

Suggestions for 3rd, 4th, & 5th “Choice” Book Projects

Detective on the Case

Students act as detectives and file a case report based on their mystery. Their job is to report information such as setting, characters, clues, conflict, and resolution. Students will notice a similar pattern with the characters as with the clues. Most likely, all of the characters acted suspicious at one time during the story. And perhaps the character that seemed the most innocent turned out to be the villain. To show their understanding of the story, students write a description of how the case was solved. The most complicated part of a mystery is often the resolution, so this is an important part of the assignment.

Setting Map

For this project, you'll choose an important setting and make a map of it. On your map, you'll write the names of places and the important events that occurred there. Include illustrations and labels. Give your map a title and write it at the top. Write the book title, author and your name on the map.

New Ending

Did the ending of your book surprise you? How did you think it would end? Imagine you are the author of the book and your editor has asked you to rewrite the ending. How would you change it? How would things turn out differently? Find a part in the book that you will use as a starting point. Briefly describe what has just happened and then start your new ending. It should be at least one page, including an illustration of your new ending. Be sure to include the title of the book and author.

Character Cards

Students create at least five character cards. Here's a way to keep track of all the characters – make trading cards for them. These cards will look like baseball cards but will show different kinds of information. On one side of the index card, draw and color a picture of the character. Write the character's name above or below the picture. On the back of the card, include the following information: Name, age, home, job, physical description (what the character looks like), role in the story, behavior or any other important information. Be sure to include the title of the book and author somewhere on the card.

Spend a Day

What if you could spend a day in the setting of your book? Which character would you choose to be your tour guide? For this project, you'll describe three activities that you would do during your visit and draw a picture of each of them. Write a half page description of each activity on each page and illustrate below. Describe what you saw and did, as well as your reactions to each activity. You might also include dialogue between you and the character. Include a cover page with the book title and author.

Travel Brochure

Students choose an interesting setting from their book and create a travel brochure that advertises this place. Do you think tourists would enjoy visiting the setting of the book you read? What attractions would they find in this place? What could they do for entertainment? What could they see and learn about? Imagine that you work for a travel agency and you have been asked to design a tri-fold brochure to advertise this place. What would the brochure look like? On the back, write a few paragraphs to provide any additional information that might persuade travelers to visit. Be sure to include the title of the book and author somewhere on the brochure.

Souvenirs

Have you ever bought a souvenir to remind you of a place you've visited? After you finish your book, you'll choose four important places or events from it. For each place or event, you'll explain its importance and design a souvenir (T-shirt, key chain, paperweight, mug, magnet, statue, postcard, bumper sticker, etc.). Draw each design/souvenir on a separate sheet of paper. Under the drawing, write a paragraph that explains the significance of each. Consider these questions...Why did you choose the four items that you chose? What did you learn about them in your book? Why are they important to remember? Why should others learn about them? How do your souvenirs represent the places or events that you chose?

Time Capsule

Students create a time capsule about a character in the book. Students should put themselves in the character's shoes and ask themselves what they would like future generations to learn about them. Choose five objects that represent important information about the character. Students will draw a picture of the important item on one side of an index card and on the back will write a brief paragraph explaining why they included each object. They should write their paragraph in the first person, as if they are the characters – for example, "I included this picture of my best friend to show how important friendships are to me."