

Name: \_\_\_\_\_

Mrs. Herr

Children's Lit – Final Exam Book Project

**Due No Later than January 18, 2019**

**Directions:** This semester you will read a variety of picture storybooks, and chapter books, write about them and then compile your work in an attractive manner with visual aids (pictures, drawings, photographs). You should use this packet as a rough draft and add pages accordingly; you should consider this packet the place where you will compile your notes, thoughts and information for the final draft. This packet will NOT be handed in! You will hand in a typed final draft. The chromebooks will be available in the classroom on Fridays beginning April 13<sup>th</sup> to work on this project.

**Part 1: Author Study:** At some point throughout the project, take 1 Friday and research 1 children's author; it can be one you've read for the project or just a children's author you're already aware of. You should research the information on the author page in the packet and type it up. This should be the first page after your table of contents. in your final draft but before the first book evaluation.

**Part 2: Book Evaluations:** Most Fridays we will read books for the project. There are many, many books to choose from in the classroom; you do not need to bring books from elsewhere, but you may if you would like. Please be sure the books fit into one of the categories listed below.

Your project should include a **minimum** of:

- a. 10 picture storybooks (the second page of this packet is an example of what I expect)
- b. 1 chapter book for ages 6-8 (this selection is in a bin near the door; you may sign these out)
- c. 1 chapter book for ages 9-12 (this selection is on the tall bookshelf next to the white board; you may sign these out)

\*This is the minimum; you may earn **extra credit** by meeting the minimum and then including more than these 12 books.

**Part 3: Final Draft. This is due by June 11<sup>th</sup>**

Project Requirements:

- ✓ Typed, size 12 font, single spaced, plain font, 1 inch margins
- ✓ Title page
  - This should include a picture appropriate to the project-your choice.
  - a title- Create a title for this project that makes it unique.
  - your name, Children's Lit, and Spring 2018
- ✓ Table of Contents – On the table of contents list the books that you have read and evaluated in the order that they appear in your project. You should italicize book titles.
- ✓ Your author study (Part 2)
- ✓ A visual to accompany each book evaluation. You may use clip art, photographs, drawings, or go to Google and search for the book cover art for each book.
- ✓ Since this is your final exam, I must have a printed copy. You may share it with me on Googledocs, but you will also need to get to a printer and print out a hardcopy. Our computer labs typically have a color printer; check 1502 and 1225.

**\*A word of caution: If you do not hand this Project in, your final exam grade will be 0%.**

PICTURE STORYBOOK: SAMPLE

Title: Lily's Big Day

Author: Kevin Henkes

Copyright year/year of publication: N/A

High Quality? Yes

A. STYLE & LANGUAGE: **Make a general statement about language/style. Then give 2 examples or quotations from the book to prove the general statement is true.**

Most of the words Henkes chooses are simple, but there is a good balance of rich language to add variety and sophistication.

EXAMPLE #1: pg. 2 "...she changed into something more **appropriate**. Then she held her head high and **smiled brightly** and raised her eyebrows..." This sentence structure is simple, however there is a good mix of rich word choice and simple word choice.

EXAMPLE #2 pg. 20 "It was time for the **ceremony** to begin. The music **swelled**. Everyone stood..Mr. Slinger **motioned** her forward." Again, there is a good mix of sophisticated and simple words. Too many sophisticated words will overwhelm a young reader, but just enough helps to enrich vocabulary without comprehension suffering.

B. CHARACTERS: **Make a general statement about the characters. Then give 2 examples or quotations from the book to prove this is true.**

The main character, Lily, is believable as a kindergartener because her reactions (what she says and thinks) to not being a flower girl are very childlike and real.

EXAMPLE #1: "But when it really sank in that she would not be walking down the aisle carrying a bouquet with everyone watching, Lily pretended that her teddy bear was Mr. Slinger. She made him sit in the Uncooperative Chair." Lily is pretending to punish her teacher just as she would be punished at school. This is a typical modeling of behavior that young children often do.

EXAMPLE #2: When Lily's parents try to explain that she will not be a flower girl, Lily nods her head that she understands, but her thoughts are very childlike. She does not understand what her parents are saying; she only understands that she wants to be the flower girl. This is very typical behavior of a 6 year old child; they often only hear what they want to hear.

C. PLOT: **Make a general statement about the coherency and believability of the plot with a brief summary. Use details from the story to explain this.**

The story moves quite cohesively and makes sense. One event leads logically into the next and there are no holes or inconsistencies.

Give a summary that outlines the exposition, rising actions, climax, resolution.

Mr. Slinger tells the class he is getting married, and Lily decides she wants to be the flower girl. Lily finds out she can't be the flower girl but will be the assistant. Ginger freezes and Lily carries her down the aisle. Lily saves the day and walks down the aisle carrying the flower girl.

Write the MDQ (Major Dramatic Question) and answer. \*This is ALWAYS a yes or no question.

Will Lily walk down the aisle as the flower girl? Yes!

D. ILLUSTRATIONS: **Write a general statement about the illustrations. Then give 2 examples from the book to prove this.**

The illustrations work together with the words to tell the complete story of *Lily's Big Day*.

EXAMPLE #1: Lily's excitement about being the flower girl is evident in the illustration of her walking "back and forth" in her room by showing her in 18 different positions as she practices the job.

EXAMPLE #2: The drawing Lily made in the Lightbulb Lab clearly shows her excitement and confidence.

E. OPINION/RECOMMENDATION: Explain whether or not you liked the book and why. Explain why or why not you would recommend it to others for children of the designated age group.