

Lakeland Village Reading Fair

2015-2016

Dear Parents,

We are excited to announce that the Lakeland Village Reading Fair will be held on April 18, 2016. The project can be worked on individually or with help from family or friends. Judging will take place on April 19th immediately after school, and students may dress up and present their book projects to the judges if they would like. Awards will be presented the following day and projects will stay on display for Open House on April 21st.

Complete information is contained in the Reading Fair Guidelines packet.

Below is an example of what the Reading Fair boards may look like. For further examples, you can do an internet search for “reading fair projects” and view many past projects.

Have fun and be creative!

	Book Title	
Author		Problem
Illustrator		Solution
Publisher	Colorful representation of the book	Plot Summary
Publication Date		Author's Purpose
Main Characters		Mood
Setting		

My Book Title: _____ Due: _____

- Individual Project
- Family/Group Project Members: _____



LAKELAND VILLAGE SCHOOL

Reading Fair Guidelines 2015-2016



Categories

- Individual Fiction: Grades TK-8 (Divisions A-F)
- Individual Non-Fiction: Grades 3-8 (Divisions G-H)
- Group/Family Fiction: Grades TK-8 (Divisions I-K)

Please pay close attention to all categories listed in Appendix A: Reading Fair Categories.

- Students in grades 3-12 have the opportunity to share their favorite non-fiction book. All students deciding to do so are to compete in the Individual Category, within their specified grade group (Divisions G-H). All other entries should only represent **fictional** books.

Note: Remember that the school's librarian is an excellent resource for determining if the book selected is indeed fictional. Please see Appendices B-D for clarifying information on both text types.

- Family division projects should portray a book appropriate to the age of the student(s). The student(s) should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. Individual and group categories will be judged closely on whether the project shows work appropriate the age level of the student.

Storyboards

Size

- A standard tri-fold project board that unfolds to be approximately 36" H x 48" W.

Note: boards should be full-sized and not exceed the approved height and width guidelines. Boards that do not meet the size requirements will be disqualified. See reading Fair Step-by-Step guidelines for examples.

Display/Safety

- Use the checklists (Appendices E-F) as a guide for creating the project.
- Identifying information (name of the student(s), category and division, student's grade level, and homeroom teacher's name) should be labeled on the back of the storyboard. If any identifying information is placed on the front of the storyboard, the project will be disqualified.

- Storyboards should be colorful and interesting. Models, shadowboxes, and illustrations that *fit in the middle of the display* are allowed. The total project should not exceed the width, depth or height of the standing display board (approximately 36" W x 14" D x 36" H of table space). There cannot be items protruding from the back or top of the board.
- No items should hang over the edge of the table or be placed on the floor. However, students may hold or wear items that coordinate with the project, if desired. Items used for the project are not to be alive, valuable, or dangerous.

Note: No object may extend beyond the height, depth, or width of the board.

- Items on the boards may be handwritten or typed. Younger students may require assistance in writing, typing, spelling, cutting, etc. This is permissible and part of the learning process; however, if a student of any age has extensive assistance, please enter the project in the group/family category for grades TK-2 (Division I) or 3-5 (Division J).

Note: Storyboard content should match the age, grade level, and ability of the students presenting the project. Students do not have to bring or display the book during the competition.

- Students and teachers are encouraged to accompany their projects throughout all levels of competition; however, the student's presence is not required. All projects will be fairly judged regardless of the student's attendance.

Note: Only students may present the projects during the judging – even for the group and family projects.

- Electrical cords are not allowed due to the potential danger they pose in the aisles.

Step-by-Step Guide FICTION

Step 1: Choose you Category and Division

Please note that Group and Family Projects are in the same category.

Category: Individual Fiction (Division A-F) I will do my Reading Fair project by myself.

_____ Division A (Grades TK-K)

_____ Division D (Grade 3)

_____ Division B (Grade 1)

_____ Division E (Grades 4-5)

_____ Division C (Grade 2)

_____ Division F (Grades 6-8)

Category: Group/Family Fiction (Division I-K) I will do a Reading Fair Project with family or friends.

_____ Division I (Grades TK-2)

_____ Division J (Grades 3-5)

_____ Division K (Grades 6-8)

My Group/Family members are _____, _____, and _____.

Step 2: Bibliographic Information

Use the title page to identify the bibliographic information.

Title: Name of the book. Make sure the title is underlined or use italics if typing.

Author: The person who write the words or text in a book.

Illustrator: The person who contributed the pictures.

Publisher: The Company that printed and distributed the book.

Copyright Date: The year the book was published. Look for the © symbol in front of the date.

Step 3: Setting

There are **2 parts** to a book's setting
You must include both!

1. TIME

When did the story happen? (Past, present, future, on a certain day, morning, evening, etc.)

2. PLACE

Where did the story take place? If the story takes place in more than one location, choose only the most important place.

Step 4: Author's Purpose

Why did the author write the story?

- To **entertain**
- To **inform** (Historical Fiction informs)
- To **persuade** (Does the book inspire me to do or become something?)
- To **teach a lesson**
- A combination of the above

The author wrote the book to

Step 5: Tone/Mood

How does the author want you to feel when you read the story? (e.g., Sad, happy, scared, curious)

The author wants the reader to feel _____

Step 6: Main Characters

Do not list more than three characters. Write a short description of each character. Use adjectives to describe the characters. **Do not** tell the story in this step. Characters listed below must be mentioned in the summary.

Character Name: _____

Short description _____

Character Name: _____

Short description _____

Character Name: _____

Short description _____

Step 7: Conflict

What is the main problem in the story? Choose only the most important problem.

Step 8: Solution/Resolution

How is the problem solved?

Step 10: Design Your Tri-fold Board

Congratulations! The hard part is over; now the fun begins! Use a standard tri-fold project board that unfolds to be approximately 36" H x 48" W. The sides fold in to make the board stand by itself. After you fold the sides in, the final project cannot exceed approximately 36" W x 14" d x 36" H of table space. Carefully type or write the story elements in **Steps 2-9**. Be creative. For example, if your story is scary, you might choose a font like "Chiller," or if your story is about a girl, or a group of girls, you might choose a font like "Curly M1."

Props

Props add interest and must fit in the middle of the display. No items can protrude from the back or top of the tri-fold board. Props can be battery-operated, but you cannot use electrical outlets and extension cords. Items cannot be living, valuable, or dangerous. You do not have to display the book.

**Step-by-Step Guide
NON-FICTION**

Step 1: Choose your Division

Category: Individual Non-fiction

_____ Division G (Grades 3-5)

_____ Division H (Grades 6-8)

Step 2: Bibliographic Information

Use the title page to identify the bibliographic information.

Title: Name of the book. Make sure the title is underlined or use italics if typing.

Author: The person who write the words or text in a book.

Illustrator: The person who contributed the pictures.

Publisher: The Company that printed and distributed the book.

Copyright Date: The year the book was published. Look for the © symbol in front of the date.

Step 3: My Predictions

1. Based on what I already know about the topic of my book, I predict that I will learn the following:

2. After reading my book, I predict that the following will happen next, or as a result of this event:

Step 4: Information for Summary and Graphic Organizer

Fill in the blanks with facts from your book. **You do not have to fill in the blanks if the information is not in your book.**

Topic: _____

Important details:

Important events:

Jobs or careers related to topic:

Inventions/Contributions:

Problems:

The world changed because:

Other information I want to include in my summary or graphic organizer:

Step 5: Graphic Organizer

(See Appendix D of the Reading Fair Guidelines for Graphic Organizer Examples and Samples)

A graphic organizer is a visual display or picture of information. You **MUST** include a graphic organizer summarizing the events in your non-fiction text. Use the information gathered from **Step 4**. Have fun and be creative! Some internet sites that have printable graphic organizers are listed below. If you need more ideas to create your graphic organizer, ask your teacher.

Read Write Think <http://readwritething.org/materials/biocube>

edHelper <http://www.edhelper.com/teachers/graphicorganizers>

The Houghton Mifflin Education Place <http://www.eduplace.com/graphicorganizer>

Education Oasis <http://educationoasis.com/curriculum/graphicorganizers>

Step 7: Author's Purpose

Why did the author write the book?

- To **entertain**
- To **inform**
- To **persuade**
- A **combination of the above**

The author wrote the book to _____

Step 8: Genre

1. Informational: Informs the reader about a topic.
2. Recount: Tells about things that have happened; to tell the story of something.
3. Instructional: Describes how something is done or made.
4. Explanatory: Explains a subject in detail and help you understand it more.
5. Persuasion/Opinion: Tries to get you agree to a certain point of view. May contain fact and opinion.
6. Argument/Discussion: Discusses an issue considering all points of view.

What is the genre of your selected text? Use a complete sentence.

Step 9: Follow-up Questions

After reading this book, I would like to ask _____
(Author of my book)

the following questions about _____
(Topic of my book)

1. _____?
2. _____?

Step 10: Design Your Tri-fold Board

Congratulations! The hard part is over; now the fun begins! Use a standard tri-fold project board that unfolds to be approximately 36" H x 48" W. The sides fold in to make the board stand by itself. After you fold the sides in, the final project cannot exceed approximately 36" W x 14" d x 36" H of table space. Carefully type or write the story elements in **Steps 2-8**. Be creative. For example, if you are doing a biography on a football player, you might choose a font like "**Impact**."

Props

Props add interest and must fit in the middle of the display. No items can protrude from the back or top of the tri-fold board. Props can be battery-operated, but you cannot use electrical outlets and extension cords. Items cannot be living, valuable, or dangerous. You do not have to display the book.

APPENDICES

Appendix A: Reading Fair Categories

Appendix B: Characteristics of Fictional Text

Appendix C: Understanding Non-Fictional Text

Appendix D: Graphic Organizer Tips and Samples for Students and Parents

Appendix E: Reading Fair Project Fiction Checklist

Appendix F: Reading Fair Project Non-Fiction Checklist

Appendix G: Glossary of Terms

READING FAIR CATEGORIES

Individual Fiction Categories

Grades	Division
TK-K	Division A
Grade 1	Division B
Grade 2	Division C
Grade 3	Division D
Grades 4-5	Division E
Grades 6-8	Division F

Note: See Appendix B for more information on fictional text.

Individual Non-fiction Categories

Grades	Division
Grades 3-5	Division G
Grades 6-8	Division H

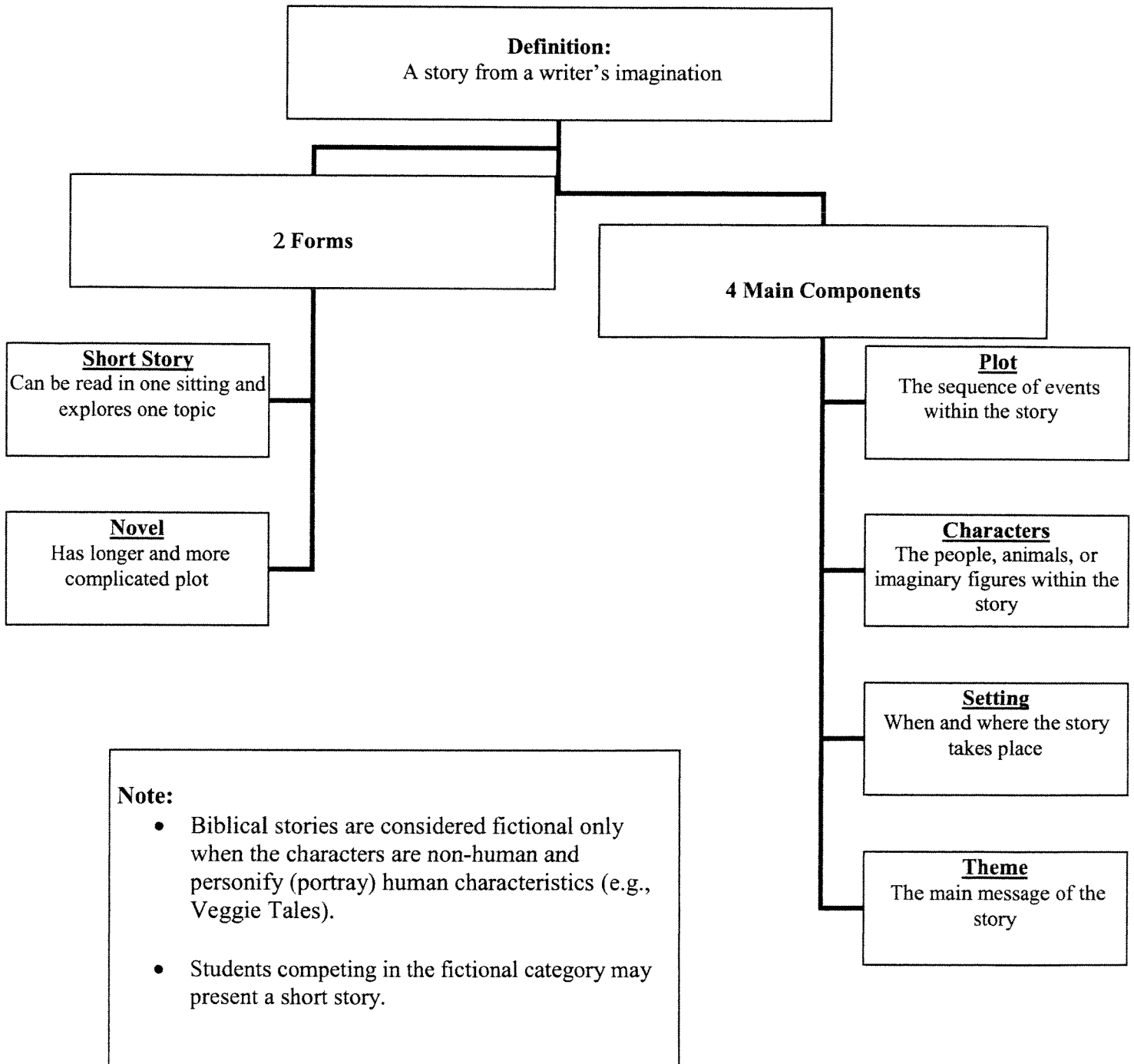
Note: See Appendices C and D for more information on non-fictional text

Group/Family Project Categories (Fiction Only)

Grades	Division
Grades TK-2	Division I
Grades 3-5	Division J
Grades 6-8	Division K

Note: If a group or family project has students in various grades, the project should be placed in the division of the oldest student.

Characteristics of Fictional Text



Understanding Non-Fictional Text

The first component of non-fiction is *genre*. Genres of non-fiction can be identified by one single factor: the intent or purpose of the writing. Genres of non-fiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.

The six main genres of non-fiction are:


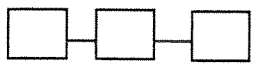
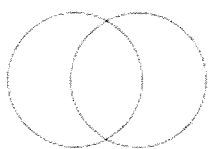
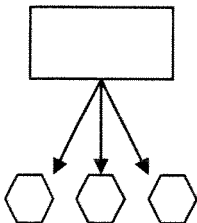
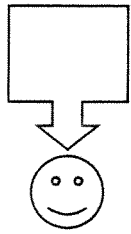

1. Informational: Informs the reader about a topic.
2. Recount: Tells about things that have happened; to tell the story of something.
3. Instructional: Describes how something is done or made.
4. Explanatory: Explains a subject in detail and help you understand it more.
5. Persuasion/Opinion: Tries to get you agree to a certain point of view. May contain fact and opinion.
6. Argument/Discussion: Discusses an issue considering all points of view.

Students should be aware of the variety and format of the structures of non-fictional text. Some structures or formats of non-fiction can be seen within a variety of text. For example, a speech can be instructional, explanatory, informational, an opinion, or a discussion. On the contrary, a recipe is considered instructional. This is one thing that makes non-fictional text so unique. The structure can take on different tones and formats depending on the author's intent.

Students may select from the following non-fiction formats to complete reading fair projects:

- Autobiographies
- Biographies
- Book/movie reviews
- Consumer Reports articles
- Debates
- Editorials
- Essays
- Interviews
- Journals
- Observations
- Presentations
- Proposals
- Reports
- Speeches

**Graphic Organizer Examples and Samples for Students
and Parents to Use When Developing Projects**

GRAPHIC ORGANIZER	TEXT PATTERN	SIGNAL WORDS	DESCRIPTION
	Description	On, over, beyond, within, like, as, among, descriptive adjectives, figurative language	Reader should expect the writer to tell characteristics.
1-2-3	Established Sequence	Numbers, alphabets, days of the week, months of the year, centuries	Reader should expect to follow an established and known sequence in gathering information.
	Chronological Sequence	First, second; before, after; then, next; earlier, later, last, finally; again, in addition to; in the beginning/end	Reader should expect that events will be told in order of the time they happened.
	Comparison and Contrast	While, yet, but, rather, most, either, like, unlike, same as, on the other hand, although, similarly, the opposite of, besides, however	Reader should expect to learn similarities and differences.
	Cause and Effect	Since, because, thus, so that, if...then, therefore, due to, as a result, this led to, then...so, for this reason, consequently	Reader should expect to learn the effect of one entity on another or others; reader should expect to learn why this event takes place.
	Problem and Solution	All signal words listed for cause and effect; propose, conclude, the solution is, the problem is, research shows, a reason for, the evidence is that	Reader should expect to identify a problem, predict a solution, and be told a solution or solutions; reader expects to know why the solution is viable.
	Question and Answer	Why, what, when, how, why	Reader should expect to consider a question, come up with an answer, and verify the answer.
	Combination	Any and all	Writer uses a combination of patterns within any one text or section of text.

Reading Fair Project Checklist for Fiction

Project has the following:

- _____ Title
- _____ Author
- _____ Publisher and Publication Date
- _____ Main Characters – only those important to the story line
- _____ Setting – place and time of story
- _____ Plot Summary – brief summary of what the story is about and what takes place
- _____ Conflict – the problem in the story
- _____ Solution or Resolution – how the problem is resolved
- _____ Author’s Purpose – why the author wrote the story (to entertain, inform, and/or persuade)
- _____ Tone or Mood – describes how the author wants the reader to feel while reading the story

Writing:

- Writing is neat and inviting.
- Writing is easily understood.

Creativity:

- Project is original.
- Project demonstrated imagination.
- Unique materials are used to express ideas.

Quality of Project:

- Project follows directions from the guidelines.
- Project is durable and able to stand without physical support.

Thoroughness of Written Information:

- Project captures the most important information
- Project captures the concept/point the author made in the book.

Interest Evoked:

- Project demonstrates student’s ability.
- Project encourages others to read the book.
- Project attracts other and makes them interested in the work.

I acknowledge this project is complete and ready to compete against other students in the Lakeland Village Reading Fair.

Signature of Student

Date

Reading Fair Project Checklist for Non-Fiction

Project has the following:

- _____ Title
- _____ Author
- _____ Publisher and Publication Date
- _____ Student prediction based on events and facts presented (before and after reading)
- _____ Structure of text/genre (Informational, Recount, Instructional, Explanatory, Persuasion/Opinion, or Argument/Discussion)
- _____ Use of graphic organizers to capture the main idea and/or points important to the text
- _____ Brief summary about the book
- _____ Author's purpose – why the author wrote the story (to entertain, inform, and/or persuade)
- _____ Follow-up questions to the author after reading the non-fiction text

Writing:

- Writing is neat and inviting.
- Writing is easily understood.

Creativity:

- Project is original.
- Project demonstrated imagination.
- Unique materials are used to express ideas.

Quality of Project:

- Project follows directions from the guidelines.
- Project is durable and able to stand without physical support.

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I acknowledge this project is complete and ready to compete against other students in the Lakeland Village Reading Fair.

Signature of Student

Date

Glossary of Terms

Author: The originator of any written work.

Autobiography: Story of a person's life written by her/himself.

Biography: Story of a person life written by another person.

Conflict: Problems within a story.

Debate: A form of literary conflict demonstrating both sides of an argument.

Essay: a short piece of writing which is often written from an author's personal point of view.

Graphic Organizer: Visual representation that helps organize knowledge, concepts, or ideas.

Illustrator: A person who draws or creates pictures for books, magazines, advertisements, etc.

Interview: Meeting at which information is gathered by asking questions of a person about an event, experience, or idea.

Journal: A daily record of events.

Plot: The order of events in a narrative or any other type of story.

Publisher: A person or company that produces and distributes printed material.

Publication Date: The date the material was printed.

Resolution/Solution: The end result of solving a problem or question; explanation.

Theme: Subject or Topic

Tone: The feeling or atmosphere created by the work; how the work makes the reader feel.