

**Children’s Book Study**

My Name: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_ Publication Date: \_\_\_\_\_

1. Provide a summary of your book’s plot. If there is no plot, write a paragraph explaining what the book is about. If the point of the book is to teach a moral, an attitude, or a skill, identify what it is and explain how it is taught through your chosen book.
  
2. Children’s book authors often use literary tools to help make the story more vivid in the readers’ minds. Commonly used literary tools are rhythm, alliteration, repetition, refrains, onomatopoeia (“buzz,” “moo,” “pop!” “sizzle”), simile, personification, rhyme, and imagery. Provide up to five examples of literary tools used in your chosen book.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  
3. Most children’s books have both a title and illustrations on the front cover that present the main conflict or point of the story. Explain in detail whether you believe that your book’s title and cover illustrations effectively present the main idea(s) of the story.
  
4. Name and describe the main characters in your story (up to a maximum of three). Are any of your characters noticeably happy, sad, angry, disappointed (et cetera) at any point in the story? Explain how readers are made aware of emotional changes experienced by the characters.
  
5. Although many children’s books are not explicitly rated for a specific age, it is possible to make guesses about the intended audience based on such things as the level of diction, the age of the characters, and the complexity of illustrations and plot. Explain in detail whether your book is intended for a pre-school, early elementary (grades 1-3), or late elementary (grades 4-5) audience.

Once you’ve answered each of the above questions on your own paper, choose another book and repeat the process. Take your time.