



# (Lap)BOOK Report Project



**Runde's  
Room**

love, laugh, learn



## Teacher Instructions

This project can be completed for ANY novel. Students can complete the project using their own independent reading novels, literature circle books, or whole class novel studies.

Each student will need a letter-sized file folder to make the lapbook. Open up the file folder and fold the sides in to the middle so that it opens from the middle (see picture on cover page).

Students will also need copies of all the interactive tools that are part of the lapbook. They will need glue (I find white glue works better than glue sticks, but both do work), scissors, and pencil crayons or crayons. Students should use pencil crayons or crayons to do the coloring on the pages, as marker may bleed through the paper.

This project could be completed in one week with 1/2 hour classes. It would also make a great sub day activity. It could also be assigned as a homework activity.

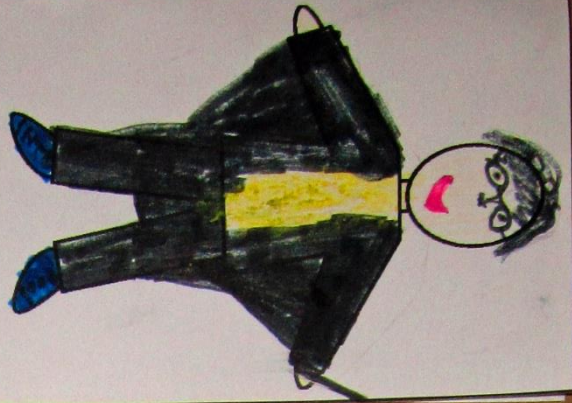
I have included a rubric for assessment at the end of the project. If you wish, students can glue it to the back of the lapbook before handing in. Be sure to review the rubric with students before they complete the project so that they are aware of the expectations.

While students are completing the lapbook, display the picture of the completed lapbook (see next page) so that students know where to place the interactive tools.

This project satisfies the Common Core Standards for Literature.

Credits:





**Main character**



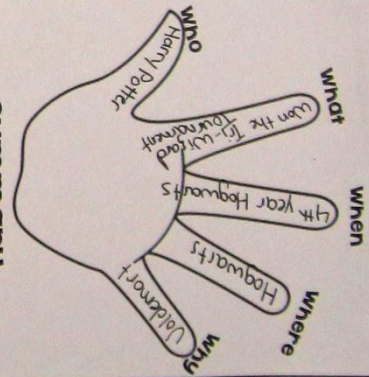
**Setting:**  
**Place**



**Setting:**  
**Time**



**summary**



**Making connections**

**Text-to-Text**

**Text-to-Self**

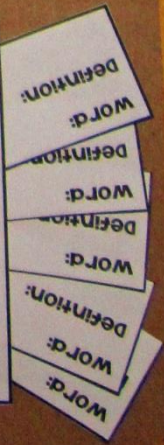
**Text-to-World**

**Give a quote from the story that relates to the problem.**

**What was the problem in the story?**

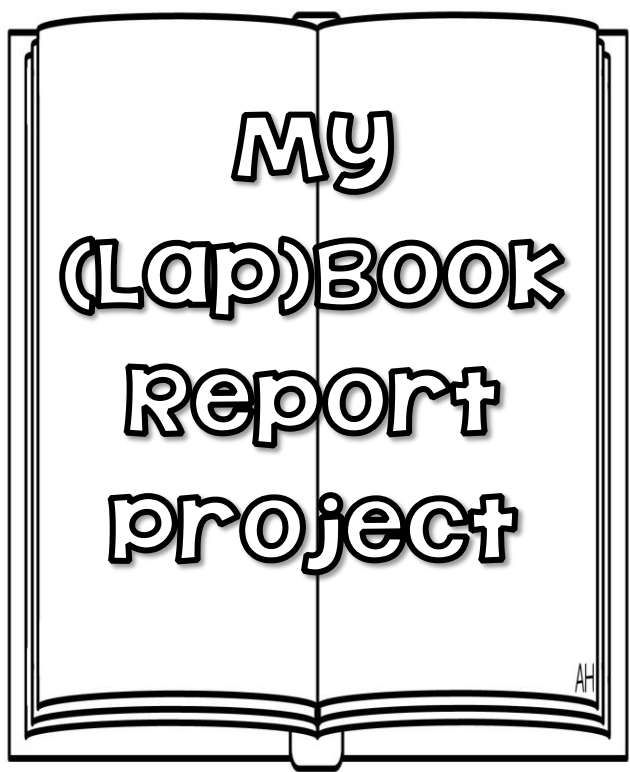

**What characters did the problem affect?**

**How was the problem solved?**






Front Cover



**My  
(Lap)Book  
Report  
project**

**By:**

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**BOOK TITLE:**

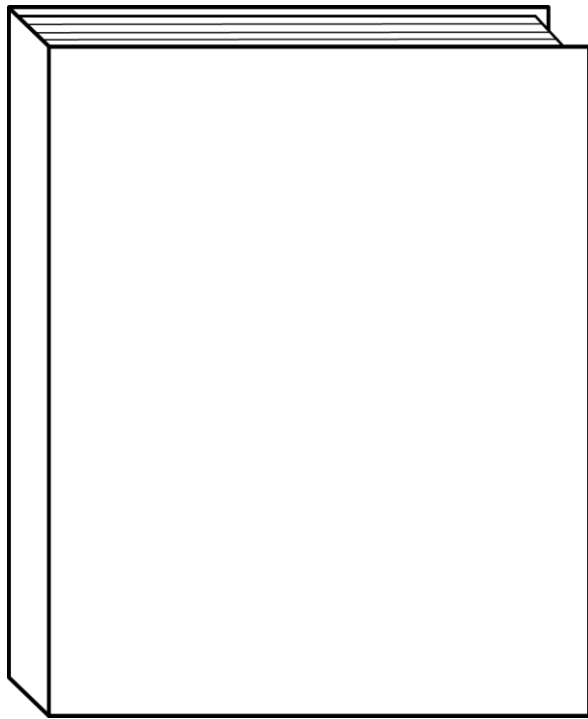
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**Author:**

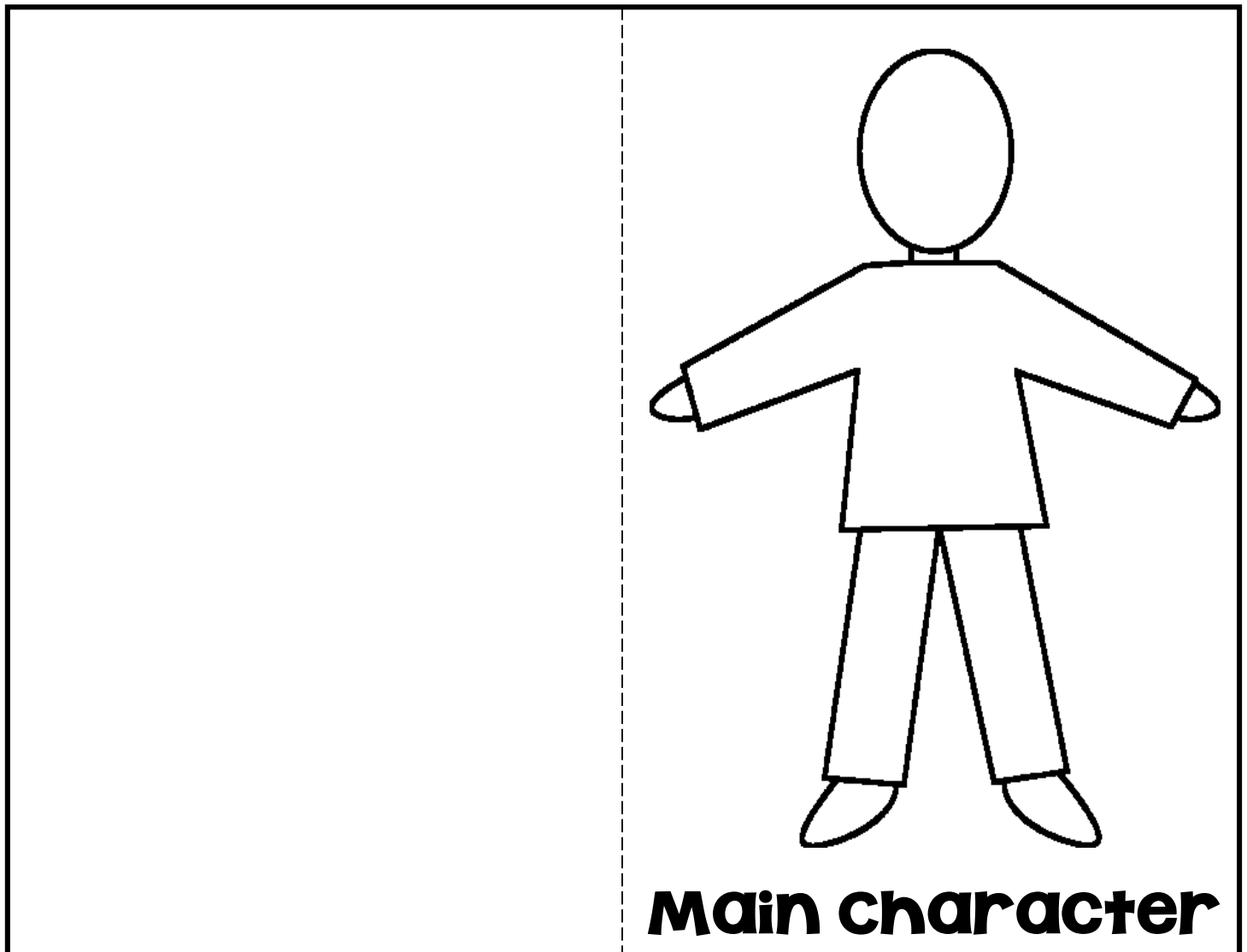
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**Front cover  
Illustration**



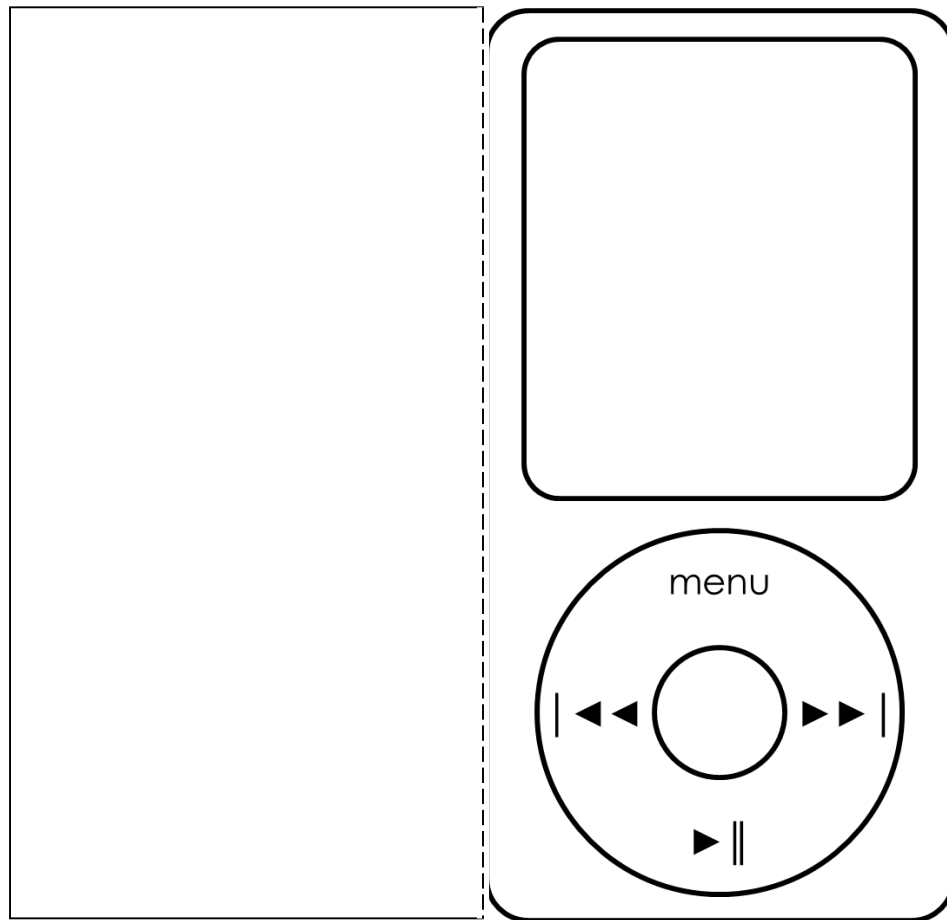
## Main Character - Top Left Panel

**Instructions:** Cut out along the solid lines and fold along the dotted line. On the outside, color the character outline to resemble the main character in your book. Even the clothing should be something your character would wear. On the inside left flap, write two quotes from the book that describe the appearance of your main character. Include the page number for each quote. On the inside right flap, write about how the main character changed throughout the book (thoughts and feelings). Include what the character was like at the beginning and the end of the book. What was responsible for this change in the character?




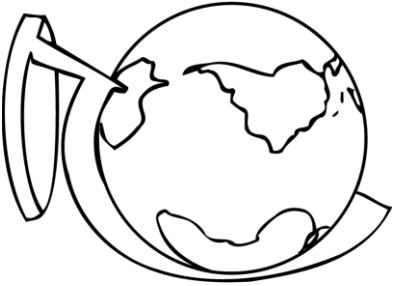
## Main Character - Bottom Left Panel

**Instructions:** Cut out along the solid lines and fold along the dotted line. On the outside (on the panel of the MP3 player), write 3 - 4 songs (and the artists) that you think the main character would have on his or her playlist. These should be real songs. On the inside panels, explain why you think the character would listen to each song.



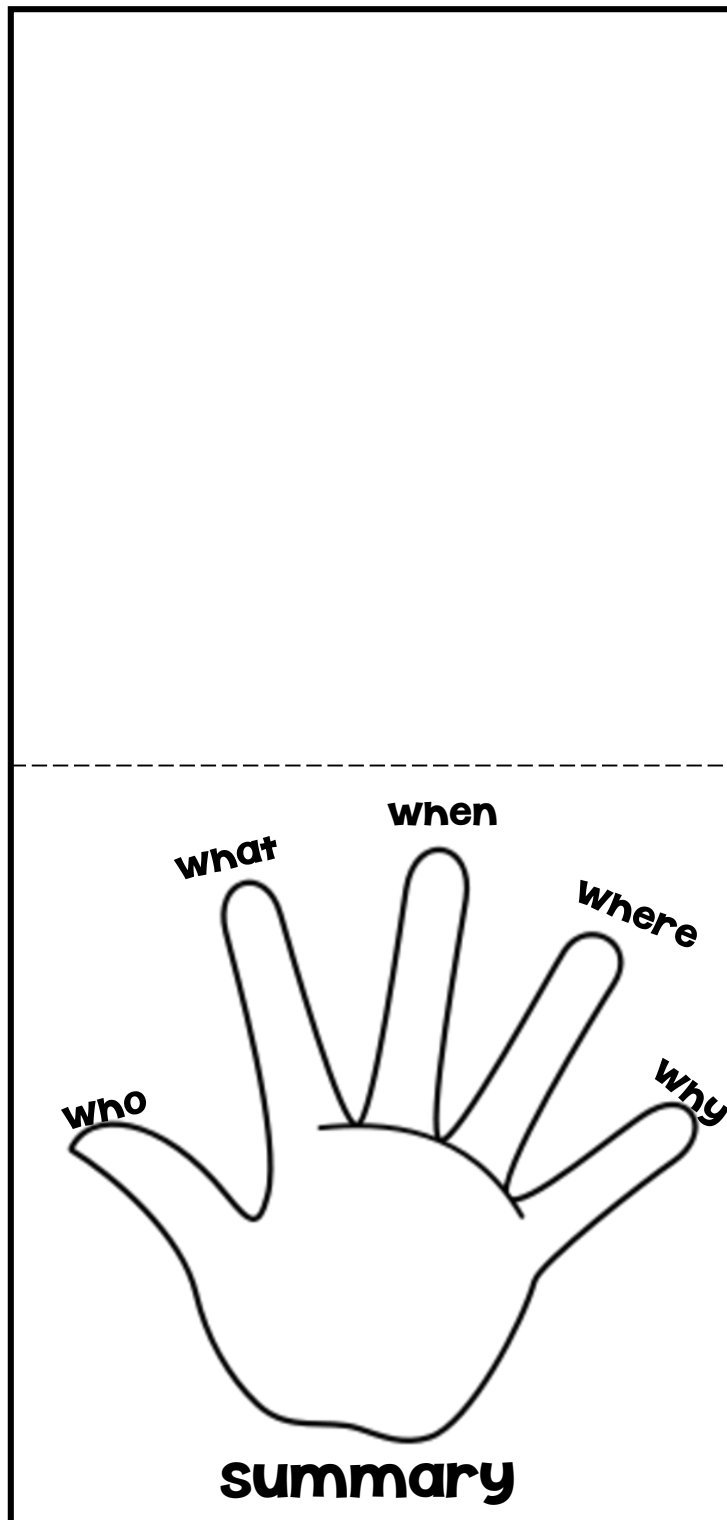
## Setting - Middle Panel Top Left

**Instructions:** Cut out along the solid lines and fold along the dotted lines to make a shutter fold. On the inside of the "place" flap, write a sentence or two that describes the main settings in the book. On the inside of the "time" flap, write a sentence that tells what time period the book is set in. Write another sentence that explains why you think this. In the middle, draw a picture that shows how you visualize one of the settings in the book. Write a caption under your picture explaining what setting you drew.

	<b>Setting: Time</b>
	<b>Setting: Place</b>

## "Give Me Five" Summary - Middle Panel Top Right

**Instructions:** Cut out along the solid lines and fold along the dotted line. On the picture of the handprint on the outside, write the ONE best word that summarizes who, what, when, where, and why on each finger. On the inside panels, write a one to two paragraph summary of your book. Your summary should discuss the 5W's. Be sure you proofread your summary for spelling and proper grammar.





## Problem and Resolution - Middle Panel Bottom Left

**Instructions:** Cut out along the solid lines and fold along the dotted lines. Under each flap, answer the question on the outside of the flap. In the middle, write about whether you thought the problem was solved in a satisfactory way. Why did you think it was a good resolution or what would you change about it? Also include an alternate solution to the problem.

**How was the problem solved?**

**What characters did the problem affect?**

**What was the problem in the story?**

**Give a quote from the story that relates to the problem.**

## Making Connections - Middle Panel Bottom Right

**Instructions:** Cut out along the solid lines and place the four sheets together at the top to make a flipbook. Staple the pages together at the top. Under the cover (on the page with "Text-to-Text" at the bottom), explain your text-to-text connection. Do the same for the other two connections. Be sure you are making a DEEP connection and explaining HOW your connection helps you to understand the text better.

**Making  
connections**

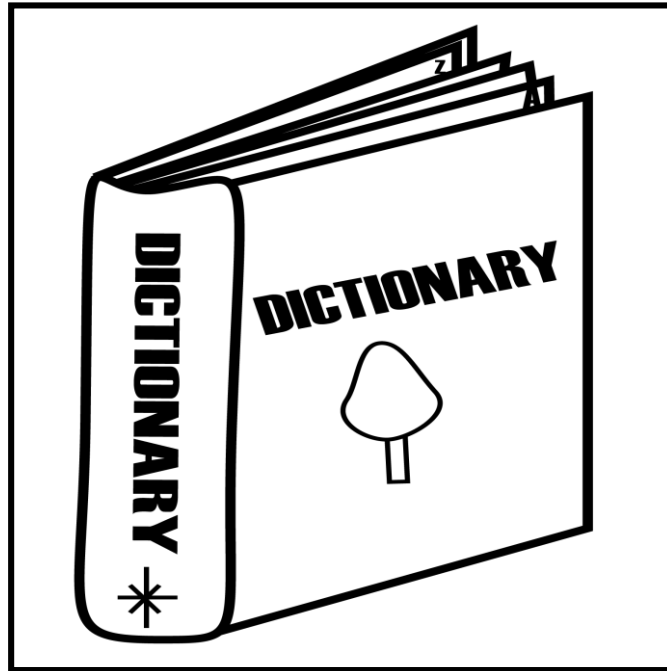
**Text-to-Text**

**Text-to-World**

**Text-to-Self**

## Vocabulary - Top Right Panel

**Instructions:** Cut out along the solid lines and glue the dictionary cut-out to the panel so that it makes a pocket (only glue the bottom and the sides - leave the top and center unglued). Cut out the 5 vocabulary strips. On each strip, write a new word you learned while reading your book. Include the page number you found the word on. Write a definition of the new word and include what part of speech it is. Stick the completed vocabulary strips in the dictionary pocket.

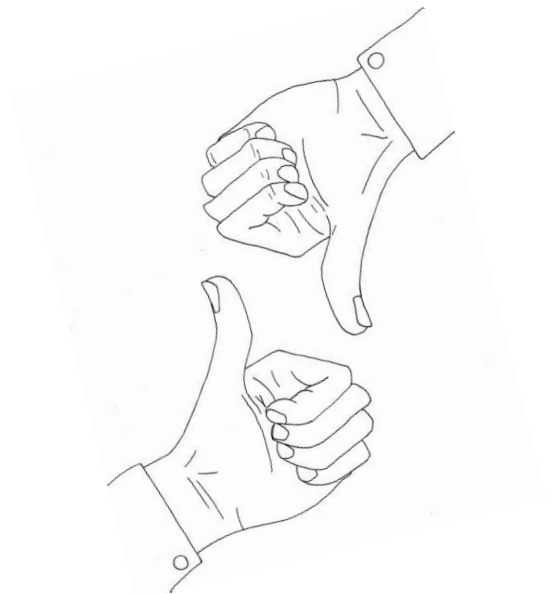
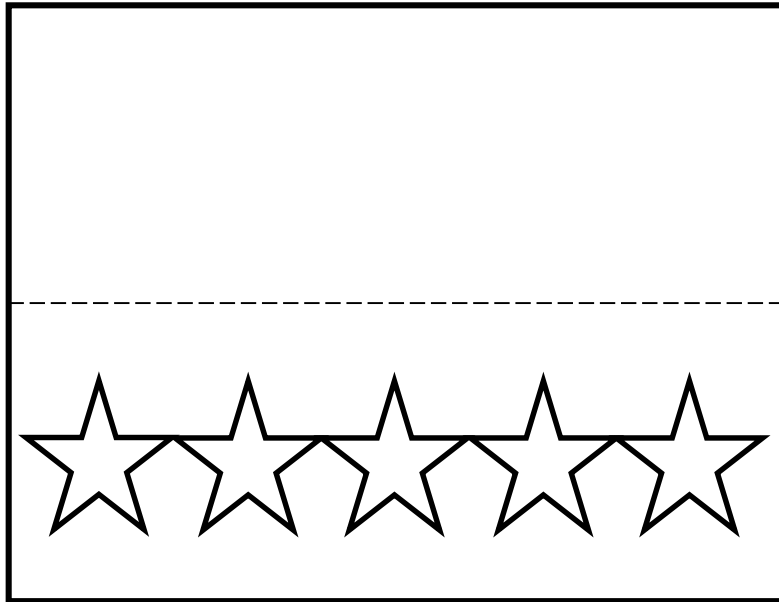


<b>word:</b>	<b>pg. #</b>
<b>definition:</b>	
<b>word:</b>	<b>pg. #</b>
<b>definition:</b>	
<b>word:</b>	<b>pg. #</b>
<b>definition:</b>	
<b>word:</b>	<b>pg. #</b>
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<b>word:</b>	<b>pg. #</b>
<b>definition:</b>	



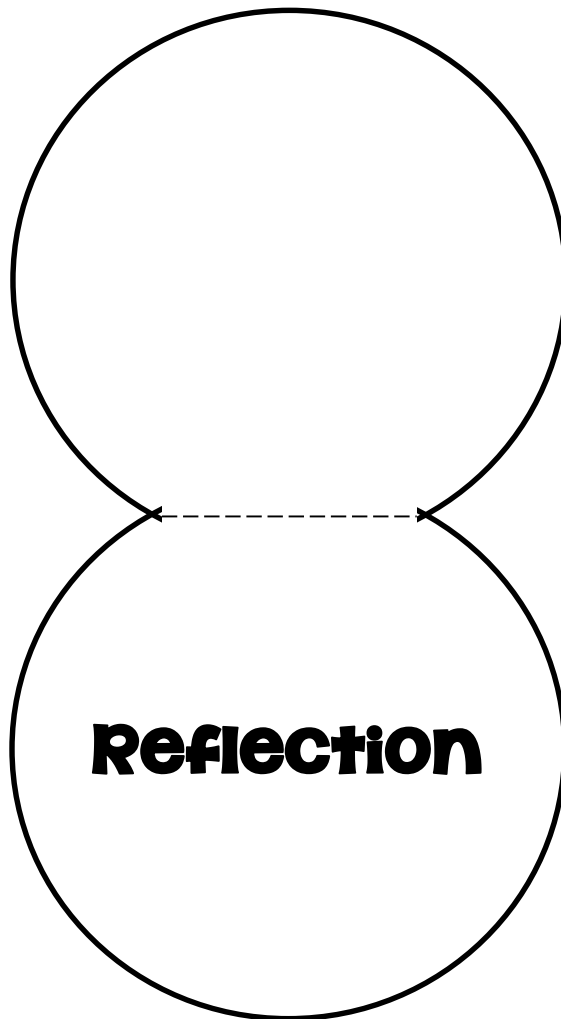
## Review - Middle Right Panel

**Instructions:** Cut out along the solid lines and fold along the dotted line. On the outside, color the number of stars to show what you thought of the book (one star would mean you thought it was poor and five stars would mean you thought it was excellent). On the inside, justify your review. Explain why you rated the book the way you did. Example ideas: What did you like? What would you change? Did the beginning hook you? Was the ending satisfying? Would you read another book from this author?



## Reflection - Bottom Right Flap

**Instructions:** Reflect on your learning and effort during this project. Cut out along the solid lines and fold along the dotted line. Glue the bottom circle to the page. On the inside upper circle, reflect on your learning. Write a sentence or two about the most interesting things you learned. On the inside bottom circle, reflect on your effort. Write one sentence that tells what you are most proud of, and one sentence that tells what improvements you could have made.



# Assessment

You can glue this rubric to the back of the lapbooks after you complete your assessment, or simply hand back completed rubrics to students. To save paper, I have included two rubrics on this sheet of paper.

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Some elements of lapbook are incomplete or inaccurate.	All elements of lapbook are complete but some inaccuracies are present.	All elements of lapbook are complete and mostly accurate.	All elements of lapbook are complete and accurate.
<b>Presentation</b>	Effort in neatness and overall presentation is limited.	Some effort in neatness and overall presentation.	Good effort in neatness and overall presentation.	Excellent effort in neatness and overall presentation.
<b>Conventions</b>	Many spelling and grammatical errors.	Some spelling and grammatical errors.	Very few spelling and grammatical errors.	No spelling and grammatical errors.

**Overall and Comments:**

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Some elements of lapbook are incomplete or inaccurate.	All elements of lapbook are complete but some inaccuracies are present.	All elements of lapbook are complete and mostly accurate.	All elements of lapbook are complete and accurate.
<b>Presentation</b>	Effort in neatness and overall presentation is limited.	Some effort in neatness and overall presentation.	Good effort in neatness and overall presentation.	Excellent effort in neatness and overall presentation.
<b>Conventions</b>	Many spelling and grammatical errors.	Some spelling and grammatical errors.	Very few spelling and grammatical errors.	No spelling and grammatical errors.

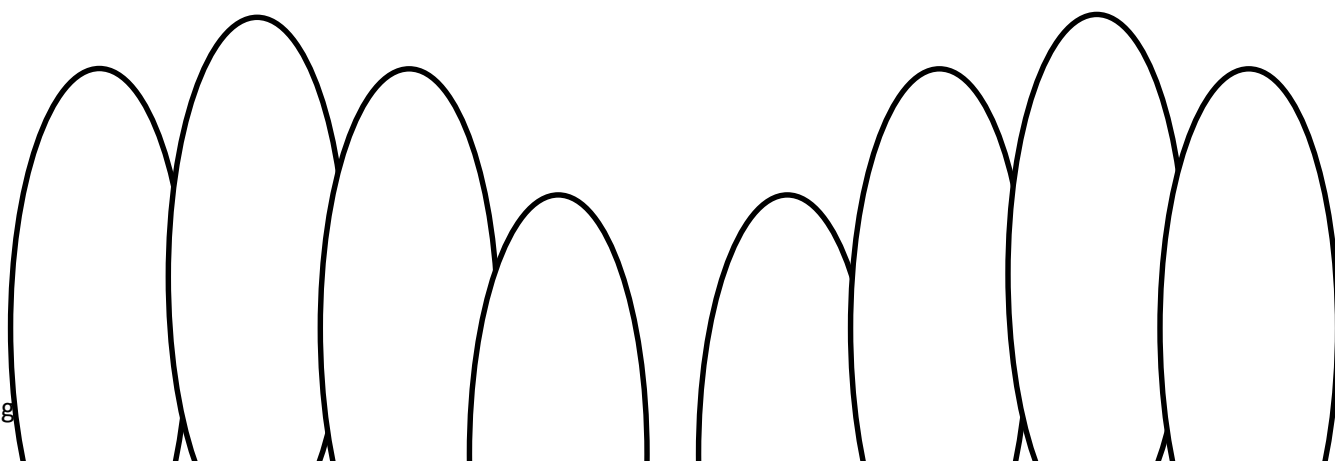
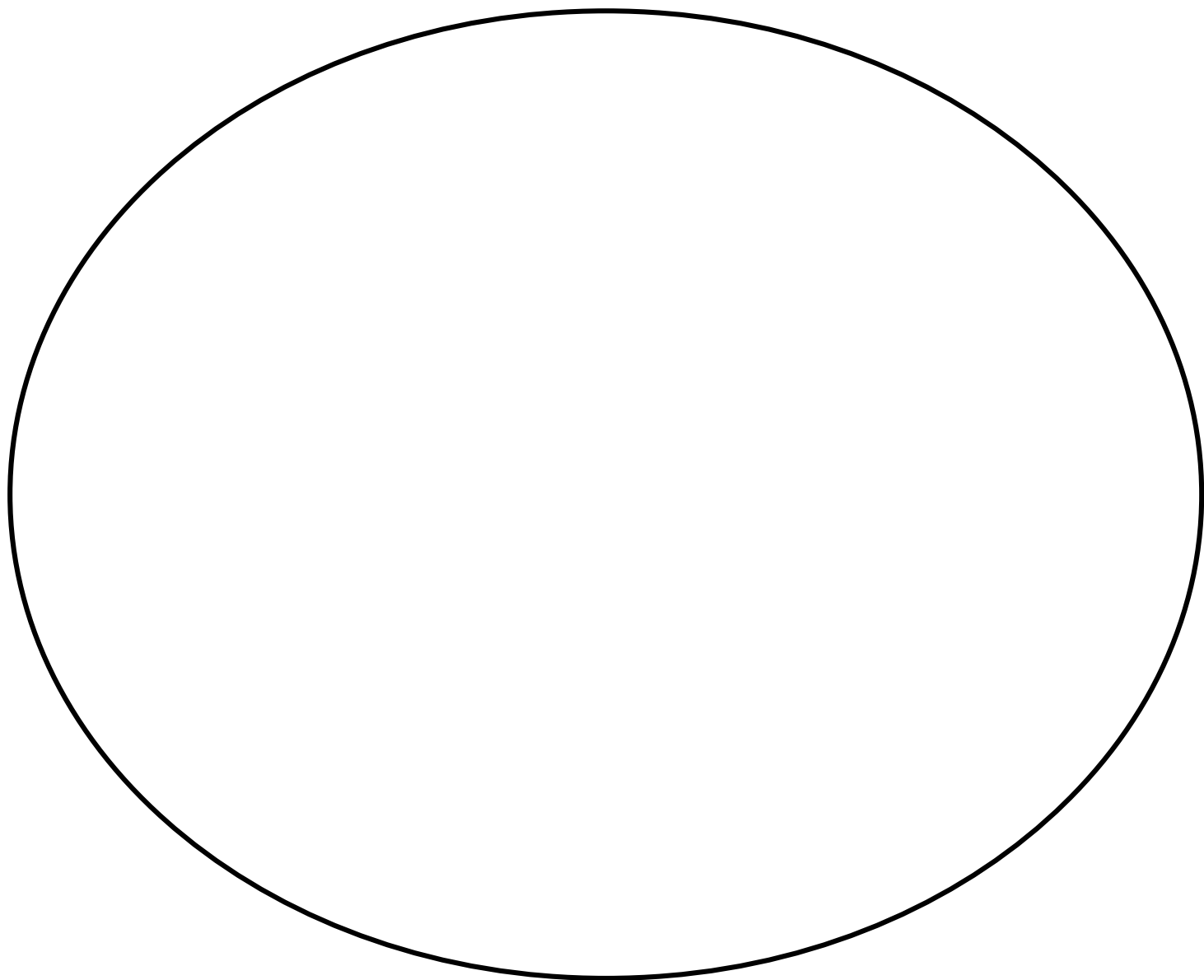
**Overall and Comments:**



## Display Ideas

In my class, we proudly displayed our book reports on a bulletin board titled, "We've Got Our Heads Stuck in a Good Book". Students had to draw (and color) their faces and hands. I will include the template we used for this on the next page. This was our display:





# Runde's Room

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I have a large collection of language and math resources suitable for grades between 4 and 10, including my popular Interactive Math Journal and cootie catchers.

If you are looking for novel unit ideas, I have an extensive unit plan for Chris Van Allsburg (an inferring unit focussing on six of his books), as well as a novel unit for Joey Pigza Swallowed the Key. I also have bundles of materials to use while studying the reading comprehension strategies, a HUGE 183-page Reading Comprehension Strategy Resource Binder, and a comprehensive 156-page Literary Elements Resource Binder.

I have a large collection of products for your SMARTboard, including language lessons, math lessons, math games, music lessons and mini-units, and many more.

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