

Name: _____

Project Due: _____

GIFT BOX FOR YOUR FAVOURITE CHARACTER

1. Read your chosen text (likely a novel).
2. Pick one character from the book, and do an "analysis" of him or her:
 - a) Describe the character's looks (male, female, hair, size, age, etc.)
 - b) Describe the character's personality traits, and prove each one with examples from the story where you see that trait in the character.
 - c) Describe the character's likes, dislikes, hobbies, and/or talents
 - d) Give a BRIEF description of the story's plot (what the book is about)
 - e) Describe the time (season, time period) and place (city, country)Write this information in complete sentences on cue cards so that you can refer to them when you do your presentation.
3. Plan an imaginary gift for your character. What would the character have most needed or used in the book you read? What kinds of things would have helped with the problems the character experienced in the story?
4. Make the "gifts" (try for three minimum) out of construction paper, cardboard, wood, etc., or find the actual things (perhaps in toy form). Don't buy anything special...This is a chance to use your imagination and creativity to come up with something neat.
5. Make a greeting card for your character. It should go with the story in some way (like a fish-shaped one for a fishing story). Tell the character, **IN THE CARD** (or on the back), why you are giving the gifts you've chosen. Refer to the story to explain why they are (or were) needed by the character. You can do it in rhyme if you wish!
6. Wrap your gift in a themed wrapping of some sort, like paper with little baseballs glued on to go with a baseball story. Put the card in the box, and be prepared to open it in front of the class.
7. Don't forget a "gift tag" on top, preferably to go with the theme, and made by you.
8. Be ready to stand up, read your gift tag to the class, and tell them all the stuff you wrote on the cue cards. After you've done that, be ready to open your gift box to show everyone your creative gifts, after you've read your card to the class.

CHECKLIST TO GUIDE YOUR PROJECT

- ___ 1. Did I read the book to the end?
- ___ 2. Did I make an outline and put the following on the cue cards:
 - a) physical description
 - b) personality traits

- c) likes and dislikes, hobbies, etc.
 - d) plot of story
 - e) time and place
- ___ 3. Did I pick at least three things my character needed, or would like, from the story? Are they in the box?
- ___ 4. Did I make a card to go with the character and story?
- ___ 5. Did I wrap the card and gift in a good wrapping that goes with the story?
- ___ 6. Did I make a good gift tag and put it on the gift?
- ___ 7. Have I rehearsed and practised (at least two times) what I will say and how I will do my oral book report?
- ___ 8. Is it ready and all packed to go on the due date?

RUBRIC:

<p>ORAL COMMUNICATION: Application Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with limited effectiveness. 2.4 (Oral presentation)</p>	<p>Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with some effectiveness.</p>	<p>Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with considerable effectiveness.</p>	<p>Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with a high degree of effectiveness.</p>
<p>ORAL COMMUNICATION: Application Use a variety of appropriate visual aids to support or enhance oral presentations, with limited effectiveness. 2.7 (Use of visual props)</p>	<p>Use a variety of appropriate visual aids to support or enhance oral presentations, with some effectiveness.</p>	<p>Use a variety of appropriate visual aids to support or enhance oral presentations, with considerable effectiveness.</p>	<p>Use a variety of appropriate visual aids to support or enhance oral presentations, with a high degree of effectiveness.</p>
<p>READING: Communication Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. 1.8 (Explanation of choices for gifts, card, etc.)</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p>VISUAL ARTS: Application Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. 3.3 (Artistic success of elements)</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.</p>

Parent Signature: _____
(M.Martin, revised 2007)