

Presentation Date _____

Name _____

First Trimester

Book Bag Book Report

Presentations Week: Oct. 21th–25

Language Arts Homework during **the week of October 14th** is reserved for you to create your book report. The directions come in several forms: a checklist, a document where you do your final writing (or typing), and a grading rubric. You will be graded using the rubric, so refer to it throughout your preparation.

Preparation Step 1: Read an award-winning book

Preparation Step 2: Write **'plotline' notes** while reading your book (this is the 'roller-coaster' looking paper). The notes must be thorough, but this is considered a rough draft and does not need to be super neat. Plotline notes are **Due at school on Monday, Oct 14th**. Notes will be checked for completeness and then given back on the same day for you to use as a reference in your final writing phase.

Preparation Step 3: Complete the **Accelerated Reader quiz** after finishing the book, or by **Monday, October 14th**.

Book Report Homework Week:

_____ **WRITING:** Complete the final writing project for your book report called **Plotline Elements Summary**. This is to be a formal, edited, and neatly done piece of writing. It can be typed in Google Docs (which is available to you through Google Classroom) or it can be written neatly on paper. Fill out the 'Plotline Elements Summary' according to the directions in each box. This is essentially a carefully worded, final revision of your plotline map notes, and an important guide for your oral presentation.

This final piece of writing is due on your presentation day.

_____ **BAG:** Choose and decorate a bag. This can be a brown bag, gift bag, fabric bag, duffle bag, suitcase, etc. A creative option is to use a type of bag that relates to the story in some way. Decorate the front of the bag. Include **your name, the book's title, and the author**. You can attach paper, or this can be designed right onto the bag. The bag's design is important.

_____ **ARTIFACTS:** Select at least **8**, but not more than **13 artifacts** to put inside your bag. These artifacts will represent the story elements of: *characters, setting, call to action, rising action, climax, falling action, resolution, and theme*. Some elements lend themselves to having several artifacts. Each category must have at least one. You can make artifacts, use items from home, or borrow from friends, but don't spend money. Artifacts should be varied (in other words, don't use the same type on more than one category). In the 'Bag Contents' column of your Plotline Elements Summary, **be sure to write the artifact(s)** you've selected to represent each story element.

_____ **PRESENTATION:** Prepare to give a **5-minute oral presentation** to summarize your book's plotline for the class. Use the artifacts contained in your bag and the ideas you wrote on your worksheet to guide your presentation. Some people choose to make index 'cue' cards. It is not required but it does work well for practice purposes. **During your actual oral presentation, you must look at and talk TO your audience--not read from any written materials**, including index cards. You must know your material well. Use **the plotline vocabulary (characters, setting, call to action, rising action, climax, falling action, resolution, and theme)** to explain how each artifact relates to the story and the plot's unfolding. **Practice, practice, and then practice some more so that you get as close to 5 minutes as possible.**

_____ Bring your 'Plotline Elements Summary' writing into your bag if you wrote them by hand, and turn them in after your presentation. **If you typed your 'Plotline Elements Summary' then I already have them.**

Book Title:

Name:

Author:

Book Bag Book Report -- 'Plotline Elements Summary'

Story Elements	Artifacts (In this column, write down what artifacts you'll put into your bag)	Story Representation <u>This</u> is your formal writing, so complete, careful sentences are expected. Use your plotline map notes, but edit, revise, and improve them.
Main Characters	(The whole group of characters are considered as one artifact, so, 4 characters = 1 artifact only) _____	Which characters drive the story? And what are the relationships between them? (Start by writing, <i>The main characters that drive this story are...</i>)
Primary Setting (it's both time and place)	(Sometimes there's more than one main setting) _____ _____	Where does the action take place? What time period is it? Is it modern day? Is there more than one important setting you need to talk about? (Start by writing, <i>This story takes place...</i>)
Call to Action	One artifact should represent the call to action. _____	Identify the call to action, which is the launch point for the main problem in the story. (Start by writing, <i>The call to action occurs when...</i>)
Rising Action	You should use several artifacts to explain the rising action. _____ _____ _____ _____	Summarize the rising action that drives the story forward . Rising action is the series of conflicts that leads UP TO the climax point. (Start by writing, <i>In the rising action...</i>)

Climax	(One artifact represents the climax) _____	Identify the climax. This is the turning point of the story, or the most intense moment (mentally or physically), or the moment when the characters either do or don't get what they want. (Start by writing, <i>At the climax of the story...</i>)
Falling Action	(At least one artifact represents the falling action) _____ _____	Identify the falling action that drives the story to its conclusion. Falling action includes the main events that happen after the climax. (Start by writing, <i>In the falling action...</i>)
Resolution	(One artifact represents the resolution.) _____	Identify the resolution (basically it's the solution to the story's problem), and include how the main character has changed. (Start by writing, <i>The story resolves itself when...</i>)
Theme(s)	(Include at least one artifact) _____ _____ _____	Themes are the lessons, morals, or messages about life that run throughout the story. There can be more than one theme. Theme is what the story teaches readers. Generally, theme is not clearly stated, so it must be inferred. Write what you think the theme is in a sentence (not just a word). Then support your idea of theme by explaining some of what happened in the story that led you to think this. (Start by writing, <i>I think a theme of this story is_____, because in the book...</i>)
Author's Point of View	(No artifact is needed for this)	Is this story written in the first or third person? If it is third person, can you identify whether it is limited (the author only knows one character's mind) or omniscient (the author is all-knowing)?

	3⁺ = Excellent	3 = Meets Requirements	2 = Approaching	1 = Far Below
Accelerated Reader Quiz	Passing with a score of 100%	Passing with a score of 80% - 90%	Passing with a score of 60%-70%	Not passing
Plotline Map Notes (This is a rough draft)	Exceed requirements. Quality is excellent. Some artistic elements are present and it is a beautiful specimen.	Thorough notes are written along the plotline map identifying how each part of the story corresponds with the plotline elements.	Most plotline elements are written about, but not as thoroughly as it should be.	Not enough effort shows in your note-taking about the story elements.
Bag (Decorated, with name, title, author)	Exceed requirements. Quality is excellent. Bag choice you selected relates to the story in a unique way and is creative in design. Effort shows.	The front of your bag is thoughtfully designed. Your name, the book's title, and author (all correctly spelled) are present. The bag is made appealing through artwork and now connects to the story.	Artwork is a digital image only, artistic elements are done minimally, or the title of the book and/or author not present.	The bag is your introduction, and more effort toward artwork is expected.
Plotline Elements Summary Writing (Your final, formal, writing product)	Exceed requirements. Quality is excellent. Writing is very neat. Wordings are careful and ideas are thorough. Theme is identified using evidence from the text, and more than one theme is identified	Carefully written, formal and complete sentences explain in summary each element of the plotline. The paperwork has been carefully edited and there are two or fewer spelling, capitalization or grammatical errors. Next to each of the story elements, an artifact(s) is named.	Some of these errors apply: Artifacts are not all named. Writing is not as neat, as thorough, formal, or as carefully worded as it should be. Errors in grammar, spelling or capitalization.	Writing is in bullet points or note form. Not enough effort shows in your writing. Too many errors in grammar, spelling, or capitalization.
Explanation of Story Elements told through Presentation	Exceed requirements. Quality is excellent. Theme is discussed thoughtfully, using evidence from the text, and more than one theme is identified.	Each of the 8 story elements -- characters, setting (time and place), call to action, rising action, climax, falling action, resolution and theme have been clearly identified and explained for the audience at the appropriate time in the story. Specific plotline vocabulary is used throughout. Summary makes sense and relationships are clear.	Most elements are identified and explained, but some not as clearly as they should be. Plotline vocabulary is missing in part.	Many story elements are missing. No plotline vocabulary used.
Artifacts	Exceed requirements. Quality is excellent. Artifacts were exceptionally creative.	8 to 13 artifacts are used to clearly represent all the story elements. Each artifact is brought out at the appropriate time and clearly displayed for the audience to see.	Not enough artifacts are used to represent story elements. Or, it is not always clear how the artifacts represent the story elements. Or, too many artifacts are the same medium (paper, Legos, etc.)	Way too few artifacts. It is not clear how they represent the story elements.
Project Completed on Time	Student is willing to present early (on first day).	Student presents on assigned day. Story Elements Summary turned in at presentation Plotline notes turned in on Oct. 14th.	Student is not prepared to present on the originally signed up for day. Paperwork brought in late.	Presentation date is set back more than once. Very late paperwork.
Length of Presentation (timing)	Project is almost exactly 5 minutes, and it is obvious that <u>much</u> practice was put forth toward explaining the story thoroughly in this time frame.	Presentation is between 4 and 6 minutes, and seems planned to be that amount of time.	Presentation is shorter than 4 minutes or longer than 6 minutes.	Presentation is significantly too long or too short.
Professionalism in Oral Presentation	Student knows their material thoroughly. Audience interest is obviously something this speaker planned for—it is well rehearsed and professional. *Student dressed as a character from a book:)	Student knows their material and/or refers to notes only briefly. Straight posture, clear voice, and eye contact with audience (not teacher) is maintained during most of the presentation. The presentation is interesting to listen to from the audience's perspective. Practice may not be evident, but still the presentation is successful. Student introduced self and book at the beginning of the presentation.	Some of these errors apply: Plotline was unclear. Student relied overly on notes. Eye contact with audience was limited. Re-telling seemed very casual, too much like 'winging it.' Rate of speaking too fast or too slow. No introduction given.	Much more effort toward practicing for a presentation is expected.

Notes: _____