



City School District of Albany Summer Writing Ideas

The following is a series of reading-related writing ideas that would "fit" perfectly into a students' summer writing journal. The goal of reader response is for students to try **several** of these writing ideas to chronicle their summer reading history. Students should also make a complete list of all titles read during the summer months and bring them to school in September so that teachers can credit them for their summer reading efforts.



Character Comparison

Select a character from the book that you just finished reading. Answer the following questions:

- What traits does the character have that I do not have?
- What traits do I have that the character does not have?
- What traits do the two of us share?

Mini Book Report

Students can actually record information about any books that they read into this format. It is a way that students can remember what stories they read are all about.

Design a cover for the book or recreate the cover or book jacket; list title, author and illustrator. Find 1-3 favorite parts of the book, identify them and explain why they are important. Find five words in the text that can give the reader a clue to the story. List them and identify them. Also provide the answer - why these five words, and how do they connect the reader to the text. Write a teaser that would be the information an author would place on the back cover of the book to get the reader hooked.



Before-and-After Book Report

Students write a brief overview of what they *think* the book will be about based on its cover, chapter headings and book jacket, and another overview after reading the book. Students should be able to tell a parent how the book was different from what he/she thought initially.

Word Scavenger Hunt

After writing 2-4 sentences describing to another reader what the book was mostly about (story synopsis), look for and list the following words and/or sentences that match the scavenger hunt criteria:

- A three-word syllable; a contraction; a compound word
- A word with a silent e, a word with a suffix that requires doubling the final consonant before adding the suffix; a word with a suffix that required dropping the final consonant
- The longest word in the book; words that I have *tion* endings
- Rhyming words and synonyms (words that have the same meanings) or antonyms (opposites)
- Words that have four or more syllables
- Five adjectives and five adverbs
- Sentences with similes and metaphors (comparisons)

Students can also go into the book and make up additional word scavengers.

Now You're Cooking

With parents' help, of course, students can select some foods that are mentioned in the story (such as tacos or vegetable soup) and make an edible book report - making the food and explaining its significance to the story.

Reporting Live from the Scene

Students write a script presenting one of the major events in the book as a real event. Students can assume the role of the "street reporter" and reveal the action as it is unfolding.

Once Upon a Timeline

Students create a timeline showing a chain of important events from the book.

Trading Spaces

Students answer the question "Would you want to trade spaces with a character in the book, and why?" Students must give solid reasons for choosing to play a role in the story read. The information shared will detail how closely they read the book.

Book Outline

This is not a book report - this is a chart of information that if gathered correctly and efficiently can help students to write a full report. This is an outline only.

- Book Title
- Author
- Main characters
- Setting and time period
- Plot
- Best parts of the book
- Overall opinion of the book



Reader Response

1. What are the problems that the character or characters face in the book? How are they solved?
2. What episode in the book reminds you of an experience that you have had?
3. Make a list of 10 facts that you learned from reading the book.
4. Divide a page of your notebook in three parts. Section 1 is Beginning. Section 2 is Middle. Section 3 is End. Write in each section what happened in the book.
5. Illustrate the character that you liked best in the book - even if there is no picture of him/her. Illustrate the character that you liked least. Tell why.
6. Make a puppet that looks like a character in the book from any materials that you have at home. Write a short description of the character and tell the reader what he/she looks like, how he/she acts or what the character might say.
7. Write a poem about the book. Poems can be about the whole book, characters, setting, problems or solutions.
8. Create an easy game board about the book. Include directions.
9. Create a diorama (use a shoe box). Picture a scene from the book or your favorite part or character.

10. Create a mobile showing scenes or objects from the book. Be sure to include the author's and illustrator's names.
11. Pick a line from the book that was especially funny or meaningful. Draw a picture about that line.
12. Read two books by the same author. Tell how they are alike or different.
13. Write a note to the author of the book and tell him or her why you liked or disliked the book.

**READER RESPONSE ACTIVITIES
GEARED MORE FOR
PREKINDERGARTEN THROUGH SECOND-GRADE STUDENTS**

Parents and guardians may need to help these youngsters by engaging in conversation that will help children come up with the answers to these prompts, and then children can draw pictures and write a sentence.

Draw a picture and/or write a sentence answering the following prompts:

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| I think ... | I wonder ... |
| I know ... | I predict ... |
| I find ... | I like ... |
| I feel ... | I suspect ... |
| I admire ... | I don't like ... |
| I was surprised by ... | I was impressed by ... |
| I noticed that ... | It's hard to believe ... |
| If I had been there, I would have ... | I don't understand ... |
| This is the same as ... | My favorite part is when ... |
| In this story, the main action is ... | In this story, the main character is ... |
| The part about _____ reminds me of _____ | I would change ... |
| The most exciting part is _____ because _____ | A part that I find confusing is ... |
| I thought it was funny when ... | I am most like the character _____ because ... |