March/April At-Home Project





puppet book report

Due April 21st

For this assignment, students will *read a biography* (a biography is an account, or story, of someone’s life, written by someone else) about person that has made a difference in history. They *will then create a puppet based upon the person that the book is about. Students will be using this puppet for a class presentation as well.*

With this project, I want students to pay attention to detail, summarize, and visualize as they read in order to be able to create a puppet of the main character. Additionally, I want them to *write a summary paragraph FROM THAT CHARACTER’S POINT OF VIEW.*  Please see the attached instruction sheet for further directions. This project is to be done at home and is due by Monday, April 21st. I will give the class the opportunity to read their chapter book for at least 15 minutes a day during DEAR time at school. Your student should also be reading at home each evening as well.

In order to ensure the best possible comprehension and understanding of the text, your child has chosen a book that is within their reading zone. *After your child completes the book, they are required to take an AR test on the book* and then may begin their puppet. They may take their AR test at home, or at school.

The biography your student has chosen is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Please understand that this project counts a great deal toward your child’s reading grade and is due no later than Monday, April 21st. The assignment will drop one letter grade for each school day it is late.

**The five main components of this project are:**

**1) Read a biography.**

**2) Take an AR test on your biography.**

**3) Create a puppet based on the person that your biography is about.**

**4) Write a summary of the biography from the point of view of the main character.**

**5) Present your puppet to the class by having your puppet give the summary.**

Please sign and return the bottom portion of this slip by Friday, March 21st.

I have read the attached instructions for this assignment and understand that this project is to be completed AT HOME and ***is due no later than Monday, April 21st.***  The assignment will drop one letter grade for each day that it is late.

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

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

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**GOAL:**

With this project, I want students to pay attention to detail, summarize, and visualize as they read in order to be able to create a puppet of the main character. Additionally, I want them to write a summary paragraph from that character’s point of view and then present the summary using the puppet they create. This will sharpen their reading fluency, reading comprehension, literature analysis, and writing skills. Most importantly, I want students to let their creativing lead the way and have FUN with their families in sharing their reading successes.

**DIRECTIONS:**

1) Read your biography book.

2) Take an Accelerated Reader test, at home or at school, on your biography. You may use your book, if needed, in taking your test.

3) Create your puppet: decide whether you would like to make a paper bag, stick, or sock puppet.

Tips:

* **Your puppet should resemble the main character of your book.**
* Use yarn to create your character’s hair
* Use buttons or wiggly eyes instead of drawing your character’s eyes.
* Attach arms and legs to create movement and interest.
* Stuff your puppet with newspaper to make it more life-like.
* Use doll clothes, felt, or construction paper to make clothes for your puppet.
* Use accessories such as glasses, jewelry, hats, etc.
* Try and give your puppet a mouth that moves when it talks.

4) Write a summary from the main character’s point of view.

* This summary MUST be turned in with the puppet (see attached sheet).
* When writing the summary, remember not to retell every part of the book. Only include the most important parts.
* Writing from the main character’s point of view means that you pretend that the main character is writing the summary, NOT YOU.

5) Present your puppet to the class by having your character read the summary (this may be done at home and brought to school using a USB flashdrive or DVD).

 Tips:

* Write your summary on notecards to help you practice your presentation.
* **Practice, practice, practice!!!** You should be able to recite your summary without looking at your notecards more than once or twice.
* Use a differenct voice. What do you think your character sounded like?
* Make a back drop for your puppet to sit in front of while giving your presentation.
* Move your puppet while it is “talking”.
* Speak LOUDLY and with a steady pace. When you speak softly or speed through your presentation too quickly, it’s hard for the audience to understand.
* Look on Mrs. DuBois’ website under “Videos” for examples of past presentations.

HAVE FUN!!

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**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title of Book:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Main Character:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary:**

*Remember that the summary is to be told from the point of view of the main character. The summary should give the main events of the book, rather than retelling every event.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_