

PEEPHOLE SHOEBOX BOOK REPORT

Name: _____ Class: _____ Date Due: _____

Title of Book Chosen: _____

Author: _____

1. Take one shoe box. Cut an oval hole in the top of the box and a peephole in one end of the box.
2. Cover the outside of the top and bottom with white shelf paper, gift wrap, etc., leaving the holes open.
3. Put the title, author's name, and your name in bold letters on the top. Feel free to use a computer and different fonts to type these words if you wish. Make sure they are readable.
4. After deciding on the scene you wish to portray, cover the sides and bottom of the inside of the box to show the background scenery. Show details - clouds, birds, trees, bushes, drapes, the view through the window, pictures on walls, the fireplace, etc.
5. Construct small characters and props out of construction paper. Be sure to have a tab at the bottom so it can be attached to the box.
6. Your box will be more exciting if your figures overlap when you look through the peephole. It creates a three-dimensional effect.
7. On an attached or accompanying piece of paper, explain what happens in your story (the plot), and how the scene you've shown fits into the story. Make sure to include what happens in it, and why it is significant.

RUBRIC FOR PEEPHOLE SHOEBOX BOOK REPORT:

| LEVEL ONE | LEVEL TWO | LEVEL THREE | LEVEL FOUR |
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| <p>ORAL COMMUNICATION: Communication Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. [The oral part of the presentation is jumbled and unclear] 2.3</p> | <p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness. [The oral part of the presentation is somewhat organized. More rehearsing another time is recommended.]</p> | <p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness. [The oral part of the presentation is generally clear and understandable, and delivered appropriately.]</p> | <p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness. [The oral part of the presentation shows expression, extensive preparation, and creativity.]</p> |
| <p>READING: Thinking Instructions and explanations are used to plan and organize work with limited accuracy and/or effectiveness. [Title and author are missing; instructions have not been followed at all.]</p> | <p>Instructions and explanations are used to plan and organize work with some accuracy and/or effectiveness. [Title or author are missing; instructions have only partly been followed.]</p> | <p>Instructions and explanations are used to plan and organize work with considerable accuracy and effectiveness. [Title and author are present; instructions have been followed.]</p> | <p>Instructions and explanations are used to plan and organize work with a high degree of accuracy and effectiveness. [Title and author are present and creatively displayed; instructions have been followed, with creative attention to detail.]</p> |

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| <p>READING: Communication The student explains how various elements in the story function in relation to each other with limited effectiveness or clarity. [The plot and/or significance of the model's scene is not described.]</p> | <p>The student explains how various elements in the story function in relation to each other with some effectiveness and/or clarity. [Either the plot or the significance of the model's scene is not described, or is described with many errors and omissions.]</p> | <p>The student explains how various elements in the story function in relation to each other with considerable effectiveness and clarity. [Both the plot and the significance of the model's scene are described in a clear and concise manner.]</p> | <p>The student explains how various elements in the story function in relation to each other with a high degree of effectiveness and clarity. [Both the plot and the significance of the model's scene are described in a detailed, clear, and creative manner.]</p> |
| <p>VISUAL ARTS: Application The student uses the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect with limited effectiveness. [The model isn't very effective as a three-dimensional scene; detail, effort, and time spent on the artwork are not apparent.]</p> | <p>The student uses the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect with some effectiveness. [The model is somewhat effective as a three-dimensional scene; detail, effort, and time spent on the artwork are partially apparent.]</p> | <p>The student uses the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect with considerable effectiveness. [The model is fairly effective as a three-dimensional scene; detail, effort, and time spent on the artwork are quite apparent.]</p> | <p>The student uses the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect with a high degree of effectiveness. [The model is extremely effective as a three-dimensional scene; detail, effort, and time spent on the artwork are tremendously apparent.]</p> |

Parent Signature (before project is started): I have seen this rubric and assignment:

Parent Signature (when project is done):
