

Literature Showcase Project

(due date: Tuesday May 7th and Wednesday May 8th, 2024)

This project is for all grade levels. Parents of upper primary (grade 3) could choose the level (primary or intermediate) that works best for their child. As always, parents can scribe for their child as needed. For this project, we are focusing on literature. We will explore the different elements of a story. These can include: Character, Setting, Plot, Theme.

We always love to learn about new book recommendations during the literature showcase presentations, and this will be an important part of the project. Students will share some feedback about their book of choice; create a “pitch” to “sell” the book (or not!), depending on the recommendation; create a Prop that represents their book; and read quotations from their book that relate to the Prop.

1. **Select a FICTION book** that you have not read before. No comics and no graphic novels. Read alouds and audiobooks are fine, but please have the physical book on hand for reference.
2. **Decide on ONE focus area** for this project: Character, Setting, Theme, or Plot. You will create a Prop based on your chosen area of focus. ***Only begin creating the PROP after the book is read.*** To follow are four PROP building ideas to represent a part of the story:
 - a. Character Puppet – Make a puppet of one of the characters, include some important belongings that the character needs or that demonstrate traits of the character.
 - b. Setting Diorama – Build a diorama of **ONE** setting from the book. There are often several settings in a book, so choose only one. A diorama is a miniature model of a scene; a shoebox can be used for the frame. The diorama can be based on: place, time, weather, culture, geography, neighbourhood, lighting, colour, textures, space, mood.
 - c. Theme Collage – Create a collage that represents the theme of the book. You can use paints, markers, paper and glue, images from magazines, and recycled materials to create your collage. Common themes in books include: acceptance, courage, perseverance, cooperation, compassion, honesty, kindness, loyalty, childhood, friendship, identity, individual vs society. Often the book has to be read through once to determine the theme. If the book is lengthy, a quick online search may help to determine the theme in advance of reading.
 - d. Plot New Book Cover – Design a NEW book cover for the book you have chosen. Think of an image that shows an important aspect of the storyline. For primary students, Plot may include: beginning, middle, end. For older students, Plot may include: call to adventure, crossing the threshold, conflict, climax, or conflict resolution.
3. **Read the book using your chosen focus areas as a lens** (Character, Setting, Theme, and Plot). Find examples in the book to support the one chosen area. ***Make note of the page # and copy the text from the book exactly as it is written.*** Primary age students will make 2 quotations; intermediate students will create 4 or more quotations depending on their age and ability; upper intermediate students will be expected to provide 7 or more quotations depending on their age and ability.
 - a. If you chose Character – Find examples in the book that describe the character’s appearance, thoughts, emotions, feelings. Find examples in the book to show how the character moves, acts, or speaks. As well, look for examples of how others interact with and think about the character. These quotations will support the design of the character puppet (refer to step #2a).
 - b. If you chose Setting – Find examples in the book that describe ONE setting from the book. Setting is described in many ways including: place, time, weather, culture, geography, neighbourhood, lighting, colour, textures, space, mood. These quotations will support the design of the diorama for setting (refer to step #2b).

- c. Theme – Find examples in the book that align with the theme of the book. Find examples in the book that demonstrates the Theme. Some common themes include: acceptance, courage, perseverance, cooperation, compassion, honesty, kindness, loyalty, childhood, friendship, identity, individual vs society. These quotations will support the design of the theme collage. If the book or novel is lengthy, a quick online search may help to determine the theme in advance of reading (refer to step #2c).
 - d. Plot – Find examples in the book that describe memorable parts of the Plot of the story. For primary students, Plot may include: beginning, middle, end. For older students, Plot may include: call to adventure, crossing the threshold, conflict, climax, or conflict resolution. These quotations will support the design of the NEW book cover design (refer to step #2d).
4. **Complete “My Book Recommendation.”** Choose the appropriate grade level of the Book Recommendation to download from the showcase web page. How many stars out of 5 do you think the book should receive? Primary students are asked to make a drawing of their favourite part of the story. An adult can scribe for the primary child or the primary students can copy text to describe what they liked about their book. Older students are asked to write a paragraph describing what they like about their book.
 5. **Create a Pitch** for the book.
 - a. Now, think about the various story elements: character, setting, plot, and theme. Decide which two elements most influenced the rating (ie/ The characters were interesting and well-developed but the plot was not very interesting so the book deserves a 3 out of 5, OR, The setting and the plot were engaging so the book deserves a 5 out of 5).
 - b. Think of some reasons as to why the elements of the story influenced the rating. Older children should have more reasons with more complexity while younger children might have only 1 or 2 reasons that are much simpler.
 - c. Make point form notes of your reasons (for young children, a picture as a prompt with a bit of practice will help with memory).
 6. **Create the Prop** that represents a part of the story (refer to step #2).
 7. **Add a Hook.** Try to add a quote from the story or a question for the audience that create engagement.
 8. **Practice** the presentation; **this is a really important step!** Make sure the presentation is within 2 minutes.
 9. **Self-Reflect.** Complete the Self-Reflection rubric. Hand this in to your teacher with the literature project.
 10. **Please ask** if you have any questions.

The Presentation:

- Introduce the book with a hook and pitch
- Share the recommendation
- Present the Prop
- Read the quotations from the book

Hand-in:

- The Book Recommendation
- The Prop
- Quotations with page numbers (as a part of the Prop or on a separate sheet)
- Self-Reflection Sheet