**Responding to Literature – Book Project Ideas**

**Book projects cannot be presented over books that been made into a movie or TV show, should be a minimum of 5 chapters long, and must be read during the current 9-week period.**

**Your project should display that you are knowledgeable about your book and that you have read and thought deeply about the book. Be creative, and take pride in your work. You are welcomed and encouraged to think outside of the box with your project, but check with me before starting a project that is not on the list. You can alter one of my suggestions, and make it your own. We will work on these projects only one day in class, the rest should be completed at home.**

1. Create a life-sized model of your favorite character in the book and dress him/her as he/she would be dressed in the book. Crouch behind the character and explain your role in the novel.
2. Create a sculpture of the main character. Use any medium you choose – soap, clay, sticks, wire, stone. Etc. Describe how the character is important to the plot.
3. Write a diary that one of the story’s main characters might have kept before, during, and after the book’s events. Remember a character’s thoughts and feelings are very important in a diary
4. Dramatize (act out) a scene from the book and tell why it was an important scene to the plot of the story.
5. Build a miniature stage setting of a scene in the book. Be prepared to explain why the setting is important to the events in the book.
6. Make sketches of various scenes from your book. Explain why the scenes are important.
7. Write/Produce a movie trailer for your book. For this project, you may only use books that have not already been made into movies.
8. Construct a diorama of an important scene from your novel.
9. Write a letter to the main character of your book asking questions, protesting a situation, and/or making a complaint or suggestion.
10. Create a mini-comic book that reflects the plot of the story.
11. Create and perform a puppet show of your novel.
12. Design a CD soundtrack for your novel. Create a jacket for the CD and be prepared to tell why you selected each song.
13. Create a painting of a scene from the story. Explain the importance of the scene.
14. Create a board game complete with questions that demonstrate your knowledge of the novel.
15. Use a cereal box to tell about your book. Cover your box with paper. Write a new title; place that on the front of the box. Pace a short explanation of the plot of the book on the back. Add catchy phrases about the book all over to get people to want to read the book. Include pictures of the characters and the author’s name.
16. Do a community service project that relates to your novel. Explain it to the class.
17. Take photographs to represent someone in your story and the changes that the character experiences. For example, if a character is sad all of the time at the beginning of the book you could take a picture of something blue as a symbol to represent being sad. If an event changes the character to make him happy, you might want to take a picture of something that makes you think of happiness. Paste your pictures in a scrapbook.
18. Write a poem or song about your book.
19. Write a letter from one character to another character in the book.
20. Create a pretend Facebook page for your main character. Who are they “friends” with? What does their profile look like? Did anyone post something on their wall?
21. Create a website for your book.
22. Make a gift for the main character in your novel. Tell why the character would like the gift.
23. Create a Prezi presentation of your novel—must include some form of multi-media.
24. Create a plot mobile. Include important information such as characters, setting, conflict, climax, and resolution.
25. Make the main character the “Tiger of the Day.” Explain how your character displays trust, integrity, growth, effort, and respect.

**Book Project Grade Sheet**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Presented: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Presentation:**

Maintain Eye Contact/ Voice Projection (10 pts) \_\_\_\_\_\_\_\_

Neatness/Creativity (10 pts) \_\_\_\_\_\_\_\_

Maintain Professionalism

* Confident Stance (10 pts) \_\_\_\_\_\_\_\_
* Professional Speaking Voice (no giggling) (10 pts) \_\_\_\_\_\_\_\_
* Respectful while others are speaking (10 pts) \_\_\_\_\_\_\_\_

Total: \_\_\_/50\_\_\_\_\_

Speaking and listening AKS:

1. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
2. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Content of Project:**

Demonstrates knowledge of plot elements (20 pts) \_\_\_\_\_\_\_\_

Completeness of Information (10 pts) \_\_\_\_\_\_\_\_

Organization of Details (10 pts) \_\_\_\_\_\_\_\_

Style (10 pts) \_\_\_\_\_\_\_\_

Total: \_\_\_\_\_/50\_\_\_

 Complete Score: \_\_\_\_

I feel that I am going to get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on this project because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Reading and Literature AKS:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7.