**English Assessment Task**

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| **Assessment Task Title:** | **‘Taj and the great camel trek’ Novel response.**  |
| **Year Level: 6/7** |  | **Task Given:**  | **12/6/18**  |
|  |  | **Task Due:**  | **5/7/18 (Thurs week 10)** |

**Achievement Standards**

* They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
* They select and use evidence from a text to explain their response to it.
* Students compare and analyse information in different and complex texts, explaining literal and implied meaning.
* Students create detailed texts elaborating on key ideas for a range of purposes and audiences.

**Your Task:**

An important part of learning is having choice in how you present what you have learned. In this assignment you are given choice in that you have a list of different tasks that you select from. You are required to complete a certain amount from each section.

These include:

Blue: **At least 3**

Yellow: **At least 2**

Green: **At least 1**

**Important Things to Know:**

* You will receive two **50minute sessions each week** to check in with me and continue with your tasks. The rest of the time it is to be completed as a homework assignment.
* It is essential that you use your time effectively and ensure you manage your time with other after school commitments.
* Ensure that you have met the task requirements before completing any additional tasks. Some tasks will take longer than others so plan ahead.
* Remember to refer to the rubric. Ask yourself, ‘How well have I shown my understanding of the novel?’
* I expect to see evidence of your progress on Friday of week 8.

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|  | **Checking for understanding/ language and vocabulary development** |  | **Critical thinking/ creating questions** |  | **Applying your understanding to creating new texts** |  |
| Option 1 | Make a dictionary containing 15 or more difficult words from the book. For each word, write a sentence that is about the novel. |  | Complete a series of five drawings that show five of the major events in the plot of the book you read. Write captions for each drawing so that the illustrations can be understood by someone who did not read the book |  | Your book is going to become a movie. Create a movie trailer that will persuade people to come and see it. Don't forget background music!  |  |
| Option 2 | Describe a problem or conflict existing for the main character in the book. Tell how the conflict was or was not resolved. |  | Make an ID card which belongs to one of the characters. Be sure to make the card look like the cards for that particular time. Include a picture based on the description of characters in the novel and all information found on and ID card. Don't forget the signature!! (Research what ID cards /Driver's Licenses look like; as well as thinking about the character--especially the signature. You could ask other students to sign the character's name to find the one that would most likely belong to the character.) |  | Plan a party for the characters in the book (birthday, housewarming, anniversary, cultural celebration etc.). In order to do this, complete each of the following tasks: (a) Design an invitation to the party which would appeal to all of the characters. (b) Choose 5 characters in the book and describe what each of them would wear to the party. (c) Tell what food you would serve and why. (d) Tell what games or entertainment you will provide and why your choices are appropriate.(e) Tell how three of the characters will act at the party. |  |
| Option 3 | Select one character from the book who has the qualities of a heroine or hero. List these qualities and EXPLAIN why you think they are heroic.  |  | Do some research on the hometown of your book's author. You may be able to find descriptions of her home, school, favourite hangouts, etc. What else is of interest in the town? Explain how you believe the author’s upbringing may have influenced them to write the story.  |  | Pretend that you are one of the characters in the book. Tape a diary entry of that character telling of his or her experiences in detail, sharing emotions and perspectives. Be sure to write out a script before taping. Be sure that your entry can be saved to Store. |  |
| Option 4 | Imagine there was internet in the 1800’s. Find 5 web sites a character in your book would most frequently visit. Include 2-3 sentences for each on why your character would visit these sites.  |  | Complete each of these eight ideas from sparked from the book: This book made me wish that...This made me realise that..., This made me decide that..., This made me wonder about..., This made me see that..., This made be believe that ..., This made me feel that...This made me hope that...  |  | Imagine you will be doing a book talk. Write a script to read to your audience about your book by saying a little about the author, explain who the characters are and explain enough about the beginning of the story so that everyone will understand what they are about to read. Finally, read an exciting, interesting, or amusing passage from your book. Stop reading at a moment that leaves the audience hanging and add "If you want to know more you'll have to read the book." If the book talk is well done almost all the audience will want to read the book. |  |
| Option 5 | List five of the main characters from the book. Give three examples of what each character learned or did not learn in the book.  |  | Did something or someone in the story remind you of your own life? Explain your connection with detail. |  |  |  |
| Option 6 | Write about one of the character's life twenty years from now. How would it be similar or different? |  | Saleh (Padar), tells many stories throughout the novel. Choose one of these stories, illustrate it and then explain in your own words what you believe the message behind the story is.  |  |  |  |
| Option 7 | Pretend that you are going to join the characters in the story. What things will you need to pack? Think carefully, for you will be there for a week, and there is no going back home to get something! |  |   |  |  |  |

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