

Make a Souvenir Book Bag

A souvenir is a memento or reminder of something you have experienced. Fill a bag with meaningful souvenirs from your book. Each item that you add to the book must have meaning, and you must be able to explain why you chose it.



1. Label your bag with the title and author of the book, and draw a picture of the part of the story's plot (the event) that you liked the best. Neatness, handwriting, spelling, organization, capitalization, and punctuation count!
2. Each item you put in the bag will represent the following story elements. Use this table to help you get organized. You will use the items in your bag to retell the story to the class.

Story Element	Item	Why I chose it...
A. Setting		
B. Characters		
C. Problem		
D. Plot: Event 1		
E. Plot: Event 2		
F. Plot: Event 3		
G. Solution		
H. Theme		

3. Reading this book made me **want to know more about** _____.

4. You would want to read it, too, if you like _____.

5. The connection I made with this book is that _____.

_____.

6. This is how I would **rate** this book

1	2	3	4	5	6	7	8	9	10
worst ever			just okay				best ever		

7. I would would not recommend this book to my friends.

Rubric for Souvenir Book Bag

Grading Rubric for Souvenir Book Bag				
	Below Basic 1	Basic 2	Proficient 3	Advanced 4
Content/Focus	Writing shows limited or no evidence of understanding about the elements of each story element.	Writing shows some evidence of understanding about the elements of each story element.	Writing shows adequate evidence of understanding about the elements of each story element.	Writing shows clear evidence of understanding about the elements of each story element.
Organization	Sentences show limited evidence of being organized. There is no topic sentence, details, or concluding sentence.	Sentences show some evidence of being organized in some way with at least a topic and concluding sentence.	Sentences show evidence of being organized in some way. There are clear topic and concluding sentences and appropriate details.	Sentences are written in a logical order. There is a clear topic sentence with appropriate details, and a concluding sentence.
Conventions	Writing has many errors in punctuation, grammar, spelling, or sentence structure.	Writing has mostly correct punctuation, grammar, spelling, and sentence structure. More than three errors.	Writing has mostly correct punctuation, grammar, spelling, and sentence structure (very few errors).	Writing has correct punctuation, grammar, spelling, and sentence structure (very few errors, if any).
Word Choice	Writing is not in student's own words, or word choice is poor, using worn out words.	Writing is in student's own words, using some wonderful word choice.	Writing is in student's own words, using wonderful word choices.	Writing is in student's own words, using wonderful word choices (instead of worn out words) and advanced vocabulary
Book Talk	1 Student had trouble reading report, and could not retell the story from memory or answer questions.	2 Student read directly from report and had trouble retelling the story from memory or answer questions.	3 Student is mostly comfortable speaking about the book and can answer questions.	4 Student has an interesting delivery, is very comfortable speaking about the book, and can answer questions.
Product	The project is messy, with worn pages, showing little care.	The project could be neater, yet shows some care.	The project is neat, organized, and completed with care for handling and following directions.	The project is neat, organized, and completed with great care for handling and following directions.

Rubric adapted from [Mrs. Renz's Sandwich Book Project](#).



