

Student's Choice Book Report

Fables, Folktales, and Tall Tales

*This nine weeks, you will read three fables, tall tales or folk tales. You will write a summary of each fable and/or tall tale and/or folk tale. You will then choose **one** special story from your reading to use for your chosen project. Fairy Tales are not included and will not be accepted.*

FABLES: In a fable, characters are animals that talk and act like people. They are usually short stories. They contain a lesson or moral about life.

TALL TALES: In tall tales, the characters contain superhuman traits (Gluskabe and the Snowbird). Tall tales explain how something in nature came to be (Night and Day, Grand Canyon, etc.). They often contain hyperbole (gross exaggerations) and similes (comparisons which use the words "like" or "as" to compare things).

FOLK TALES: These are stories told by people and are passed down from generation to generation. People explained how things came to be the way they are and explained history through folk tales. They come from all over the world.

- 1) Scrapbook Page – A creative twist to the ‘boring’ book report. ☺ The scrapbook will have 6 main parts including the title of the book, author, genre, characters, setting, events or problems and solutions, the main theme of the book (the ‘message’) and the student’s opinion of the book. Other parts may be added including pictures, descriptive words about the story, funny parts, and etc.
- 2) Box It! – Students can combine their artistic and writing abilities to evaluate literature in the “Box It” Project. The “Box It” will have 7 parts including the plot summary (including events or problems and solutions), title of the book, author, genre, characters, setting, and the student’s opinion of the book. Other parts may be added including pictures, descriptive words about the story, funny parts, and etc.
- 3) Newspaper Article: The Main Character’s in Town – Students pretend to interview the main character of a fable, tall tale, or folk tale. Students generate at least five thoughtful questions and then answer them from the character’s point of view. One thoughtful question must include the moral of the story. Students present their interviews to the class with one student playing the interviewer, and the other playing the character.

Student’s Name _____

Choice of Project _____

Signature of Parent _____

Teacher Approved _____

Name _____ Form Due Date: Fri., February 15th

*** (Upon receipt of this form, I will send home the corresponding instructions, sample, and rubric) ***