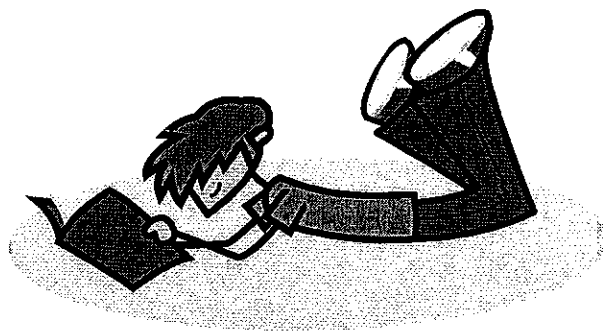


Harmony Science

Academy

San Antonio



Language Arts Fair

Handbook



2009-2010



Name: _____

Project Ideas:

Memory Bag:

Judging Category: Oral Presentation

Find items that have significance to the book you read. Explain the significance of each item on a separate card or paper. Put all of the items and their cards into a bag to present to the class. Be prepared to explain the items to the judge.

K-1st grade students must find 5 items

2nd grade students must find 10 items

3rd grade students must find 15 items

Diary:

Judging Category: Written Expression Classified/ Diary

Pretend you are one of the characters from the book; write a diary from that character's point of view. Include details from the book.

K-1st grade students should have one entry with a picture

2nd grade students should have 3 entries and a picture for each entry

3rd grade students should have 5 entries and a picture for each entry

Book Poster or Shadow Box:

Judging Category: Artwork

Put together a poster/diorama that includes a summary of the story, and a picture/scene representative of someone or something important in the story. Include title and author.

Kinder students should write a 1 sentence summary

1st grade students should write a 3 sentence summary

2nd grade students should write a five sentence paragraph (it can be more than five sentences)

3rd grade should write a 3 paragraph summary covering the beginning, middle, and end of the story, include characters, and the setting as well.

Alternative Ending:

Judging Category: Original Works

Write an alternative one page ending for the story, making sure I know what point you are starting off from, and that you stay true to the characters and events in the story. On the back, write a couple of paragraphs from the original ending.

Poetry:

Judging Category: Oral Presentation

Write and perform a piece of poetry. Be ready to explain how and why you wrote your poem.

Book Cover:**Judging Category: Artwork**

Create your own book cover for your book. Draw an attractive cover, but no computer clip art, please! Write a summary in your own words for your book on the back – don't give away the ending, but mention main characters, issues, etc. Include critique (what you liked and didn't like) for the book on the inside front flap. Write the author's biography on the inside back flap (2nd-3rd grade only) (this is the only part you may copy). Fold it to look like an actual book cover.

Kinder students write a 1 sentence summary and a 1 sentence critique

1st grade students write a 3 sentence summary and a 1 sentence critique

2nd grade students write a 5 sentence paragraph and a 1 sentence critique

3rd grade students write a 3 paragraph summary and a 3 sentence critique

Book Play/Puppets:**Judging Category: Oral Presentation**

Take an important scene from the book and act it out or use puppets to act out the scene. Be able to explain to the judges why you chose the scene from the book. Students decorate a science board to fit the setting of the story and the scene being acted out

Kinder students should act out a 1 minute scene (no science board necessary)

1st grade students should act out a 2 minute scene (no science board necessary)

2nd grade students should act out a 3 minutes scene (science board necessary)

3rd grade students should act out a 5 minute scene (science board necessary)

Classified Ads:**Judging Category: Written Expression**

Create a page of ads that a character in your story might have placed. Have fictitious contacts and phone numbers. Check the newspaper for examples. Write (in your own words) a short summary of your book on the back.

K-1st grade students should have 5 ads in color and a 1 sentence summary

2nd grade students should have 10 ads in color and a 3 sentence summary

3rd grade students should have 15 ads in color and a 5 sentence summary

Picture Book:**Judging Category: Artwork**

Create a picture book depicting all of the important events in your story. Put this together in a book format and be able to explain why each of the pictures you used is important.

K-1st grade should have 5 pictures in color

2nd grade students should have 10 pictures in color

3rd grade students should have 15 pictures in color

Classic Book Report (grades 2-3 only):**Judging Category: Written Expression**

After you have read your book fill in the book report template. Make sure you are able to explain the different elements of the book to the judges.

News Report:**Judging Category: Original Works**

Write a news report giving information about your book including the title, author, characters, and a summary of the story. You can also tell what you liked and disliked about the story. You will present your report to the judges.

K-1st grade students should have a 1 minute report

2nd grade students should have a 2 minutes report

3rd grade students should have a 5 minute report

3-D Sculpture or Painting Project:**Judging Category: Artwork**

Create a 3-D sculpture or a painting of a character or scene from a book. Write a summary of the book to present to the judges. Be sure to explain why you chose to the character or scene.

Original Story:**Judging Category: Original Works**

Write a story and illustrate it. Make it into a book and present it to the judges. The story should include a beginning, middle, and end. It should clearly define the setting, and characters. The story should include a climax or a problem and solution scenario.

Name: _____

Book Report Helper

Title: _____

Author: _____

Circle one: Fiction Nonfiction

Setting: (Where does the story take place?)

Character

Names: _____

Describe the main character. What kind of person is he or she?

The story begins with

The events in the story are: (include details)

1. _____

2. _____

3. _____

4. _____

The story ends with

I learned that

I really liked

I didn't like when

I wonder

I would/would not recommend this book because



Analysis of A Work of Art : Artwork Rubric K-1

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------|--|---|--|--|
| Description | Makes a complete and detailed description of the subject matter and/or elements seen in the book. | Makes a detailed description of most of the subject matter and/or elements seen in the book. | Makes a detailed description of some of the subject matter and/or elements seen in the book. | Descriptions are not detailed or complete. |
| Analysis | Accurately displays several dominant elements of the story and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the book. | Accurately displays a couple dominant elements of the story and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the book. | Describes some dominant elements of the story, but has difficulty describing how these relate to the meaning or feeling of the book. | Has trouble picking out the dominant elements. |
| Interpretation | Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning of the book and supports this with the project. | Student identifies the literal meaning of the book and supports this with project. | Student can relate how the work makes him/her feel personally. | Student finds it difficult to interpret the meaning of the work. |

Oral Presentation Rubric-Memory Bag/Poetry/Book Play-Puppets

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------|--|--|---|---|
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Stays on Topic | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| Comprehension | Student is able to accurately answer almost all questions posed by judges about the topic. | Student is able to accurately answer most questions posed by judges about the topic. | Student is able to accurately answer a few questions posed by judges about the topic. | Student is unable to accurately answer questions posed by judges about the topic. |

Written Expression: Classified Ads/Diary Rubric

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------|--|---|---|--|
| Writing Process | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn't seem to care. |
| Neatness | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Requirements | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met. | Almost all (about 90%) the written requirements were met. | Most (about 75%) of the written requirements were met, but several were not. | Many requirements were not met. |

Original Works Rubric-Alternative Ending/News Report/Original Story

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------|--|---|---|--|
| Writing Process | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn't seem to care. |
| Neatness | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Requirements | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met. | Almost all (about 90%) the written requirements were met. | Most (about 75%) of the written requirements were met, but several were not. | Many requirements were not met. |

Written Expression: Book Report Rubric

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------|---|--|--|--|
| Writing Process | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn't seem to care. |
| Neatness | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Setting | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn't supply much detail. | The reader has trouble figuring out when and where the story took place. |
| Problem/Conflict | It is very easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem. | It is not clear what problem the main characters face. |
| Characters | The main characters are named and clearly described in text as well as pictures. Most readers could describe the | The main characters are named and described. Most readers would have some idea of what the characters looked | The main characters are named. The reader knows very little about the characters. | It is hard to tell who the main characters are. |
| Requirements | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met. | Almost all (about 90%) the written requirements were met. | Most (about 75%) of the written requirements were met, but several were not. | Many requirements were not met. |