! Can you believe that? Basically, they want you to do your job, go to school and keep out of trouble. Will Benson be able to do that? Read on to find out. You won't be disappointed!

[Back to Menu](#)

[Are you interested in my book? Did I capture the voice of an advertiser?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Two-Voice Performance Poems

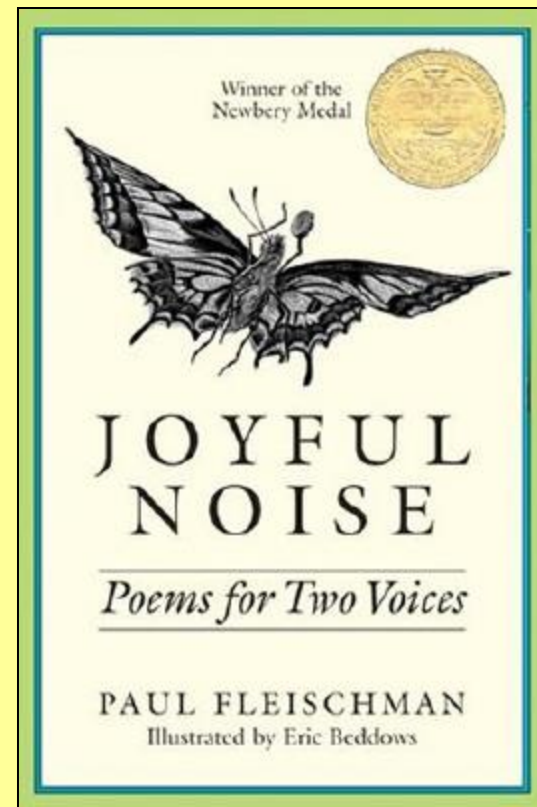
A Poem Voicing Two Characters’ Perspectives

Well chosen! For this, you’ll create a poem where two characters talk about how they are similar and how they are different. It is meant to be read aloud by two different people.

You might want to start pre-writing by making a Venn diagram and listing each character’s differences. Then, in the center of your Venn diagram, list the ways they are similar. Once you have those lists completed, you can set up the poem as if the two are talking to each other, back and forth, just like in the example on the next page.

Make this a poem worthy of being performed aloud in front of your classmates with a friend!

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



This task was inspired by [Joyful Noise: Poems for Two Voices](#) by Paul Fleischman. Great mentor text!

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

Two-Voice Performance Poems

Teacher Sample based upon [Shatter Me](#) by Tahereh Mafi:

Lines on the left and right are read separately; lines in the middle are read by both readers.

A Poem for Two Voices for Juliette and Adam:

I'm Juliette .
My touch kills.

I haven't spoken in 264 days.
I'm shy and scared.

I know my way around my
section of the prison.

I haven't told him my name yet.
I'm beginning to trust him.

We both don't know where we are.

We are both incarcerated.

At least we are together.

Are we becoming friends?

I'm Adam.
My touch is safe.

I speak everyday.
I'm bold and courageous.

I'm completely lost.

I shared my name quickly.
I think I trust her.



[Back to Menu](#)

[Are you interested in my book? Could you and a friend perform my poem?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Verb-ing it Up! Action-Packed Sentences

Teacher Sample based upon [Ghost in the Machine](#) by Patrick Carman:

This verb-inspired summary is based on the first several chapters of this book.



Verb-inspired Summary Sentences

Hold on to your seats, fellow readers! This book starts rolling right away.

The very first page pulls you deeply in to the mystery of the dredge.

Jeb Bush, The Alchemist and even Ryan’s Dad—how many more people plunge into this web of lies and mystery? Ryan is still hobbling around and trying to do some research on these shady characters. Sarah is risking her life by sneaking out to the dredge. Thankfully the reader can access the videos from Sarah to keep them glued to the computer screen. Making things even more complicated, Ryan’s dad’s friend, Henry, is snooping around Ryan. Will these two ever fully uncover the mystery?

[Back to Menu](#)

Are you interested in my book? Which of my verbs was the best action verb?

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

Word Choice Triangle Poems

Two Triangle Poems about Characters

Great choice, student! These are two poems about your book that do not have to rhyme, but they have a specific structure to follow. You may be creative with how you use words to match this formula and pattern:

- First** name of main character in this section or chapter;
- 2** descriptive words that currently describe the main character;
- 3** descriptive words that currently describe the setting;
- 4** specific words that identify the main character's main goal or problem this section or chapter;
- 5** words to describe the most important event this section;
- 6** important nouns that appear in this chapter;
- 7**-word prediction for the next chapter.



Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. “what happened?”) from your week’s reading. Here is one idea!

Word Choice Triangle Poems

Teacher Sample based upon [The Forest of Hands and Teeth](#) by Carrie Ryan:

This is one of two triangle poems I wrote about the first few chapters of this book:



A Triangle Poem for Mary

Mary:

Sorrowful, Unwanted,
Post-Apocalyptic, Dangerous, Confined,

Living a Lonely Life.

The undead claw at the gates.

Fear, Dedication, Unconsecrated, Loss, Forest, Zombies.

The gate will be breached by Unconsecrated.

[Back to Menu](#)

[Are you interested in my book? Does my poem reveal a lot about my character?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot (a.k.a. "what happened?") from your week's reading. Here is one idea!

"You've Got Mail" e-mail Exchange

Character e-mail Exchanges

Ready to be creative? For this week's summarizing activity, you will create two original pieces of e-mail by your book's characters.

You may choose to write one email and then have the character it was sent to write a response, or write two emails to the same character. It is up to you!

The email addresses should relate to the character or the book in some way. Each email should be about ½ page in length minimum, so that the reader is able to understand the situation that is being written about from your recent reading. Be interesting!

Click this arrow to see a **model** based on a novel one of my teacher-friends enjoyed recently.



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“You’ve Got Mail” e-mail Exchange

Teacher Sample based upon [Under the Never Sky](#) by Veronica Rossi:

Two character e-mails based on the first several chapters of this book:



To: Lumina@bliss.net

From: Aria@reverie.net

Mom, Why won't you get in touch with me? I have been trying and trying to make contact with you, but something is wrong. Are you ok? How is everything over in Bliss? Paisley says the connection is just down, but it has been too many days and I am worried. I know you may not get these, but I have to try!

I'm writing this email to let you know that I am going to try to pry some information from Soren tonight. His dad has connections, and I am hoping that he will know something about what is going on. He wants to break into Ag 6 (one of the agriculture domes) and see what secrets it holds. He says he is sure it hasn't been breached by the outside world although I'm nervous about what may be in there. I know how dangerous the world is outside the dome. I will be careful. Wish me luck!

To: Lumina@bliss.net

From: Aria@reverie.net

Mom, We made it inside with no problem.

I have to wait for the right moment to do a little flirting with Soren to get some information. Don't worry, I will be careful with him. I know he can have a bad temper. He jammed our Smarteyes, and I am pretty nervous about seeing things for real. I am so used to seeing things that have been digitally enhanced, you know. Wow, Soren and his friends have decided to start a lame fruit fight with the rotting fruit and even threw some at me. Ugh! So far I haven't had a chance to talk to him...

Paisley and I followed him into the forest in Ag 6, which is absolutely gorgeous by the way, and he started gathering tree limbs to start a fire. Paisley and I think this is incredibly dangerous and have decided to go back without him. I will have to get my information another way. Don't worry ,Mom, I will find out what is going on!

[Back to Menu](#)

[Are you interested in my book? Did my e-mails invite you into the story?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

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You Won't Even Believe This! Poem

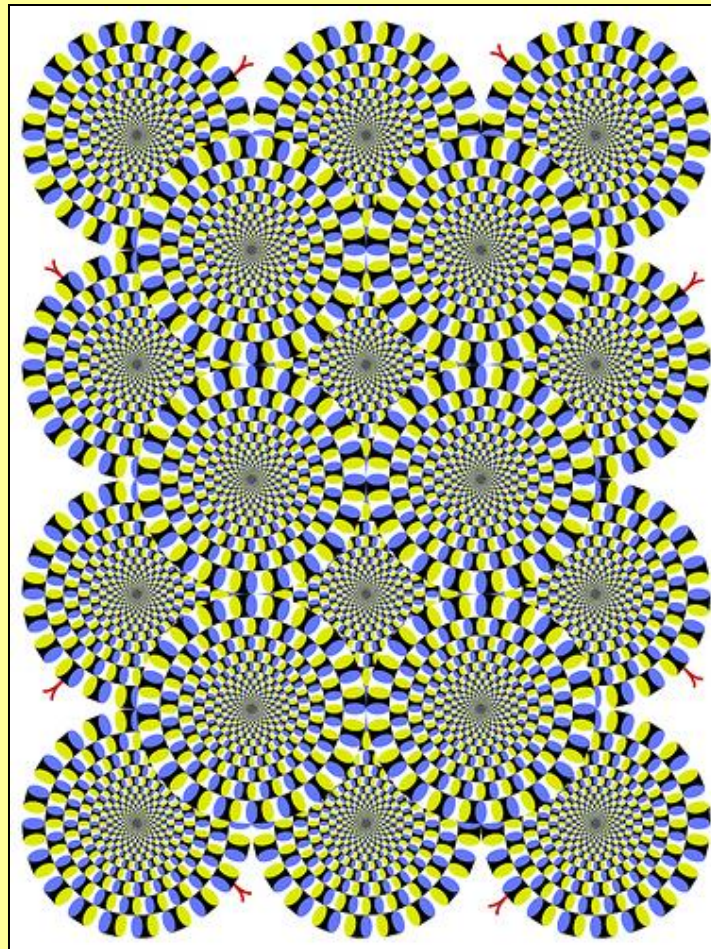
You Won't Believe This...a New Poetry Form

Hello, student readers! You have selected a fun form of poetry to reveal what has happened (a.k.a. “the plot”) in your latest chunk of reading . Your poem might also focus on specific new information you have learned about an interesting character. Your choice!

This type of poetry creates a “list poem,” so rhyming is optional, though you might try.

Your job is to create lines to excite other students into wanting to read your book too. Can you do so without giving away too much information? Try!

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Believe it or not...the snakes above aren't moving.

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You Won't Even Believe This! Poem

Teacher Sample based upon [The Maze Runner](#) by James Dashner:

The line "You won't believe this ____" appears at the beginning, middle, and end of this type of poem.



My You Won't Believe This Book! Poem

You won't believe this book!

It's about the Maze and the Glades,

About mysterious Gladers, Grievors and Beetle Blades,

It's about hard work and desperation,

About the dangers around every turn,

You won't believe this book!

It's about the changing and a serum,

Being pale and remembering things while screaming loud,

It's about mechanical and human sounds,

About limbs, spikes and light,

It's about staying alive,

You won't believe this book!

Take note of the **structure** of and **punctuation** in my poem. Imitate my example.

[Back to Menu](#)

[Are you interested in my book? Did I convince you that exciting things happen?](#)

[Rubric](#)

Reader's Notebook Bingo Cards

Dear students, there are many more interesting ways to respond to a book than through simply summarizing the plot. Check your writing using this rubric to ensure you've been thoughtful!

A General Rubric for your Reading Responses

	<u>A</u> bsolutely Awesome!	<u>B</u> ravo! Still Pretty Great!	<u>C</u> ould Be MUCH Better.	<u>D</u> o-over for half credit. 😞
Uses Specific Details from book	You have successfully incorporated 6 or more specific details from the reading.	You have successfully incorporated 5-6 or more specific details from the reading.	You have successfully incorporated 3-4 or more specific details from the reading.	You have used less than 2 specific details from the reading. That's not enough.
Descriptive Language	<ul style="list-style-type: none"> • Every word "wows" me! • Very vivacious voice used! 	<ul style="list-style-type: none"> • A wonderful way with many words • I value your voice in most spots. 	<ul style="list-style-type: none"> • Both weak and wonderful words • I value your voice in a few spots. 	<ul style="list-style-type: none"> • Why all the weak word choices? • Vapid voice?
Specific Activity Requirements	Directions were read carefully and all requirements are present!	Directions were read carefully and most requirements are present!	Directions were followed mostly, but something is missing.	Incomplete in too many ways.
Writing Conventions	<ul style="list-style-type: none"> • Spell checked • Punctuation is flawless • Book titles underlined 	<ul style="list-style-type: none"> • A few misspellings • Punctuation is almost flawless • Book titles underlined 	<ul style="list-style-type: none"> • Many misspellings • Punctuation is somewhat flawed • Book titles not underlined 	<ul style="list-style-type: none"> • Bad spelling! • Very flawed use of punctuation • Book titles not underlined

[Back to Menu](#)

Discuss with a partner what it takes to move up from a C to a B to an A? Know this criteria!