

# Novel Projects For Any Novel

**Fun, hands-On  
projects that can be  
completed after a  
novel! Use  
individually or in  
cooperative groups!**

**Print  
and  
Go!  
No  
Prep!**



## ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

*Novel Projects ~ Ideas For ANY Novel*  
Tammy D. Lewis and Shannon B. Temple

Thank you for purchasing this teaching unit!  
We hope you love it!

## ELA Core Plans

[www.elacoreplans.com](http://www.elacoreplans.com)

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# Credits



Thanks to Whimsy Workshop Teaching for the adorable Kids With Signs Clipart!



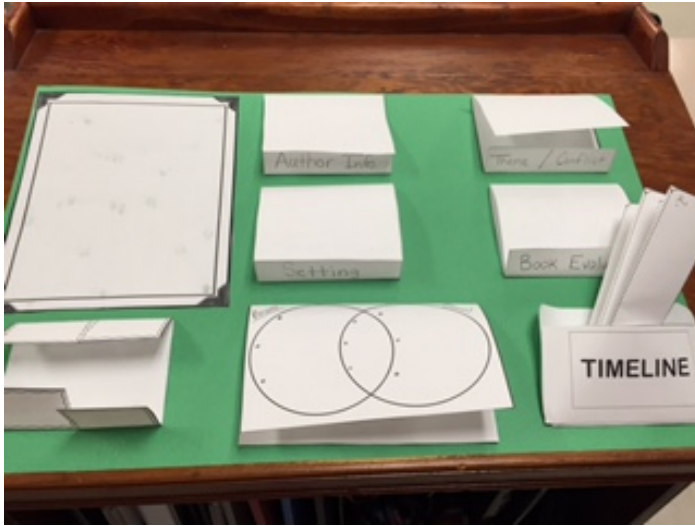
Thanks to I'm Lovin' Lit for a few of the handouts including shapes.

# Novel Projects

After your students finish reading a novel, assign a final project to be completed. This unit provides you with several projects from which to choose. 😊

The first project is a big one.  
The others are smaller.

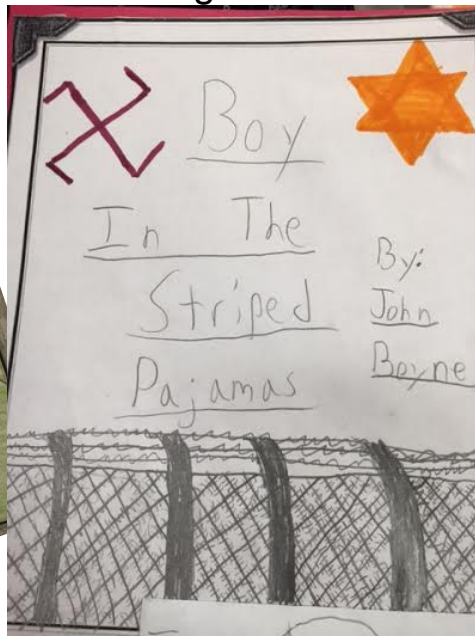
# All About the Novel File Folder 8 Part Project



The final product has 8 total parts. It can be presented on poster board, a file folder...really anything! The components are a cover page for the novel, a timeline of key events, a Venn diagram, 4 vocabulary words, setting, theme, conflict, a book evaluation, and author's information.

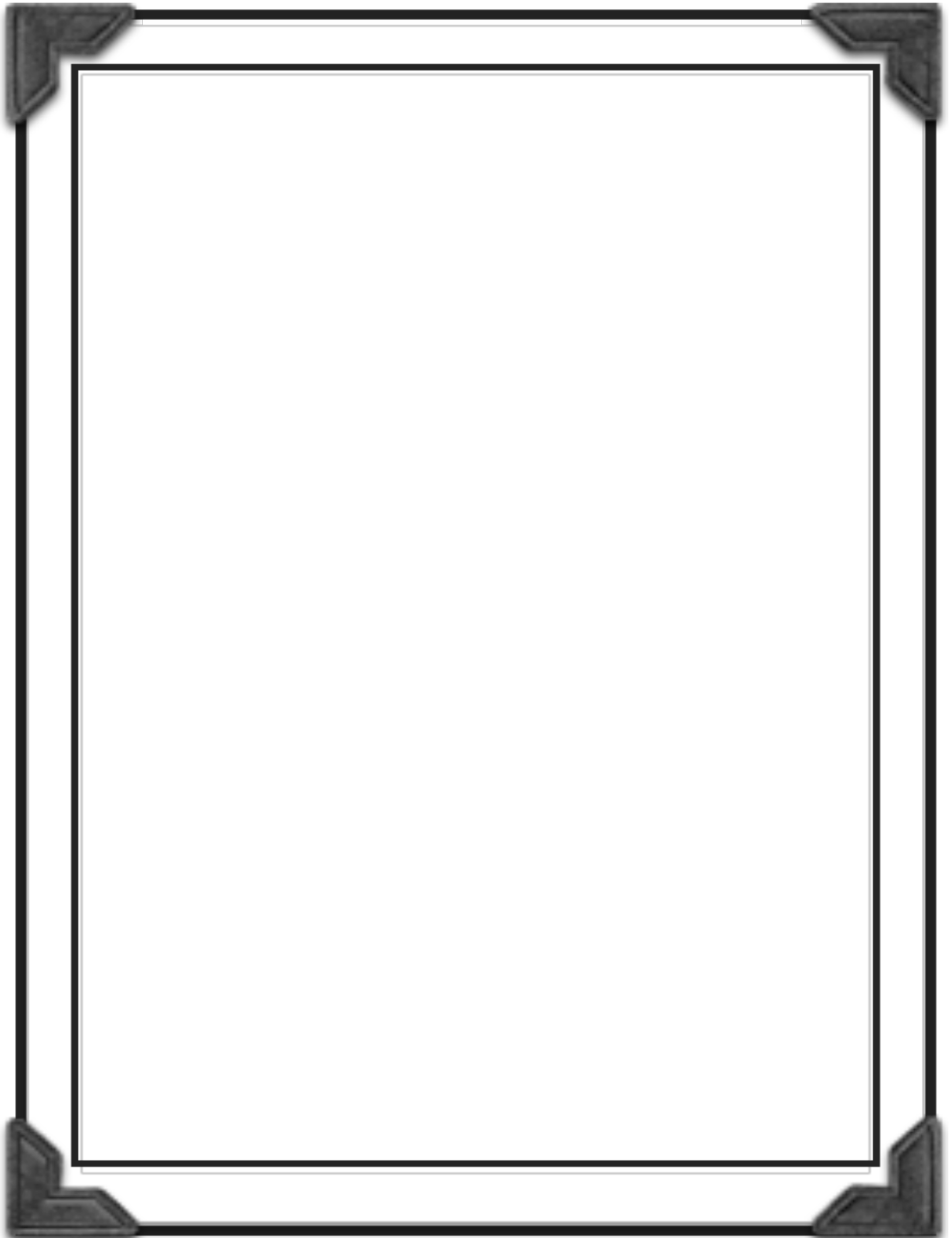
## Cover Page / Main Picture

On this page, your students will design a book cover. They need to include the author and title. The illustration they decide to use should be meaningful to the novel.

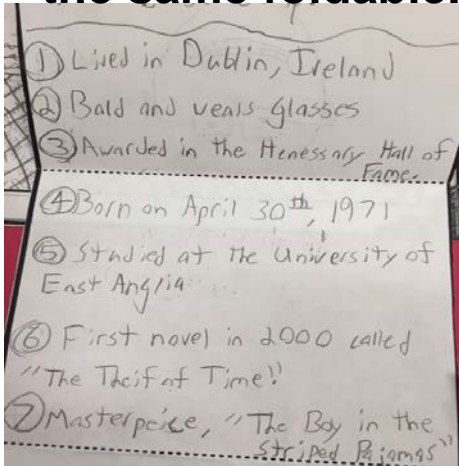


# Cover Page

Design a book cover in the frame below. Include the author and title. The illustration should be meaningful to the novel.



All four of these use the same foldable.

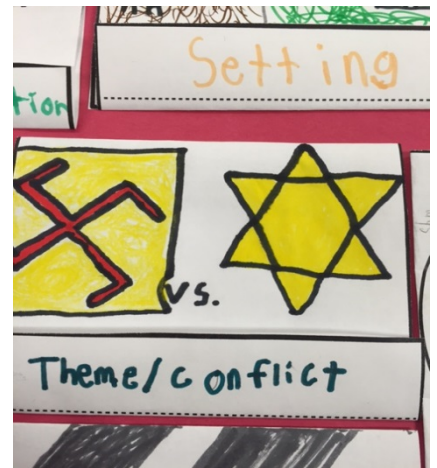


## Author Information

On this page, students will list ten facts about the book's author. Allow students to use the Internet and select around 10 interesting facts to list inside the foldable. On the outside, students can glue a picture of the author.

## Theme/Conflict

This foldable includes a theme statement as well as a description of the novel's main conflict(s). The outside needs to illustrate one or the other – theme or conflict.



## Book Evaluation

This is where students rate the book using a star system – 4 is excellent while 1 means do not bother! They explain their feelings inside the foldable.

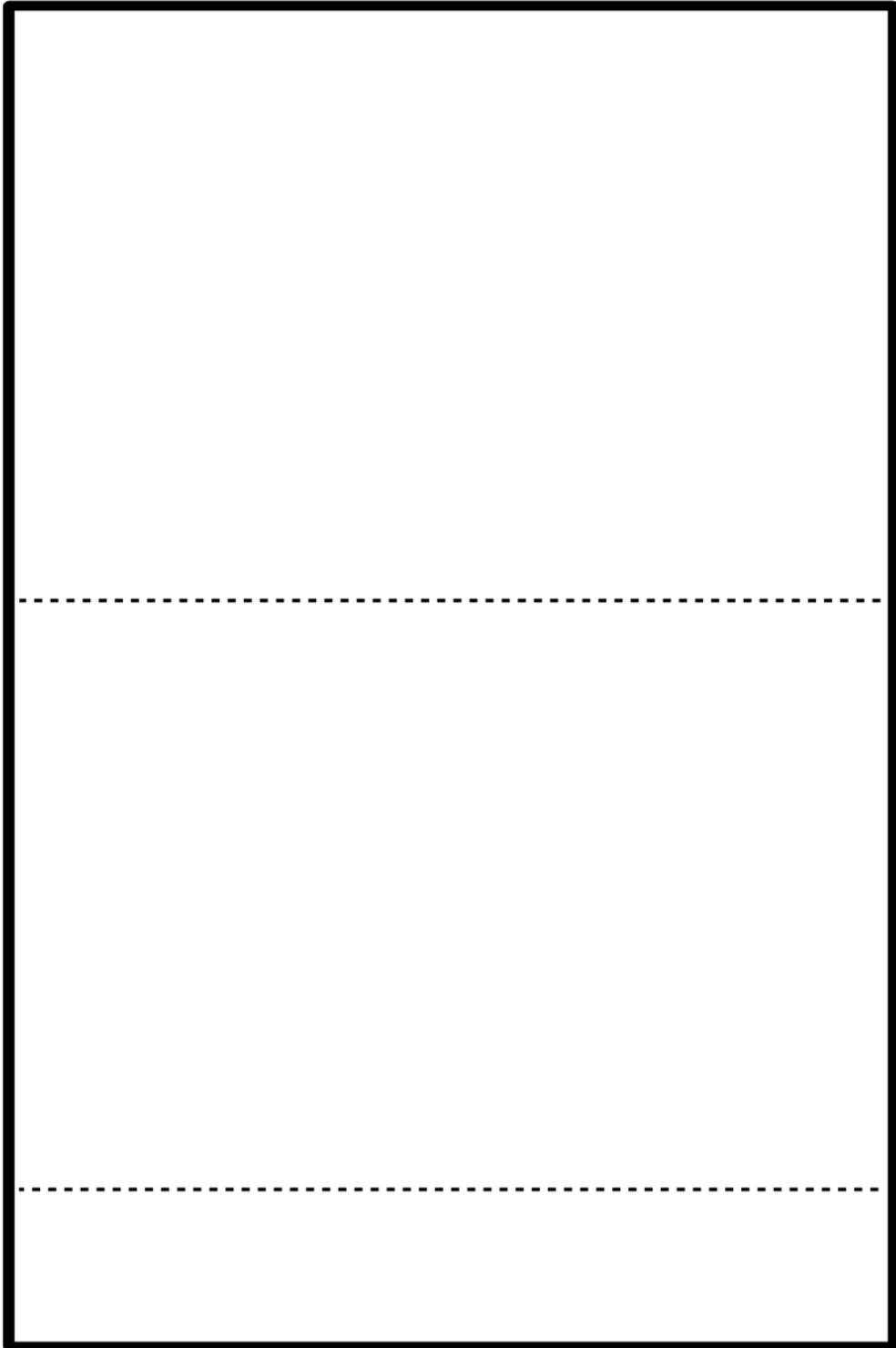
## Setting

On this page, the outside includes a drawing of a part of the main setting and the inside describes the setting.



## Foldable for author information

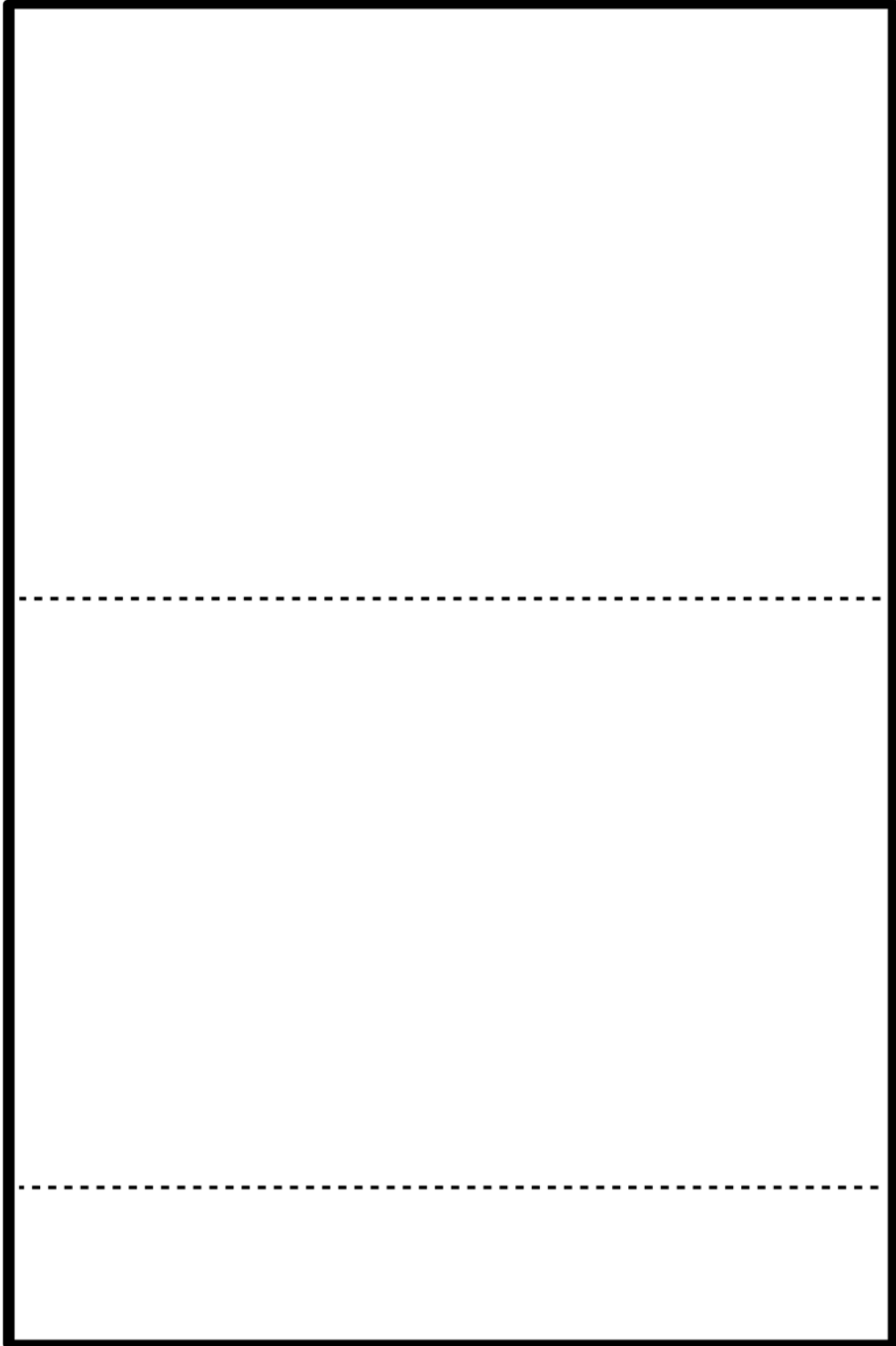
Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the words Author Information. Above the flap on the outside of the foldable, glue a picture of the author or write the author's name. Open up the foldable and list ten facts about the book's author. Use the Internet and select around 10 interesting facts to list.





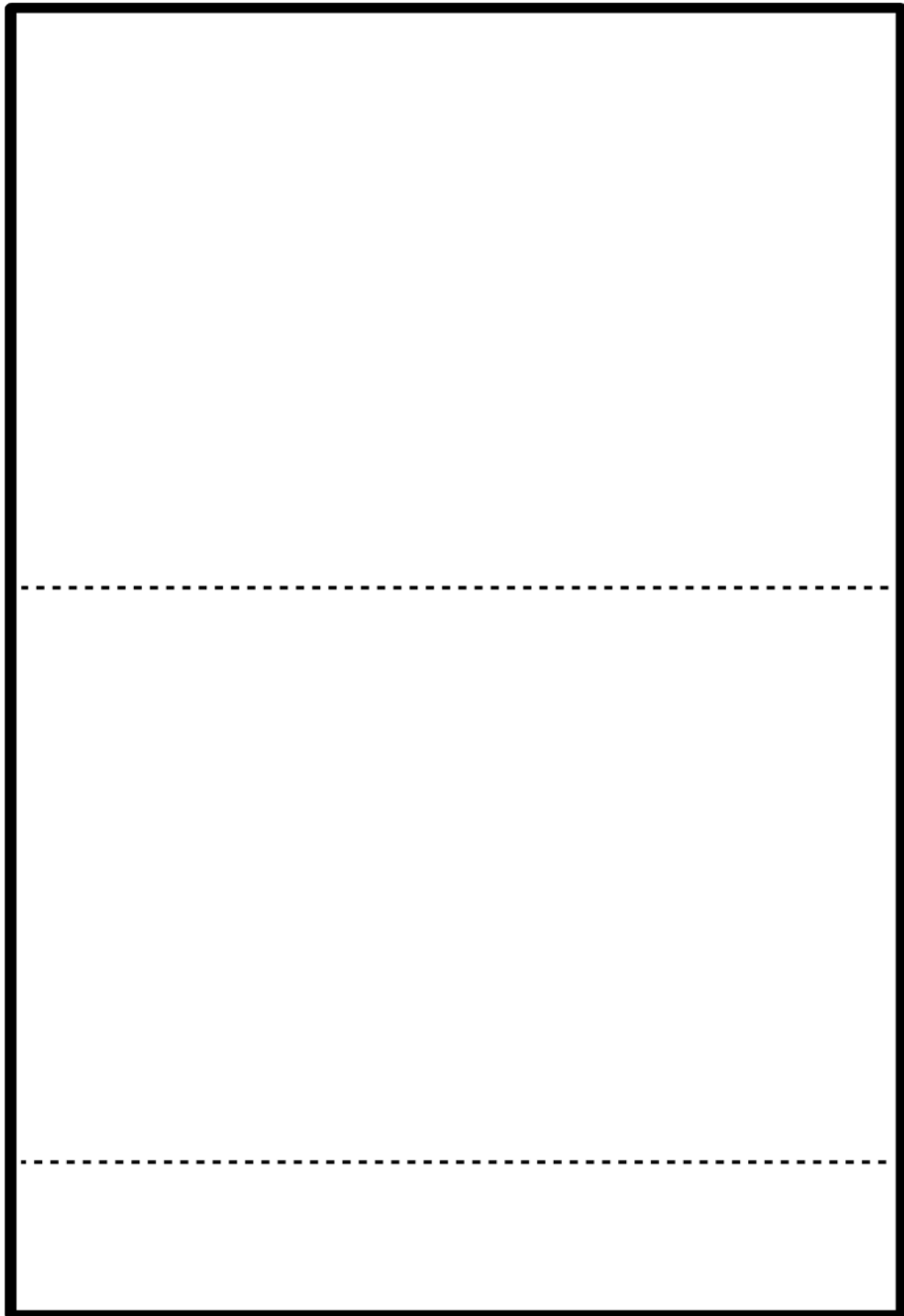
# Foldable for Theme/Conflict

Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the words Theme/Conflict. Above the flap on the outside of the foldable, draw a picture to represent **either** the theme or the conflict. Open up the foldable and on the top half, write the theme statement. On the bottom half, explain the main conflict of the novel.



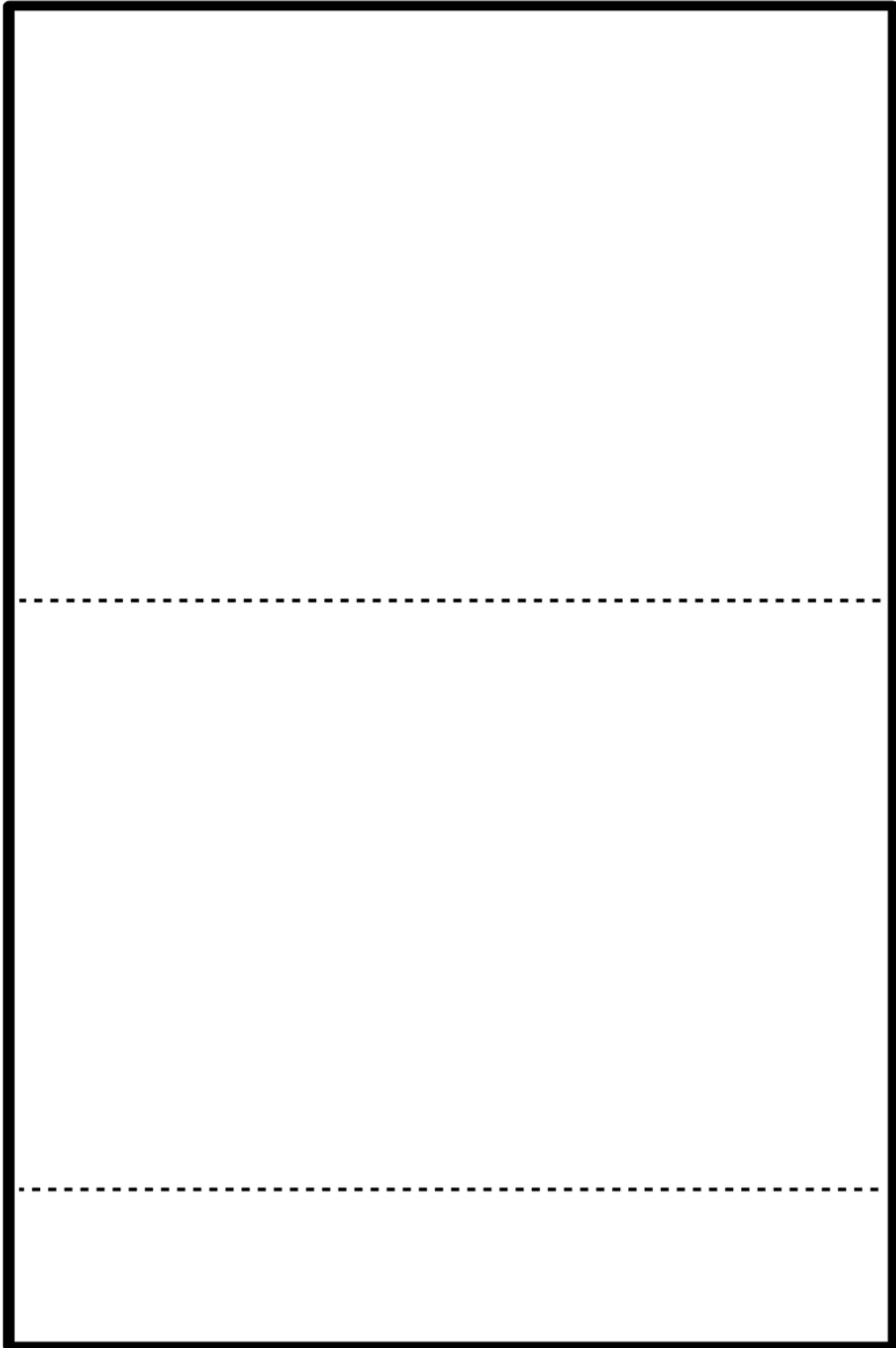
# Foldable for Book Evaluation

Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the words Book Evaluation. Above the flap on the outside of the foldable, draw a picture of a thumbs up thumbs down sign, or some other representation of an evaluation. Open up the foldable and on the top half, draw how many stars you would give the novel (4 being the best). On the bottom half, explain your rating.



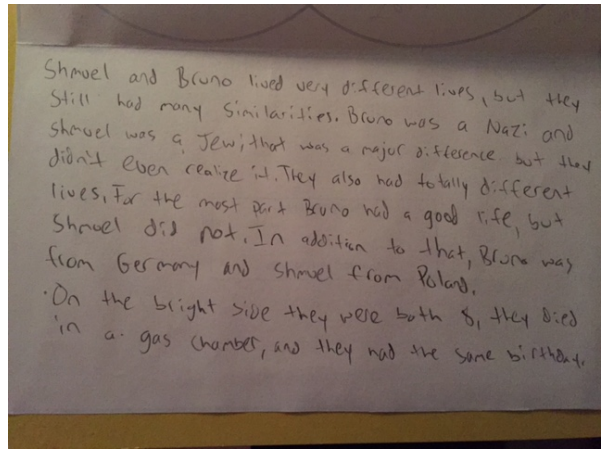
# Foldable for Setting

Cut out the shape. Do not cut the dotted lines. Fold the top square until it touches the bottom dotted lines. Then fold up the bottom rectangle so that it looks like an envelope. On the bottom flap, write the word Setting. Above the flap on the outside of the foldable, draw a picture of the main setting. Inside of the foldable, in detail and using as much imagery as possible, describe the main setting of the novel.



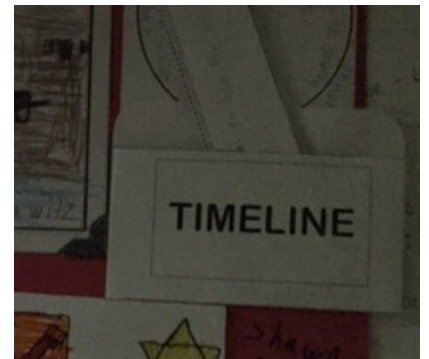
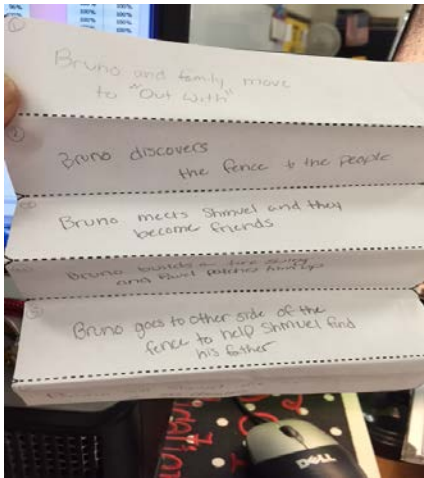
# Venn diagram

On the outside of this foldable, students label the diagram with who/what they are comparing and contrasting. Then, they fill out the diagram. On the inside, they use the information on the diagram to write a paragraph explaining similarities and differences.



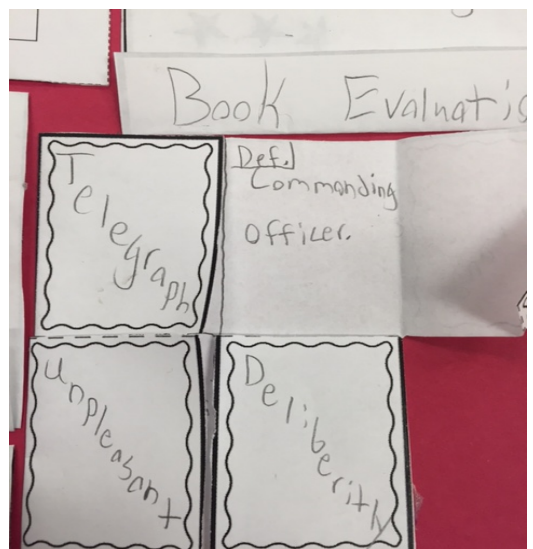
# Timeline

On the accordion shape, students list the main events of the novel's plot. More than one strip may be needed.



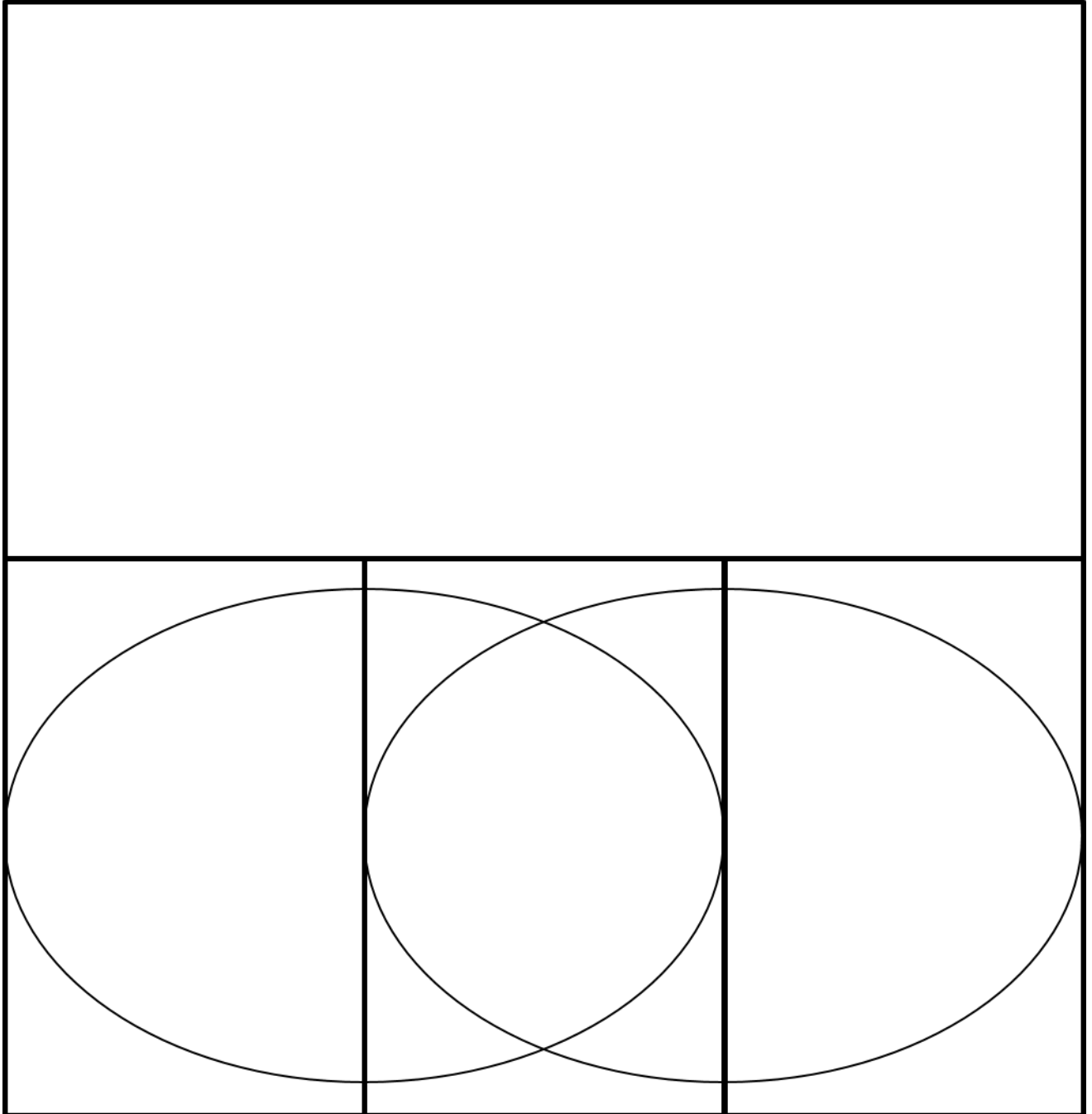
# Vocabulary

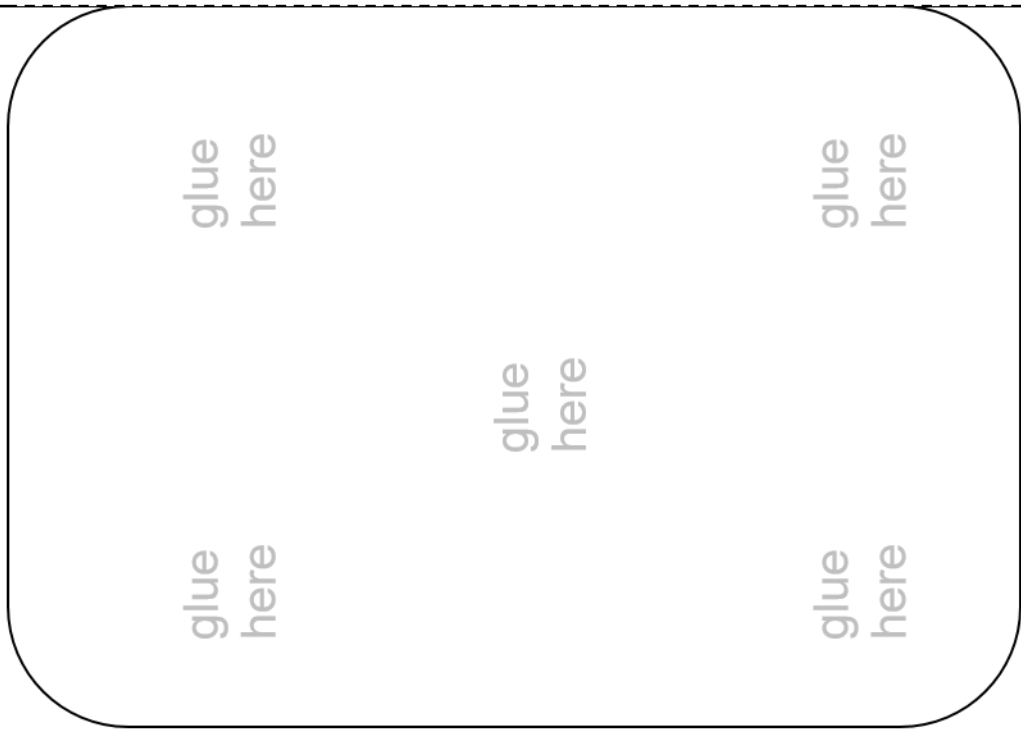
Students will identify four or six vocabulary words that they consider to be challenging or that will be useful in their own writing one day. On the outside of the flap, the word is recorded and under the flap, the word is defined.



# Foldable for Venn Diagram

Cut out the outer square. Do not cut the Venn diagram. Fold it in half so that the diagram is on the outside. On the outside of this foldable, label the diagram with who/what you are comparing and contrasting. Complete the diagram. On the inside, use the information on the diagram to write a paragraph explaining similarities and differences.





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Here you are making a pocket for your timeline to go in. You will write the timeline on the accordion foldable and then place it in this pocket when you are done.

Note: If you prefer, you may not use the timeline pocket, but glue the accordion shape directly on the project board using the tab at the top. When using the pocket, the tab is easily cut away.

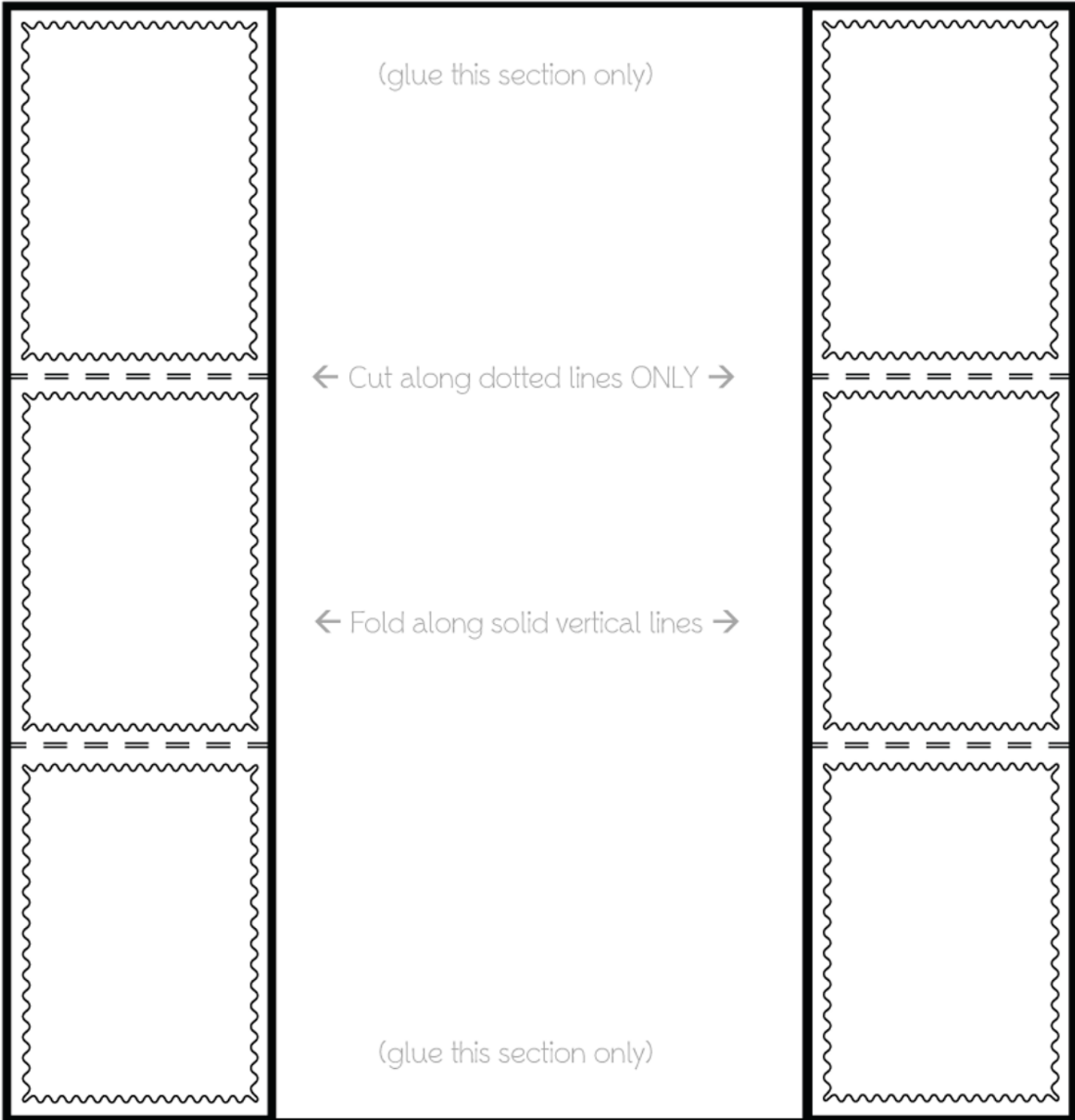
# Timeline Accordion

Cut out the outer shape. Fold it like an accordion (fan). On each strip, write one of the main events of the novels plot.

The form is a large rectangle with a solid black border. Inside this border, there are three horizontal dashed lines that divide the space into four equal-width strips. The top strip is currently empty. The other three strips are also empty, intended for the user to write main events from a novel's plot. The dashed lines are intended to be cut out and folded to create an accordion effect.

# Vocabulary Foldable

Cut out the outer shape. Follow the directions on the foldable for cutting and gluing. On the outside of each "window flap", write a word from the novel. On the inside, define the word. Choose words that you feel readers may not know before reading the book.





# Rubric ~ Foldable Novel Project

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>All eight components are included.</b>  ____ Cover  ____ Setting  ____ Author Info.  ____ Theme/Conflict  ____ Book Evaluation  ____ Vocabulary  ____ Timeline  ____ Venn diagram	20	
<b>All eight components are accurate and neat.</b>  ____ Cover  ____ Setting  ____ Author Info.  ____ Theme/Conflict  ____ Book Evaluation  ____ Vocabulary  ____ Timeline  ____ Venn diagram	80	
<b>TOTAL</b>	100	

## Group Project

### Group Text Message Discussing Theme

Choose three characters from the novel. Create a group message between these characters. Let your group message be about the theme of the novel. So first, think about the theme. What lesson about life can you take away from this novel? Complete the following activity to help you write a theme statement. Once your theme statement is written, you will complete the group text message having three characters of your choice discuss this theme.

**A theme is a story's central message; it is a lesson that you learn about life.**

**Some things to remember about theme are:**

- **Theme is what the author wants you to remember most.**
- **Occasionally the theme is stated directly in the novel/passage.**
  - **Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.**
  - **Theme is written as a statement, not just a word.**
- **There can be more than one theme in a novel.**

Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

# Finding a Theme

## A Partial List of Common Universal Themes

When first trying to determine a theme, consider common universal themes like the ones listed below . Once you have chosen a few words that match the novel, expand the word into a message about life.

- Fear
- Acceptance
- Greed
- Beauty
- Birth
- Death
- Heroism
- Escape
- Love
- Journey
- Patriotism
- Hope
- Betrayal
- Power
- Family
- Friendship
- Duty
- Survival
- Conformity
- Deception
- Loss
- Discovery
- Suffering

Theme Statement:

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Directions: Cut out each box. You're going to stack each piece to make a flap booklet. Glue the largest box down on a sheet of paper first (#1) by putting glue under the tab only. Then, glue the next two boxes on top by putting glue on the tab only. The smallest box will be on top. You should be able to flip each box up to write the answers underneath.

What is the theme from this novel?

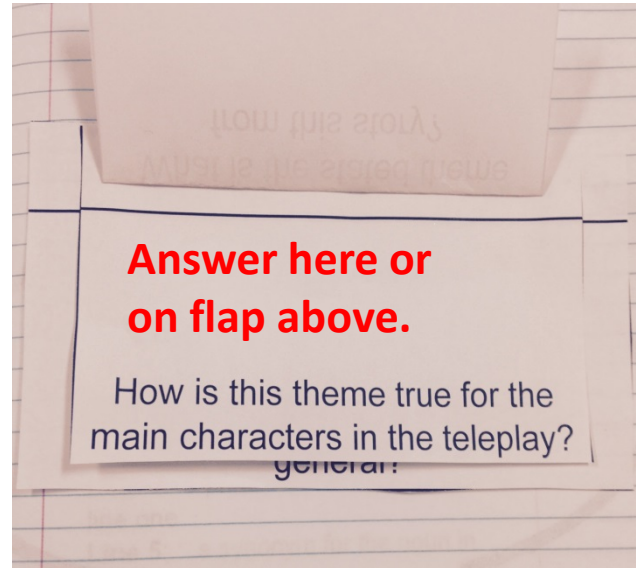
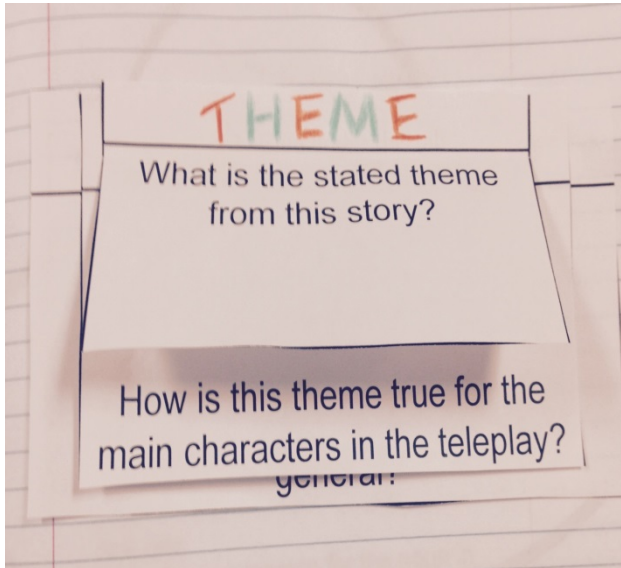
2. Glue under this tab.

How is this theme true for the main characters in the novel?

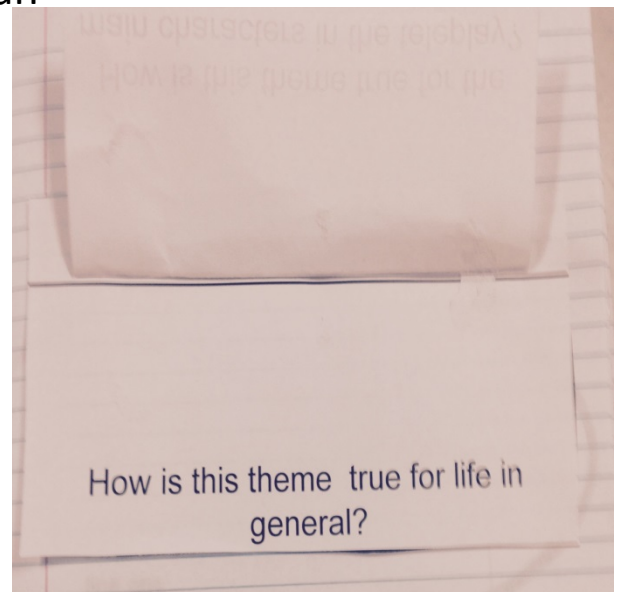
1. Glue under this tab.

How is this theme true for life in general?

# How To Make Flap Book



Glue largest box down first. Put glue under flap only. Next, glue flap of next biggest box. Smallest box is glued on top. Each flap should be able to be lifted so that answers can be written underneath.



Now that you have determined the theme of this novel, create a group text among three characters from the book. Have them discuss something about the theme, however do not use the word *theme* in the messages. Use different color pens or colored pencils to show different characters.



**Cinquain:** a poem containing five lines

Write a cinquain poem using a character or object found in the novel as the basis of your poem. The cinquain format is listed below.

### Cinquain Poem Format

Line 1: a noun

Line 2: two adjectives to describe the noun in line one

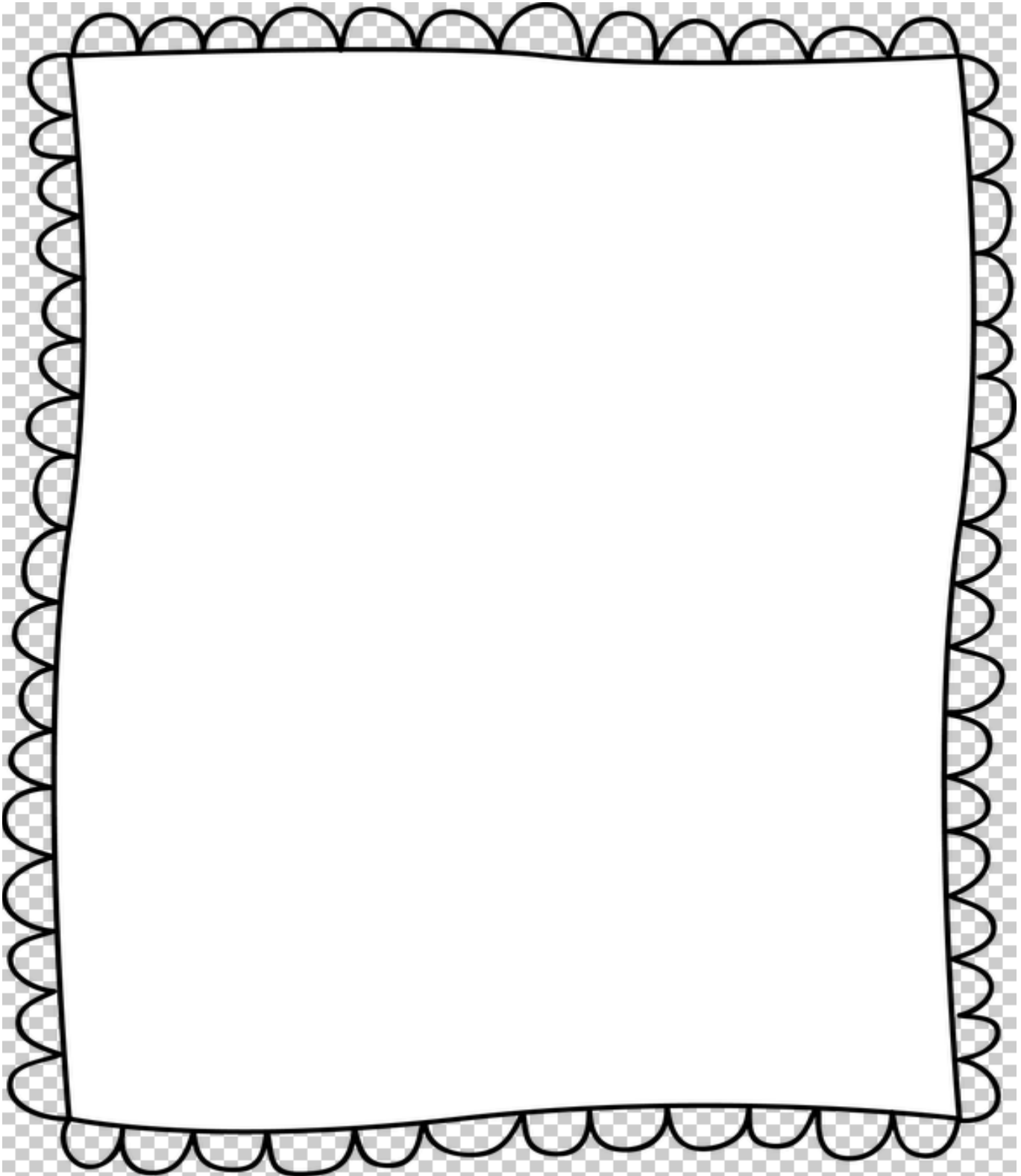
Line 3: three -ing verbs

Line 4: a phrase describing the noun in line one

Line 5: a synonym for the noun in line one

Write a draft in the box below.

# Cinquain





# Group Project

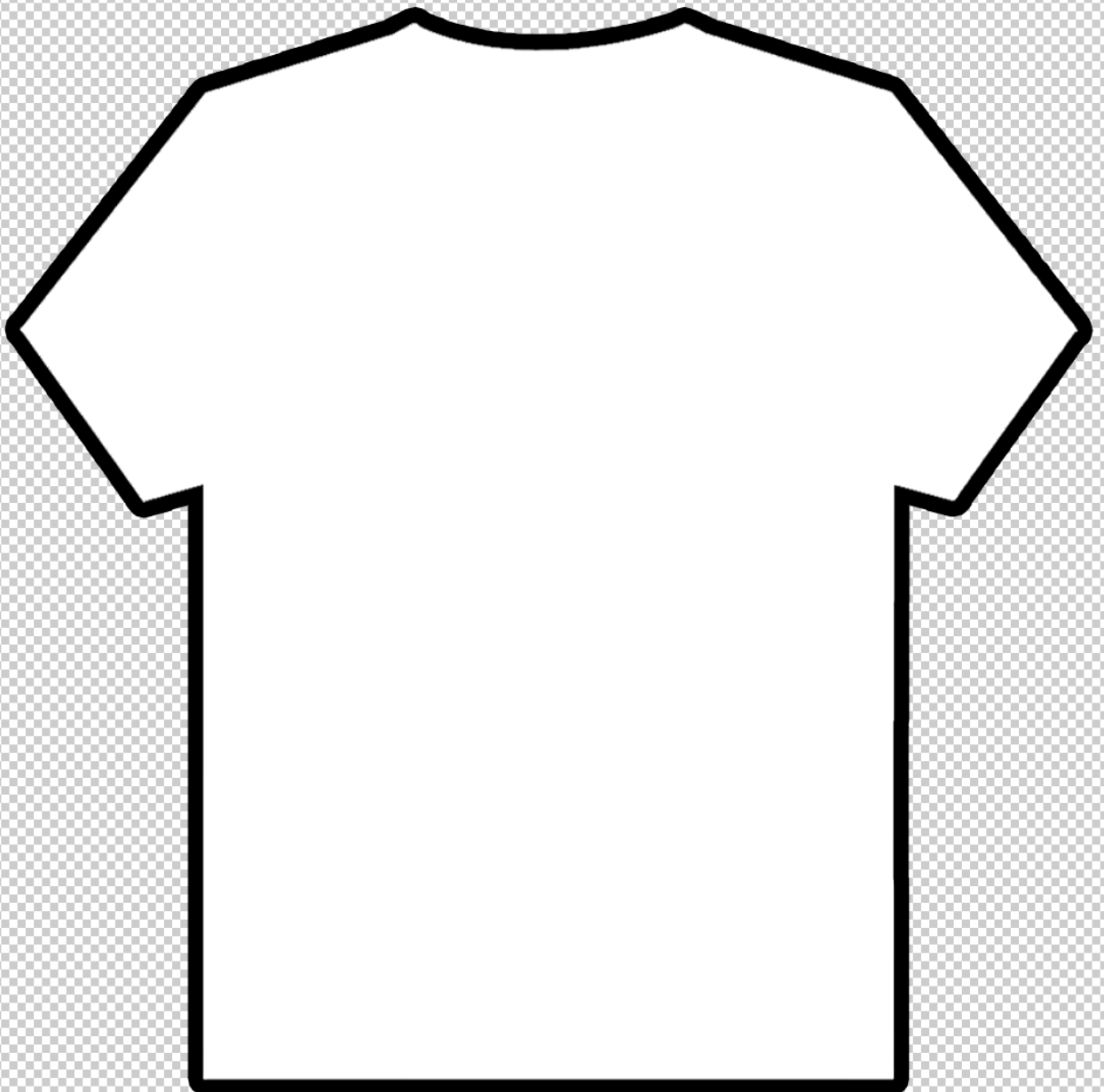
## **Mottos**

A motto is a word or saying that describes a principle or moral that someone lives by. Some examples are:

The apple doesn't fall far from the tree.

Never judge someone until you have walked a mile in his/her shoes!

Create a T-shirt for the main character from the novel. In the center of the shirt, write a motto that this character would live by.



## *ABCs of the Novel*

In each box below, write something from the novel that begins with that letter. For example, in the first box, write a word that begins with A, a word that begins with B, and a word that begins with C. Think of the characters, setting, plot, conflicts, and themes as you are thinking of words.

A B C

D E F

G H I

J K L

M N O

P Q R

S T U

V W X

Y Z

## Project

Directions: Follow the pattern of the “I Am” poem to write a poem about the novel. You can choose to write it as a character, object, or even as part of the setting of the novel.

### I Am

**I am** (a character, object, or place in the novel)

**I wonder**

**I hear**

**I see**

**I want**

**I am** (the first line of the poem restated)

**I pretend**

**I feel**

**I touch**

**I worry**

**I cry**

**I am** (the first line of the poem repeated)

**I understand**

**I say**

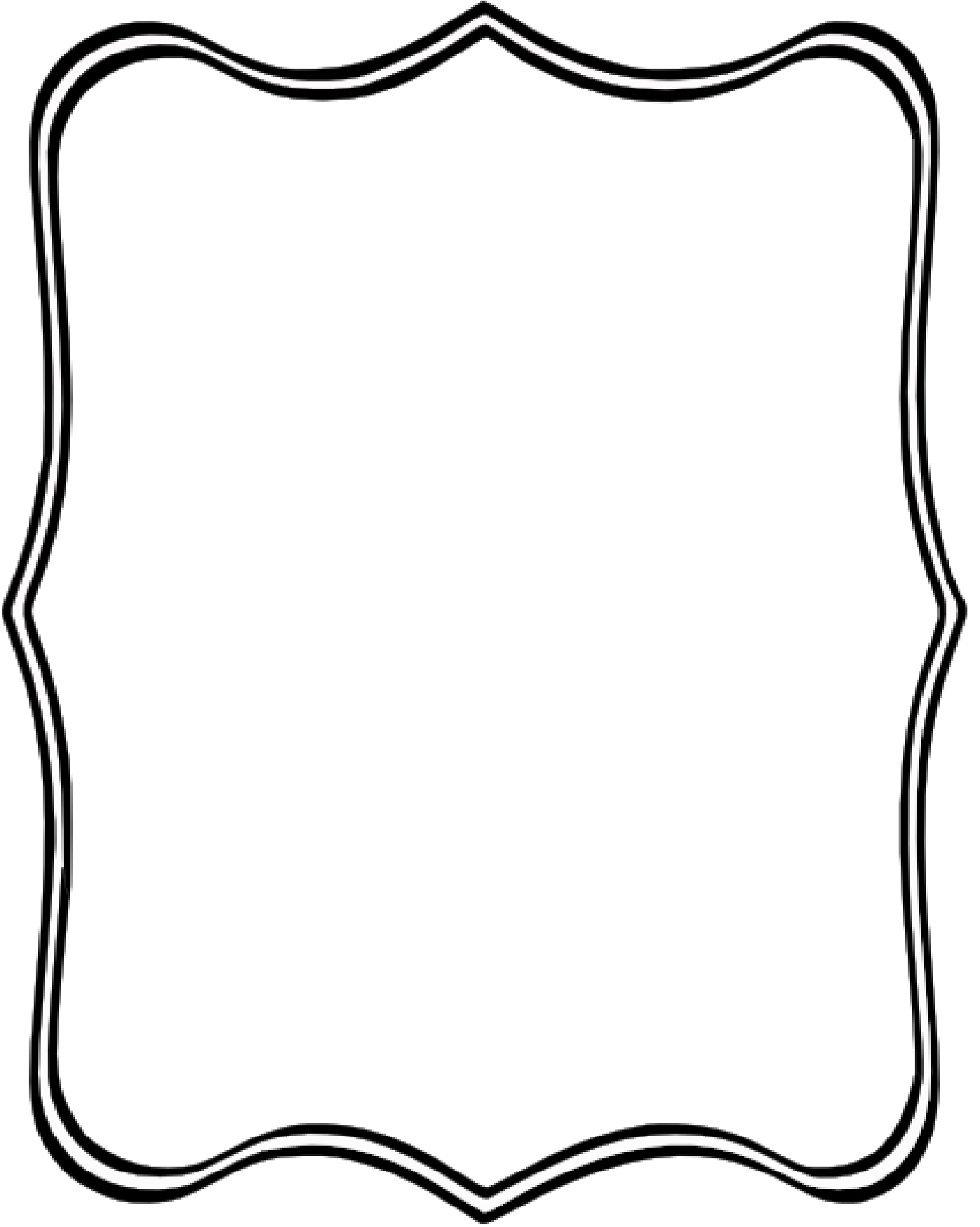
**I dream**

**I try**

**I hope**

**I am** (the first line of the poem repeated)

I Am



Answer the following Questions

1. What part of the story was the most frightening/upsetting? Why?

2. What part of the story was the saddest? Why?

3. What part of the story was the most believable? Why?

4. What part of the story was the most meaningful to you? Why?

5. What do you think happened at the end of the story? Why?

How does the setting affect the characters?

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If this novel were set somewhere else, how might the story be different?

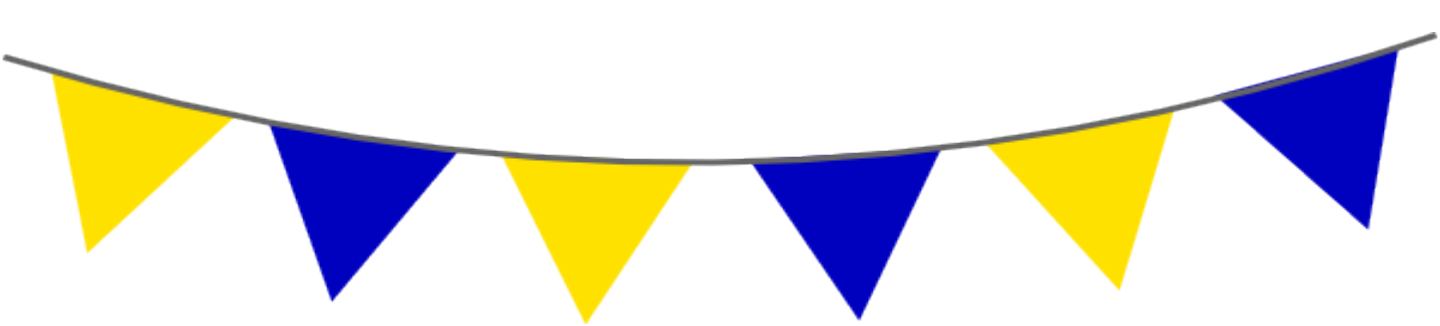
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**Top 10 quotes from the novel** \_\_\_\_\_

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

# Final Text Message

Choose a character from this novel or story. Then, create a final text message for this character. You can choose to have this character send his/her text to another character or to the readers. Put thought into your message. Do not just write something like “I hope you liked the book”. The character’s final text message should reflect the theme, a conflict he/she has struggled with, or something this character has learned.





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Happy Teaching! 😊

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