

By the end of the novel, you will need to answer at least two questions from each category. Your answers should be at least one paragraph long UNLESS the question directly calls for a diagram or picture to be drawn.

1. KNOWLEDGE

- a. Write the names of the most important characters in the story and identify the relationships of the characters in the story to one another.
- b. When and where does the story seem to take place? What clues in the story did you use to determine the place (setting) and the time the story took place? (Include specific page numbers / quotes in your answer.)
- c. Summarize something interesting that happened in the story. One interesting *happening* in the story is enough. You are summarizing, so do not include too many details. Simply summarize your reading
- d. Where does most of the action take place? Tell or write something that happened in each of the places you mention.
- e. Who are the protagonists and the antagonists? How can you tell which is which?
- f. What was the climax (high point) of the story?

2. COMPREHENSION

- a. Find a sentence in the story that has some words in it that you do not understand. Explain that sentence in your own words. Remember, context of a sentence is important.
- b. What did the author want you to think about the main character? What things in the story made you think this is what the author wanted you to think? In other words, can you prove why you think as you do about the main character?
- c. What was the cause of any one of the happenings in the story? In other words, what made something happen? Was it something someone did, or said, or something that just happened?
- d. Illustrate funny, sad, exciting, etc. parts of the book. Use an art medium that is appropriate to the story.

3. APPLICATION

- a. Think of one way that a person in the story solved a problem. When you have decided on the person (or animal, or . . .), tell or write what you learned about solving the problem that you could use sometime in solving a problem of your own. What kind of trouble was he/she in? What was the problem to be solved? Do you have any of the same problems?
- b. Think of a situation that happened to a person in the story and decide whether you would have done the same thing he/she did or something different. Tell or write what you might have done in the same situation.
- c. Make a colorful illustration of an exciting scene in the book. If you can, glue your picture to a piece of cardboard, laminate it and then cut it into puzzle parts. Be sure to put the title of the book and the author on your puzzle.

- d. Select any one of the characters in the story and think of some things each would do if he/she came to your class during reading. Try one character first, then another, and see if you can decide how they would act in P.E., science, etc.
 - e. Create a diorama from a scene in the book.
 - f. Make an illustrated dictionary for the NEW words you found in the book as you read it.
 - g. Write a letter to a friend telling about the book. Be sure to include what or who the book is about, something about the author, the high point in the book, and the ending.
 - h. Make a map showing the setting of the book.
4. SYNTHESIS
- a. What if you were involved in an exciting part of the story? How would you feel?
 - b. Write another ending to the story that is different from the one the author wrote. Write a least one paragraph.
 - c. Write a poem about the story or one of the characters or events.
 - d. Think back in the story and try rewriting an incident from it. Substitute setting, a secondary character, or add on to the incident. For example, substitute a dog for a wolf in the THREE LITTLE PIGS.
 - e. Create a game for others to play that will check to see if they really read the book.
 - f. Design a mobile, poster or bulletin board to promote the book.
 - g. Have a “Man in the Street” interview with one of the characters in the book.
 - h. Make some illustrations on transparencies for the overhead projector and use these in a storytelling situation.
 - i. Rewrite as necessary to make the book into a play and then present your play to the class.
5. EVALUATION
- a. Was the main character in the book good or bad? Defend your decision with examples from the book.
 - b. Choose two characters in the story and decide which character is the better of the two and why you think so.
 - c. Think about two books you have read and tell which one you would recommend to a friend and why.
 - d. Judge the main character’s actions in the story and describe how you might have acted differently. Think carefully about your decisions and justify your answer.
 - e. Write a presentation to the school librarian recommending your book for inclusion in the school library. Defend you recommendation appropriately.
 - f. Choose a character from the book and tell what you think about that person. Do you like him/her? Why or why not? Would you like to have that person as a friend? Why or why not? Be specific and use examples to defend your decision.
6. ANALYSIS
- a. What part of the story was the funniest? Most exciting? Saddest?
 - b. Put key events in the story on a sequence chart to use in a “Book Talk” to encourage others to read that book.

- c. Think about the story. Write new titles for the story that would give others a good idea about the story.
- d. Summarize the story or book including the most important, or key, idea. These ideas influence the outcome of the story. (You may want to brainstorm ideas with others who have read the story.) How did these ideas affect the outcome of the story?
- e. What was the author's purpose in writing the book? What idea, feeling, etc. did he want to give you about the theme?
- f. Make a timeline of events in the book.
- g. Compare and contrast this book's main character with a real person you know or with similar character in another book.