

ORAL BOOK REPORT OUTLINE

NAME: _____ **DUE DATE:** _____

Students may choose any one or more of the following ideas as methods by which to present their oral book report. They should pay close attention to the included rubric in order to strive for level 4. The ultimate intentions of the project are to showcase their talents and creativity, to make others interested in the portrayed book, to demonstrate their understanding of the book, to practise literary criticism and reviewing skills, and to entertain their audience.

IDEAS:

1. The student will create a puppet in some accepted fashion (stick, sock, bag, etc.) and use it to represent a character in the book. The student will then communicate with the puppet and in some way, demonstrate his or her knowledge of the book's plot, theme, and characters. At the end of the dramatic part, the student must include a grade or age level likely to be interested in this book, and review the book, citing its strengths and weaknesses.
2. The student will come in costume as a character in the book, and in character, will attempt to captivate the audience while informing them about the book's plot, characters and theme. At the end of the dramatic part, the student must include a grade or age level likely to be interested in this book, and review the book, citing its strengths and weaknesses.
3. The student will create a three-dimensional setting for some part of the book using assorted art materials, and then will use it to point out the various details of plot, theme, and characters. At the end of the dramatic part, the student must include a grade or age level likely to be interested in this book, and review the book, citing its strengths and weaknesses.
4. The student will use his or her imagination to come up with some visually-appealing portrayal not described above, and will then use it to demonstrate the various elements of plot, theme, and characters in the story read. At the end of the dramatic part, the student must include a grade or age level likely to be interested in this book, and review the book, citing its strengths and weaknesses.

REVIEWING THE BOOK:

The reviewer should be able to explain what parts of the book's plot, characters, writing style, etc. were really excellent (strengths), and what parts of these same characteristics didn't work as well as they should have (weaknesses). What made them strengths or weaknesses?

- What would they change if they were the writer, or better yet, the publisher who published the book?
- What did they think made the book really outstanding? Was it just okay?

- ❑ What was its weakest part? What was its strongest part?
- ❑ To whom would they recommend it? (What kind of person would most enjoy it? What kind of person would hate it?)

ORAL BOOK REPORT RUBRIC

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Rarely used tone of voice and body language to clarify meaning (permanently monotone, mumbling, and/or rigid). (O)	Sometimes used tone of voice and body language to clarify meaning (mostly monotone, mumbling, and/or rigid). (O)	Often used tone of voice and body language to clarify meaning (pretty relaxed, expressive, and animated). (O)	Consistently used tone of voice and body language to clarify meaning (should win an Academy Award for acting ability.) (O)
Made incomplete use of resource materials to illustrate ideas in presentations. Resource materials were poor or unprepared. (V)	Made some use of resource materials to illustrate ideas in presentations. Materials were not fully prepared or extensive. (V)	Made good use of resource materials to illustrate ideas in presentations. Materials were good but not elaborate or detailed. (V)	Continually made use of excellent, detailed resource materials to illustrate ideas in presentations. Visuals were unbelievable! (V)
Incompletely explained how the various elements in a story function in relation to each other. (R)	Partially explained how the various elements in a story function in relation to each other. (R)	Explained completely, but without detail, how the various elements in a story function in relation to each other. (R)	With examples, detail, and flawless style, explained how the various elements in a story function in relation to each other. (R)
Incompletely explained their interpretation of a written work (R)	Partially explained their interpretation of a written work (R)	Explained completely, but without detail, their interpretation of a written work (R)	Creatively, flawlessly, and extensively explained their interpretation of a written work (R)

ORAL SKILL LEVEL DEMONSTRATED: _____

VISUAL SKILL LEVEL DEMONSTRATED: _____

READING SKILL LEVEL DEMONSTRATED: _____

REVIEWING SKILL LEVEL DEMONSTRATED: _____

PARENT SIGNATURE: _____

SELF-EVALUATION:

What I liked best: _____

What was hardest for me: _____

What can I do to improve in my weakest areas:
