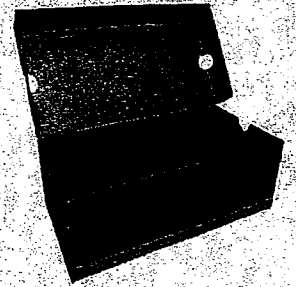


me in a box.

- For this project you will collect a variety of objects that represent who you are as a person (personality, likes/dislikes) and compile them in a shoe box. →



Items could be things like:

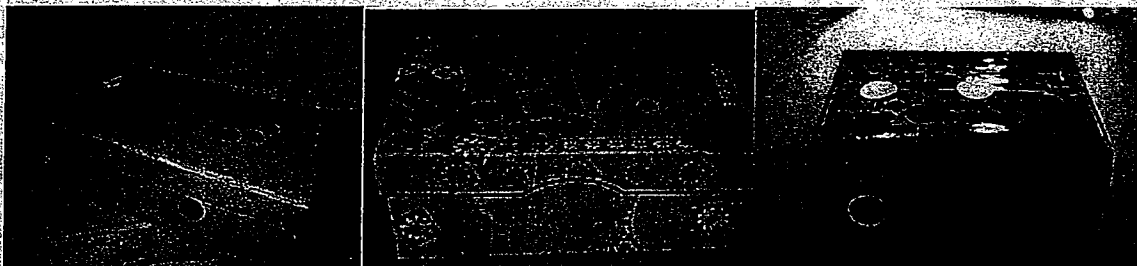
- photos
 - small objects (collectables, lucky charms, souvenirs)
 - certificates or medals
 - objects that represent your favourites (colour, food, sport, culture or religion, hobbies, etc.)
- **Remember they must be able to fit inside your shoebox!

You MUST include:

- An image or photo
- "I am From" poem (we will go over this later ☺)
- Song lyrics (your favourite song or a song that is important to you – must be appropriate for a grade 5 classroom)

These items should give your classmates a good sense of what you are like as an individual (likes, dislikes, cultural beliefs, hobbies, personality traits, etc.). What makes **YOU** unique and different? How is **YOUR** personality reflected through these items?

You will decorate your shoe box in a way that represents who you are and you will present your box to the class as a way to introduce yourself.



Follow the steps below:

STEP 1:

BRAINSTORM a list of items you would like to include in your box (minimum of 10):



me in a box.

Me in a Box Brainstorming Chart

Object	How this object represents me!
1) Song lyrics	
2) Photo	
3) I am from poem	
4)	
5)	
6)	
7)	
8)	
9)	
10)	
OTHER:	
OTHER:	

STEP 2:

Locate the items from your brainstorming chart to put into your box. This will be done at home on your own time.

STEP 3:

Decorate your box. Please bring any items in to school that you would like to use to decorate your box (magazine clippings, fun paper, wrapping paper/new paper, printed images, paint, fabric, glitter, markers, and any other creative tools you would like to use).

STEP 4:

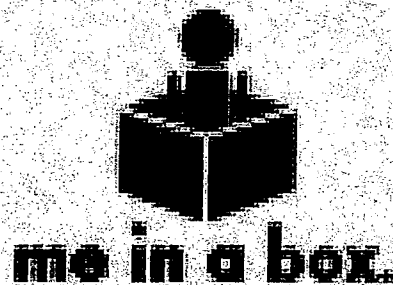
Write a short note (3-5 sentences) explaining why you selected the item for your box and how it represents you. You will write your sentences on a cue card I will supply for you.

STEP 5:

Place your 10 items inside your box with the cue cards. It may be a good idea to order your items and your descriptions so your presentation runs smoothly.

STEP 6:

Present your box to your classmate. Be sure to present each item and read from your cue card as to you that object represents you. During your presentation you will have the opportunity to play your song (you do not have to read out the lyrics) and read your "I am From" poem to the class.



Evaluation Rubric:

<p>Box Design/Décor:</p> <ul style="list-style-type: none"> - Neat and tidy - Decorated in a creative manner - The design represents the character and personality of the individual 	<p style="text-align: center;">1 2 3 4</p> <p>Comments:</p>
<p>Objects:</p> <ul style="list-style-type: none"> - Objects are representative of the individual - Objects were carefully and thoughtfully chosen - All required objects are included: <ul style="list-style-type: none"> - Photo - Song lyrics - "I am From" poem 	<p style="text-align: center;">1 2 3 4</p> <p>Comments:</p>
<p>Explanation of Items:</p> <ul style="list-style-type: none"> - Explanations are clear and well organized - Explanations demonstrate the meaning and connection of the item to the student (how it represents him or her) - Each explanation is 3-5 sentences long 	<p style="text-align: center;">1 2 3 4</p> <p>Comments:</p>
<p>Presentation</p> <ul style="list-style-type: none"> - Student went through each object and carefully read his or her explanations - Student made eye contact with audience - Student projected his/her voice - Student was well prepared - Student had all items necessary 	<p style="text-align: center;">1 2 3 4</p> <p>Comments:</p>

Sample Biography Poem

Reiser

Frank

Tall, strong, hard-working,
funny

Lover of animals, steak, and the
Remote control

Who needs to work less

Who fears running out of gas in
The harbor tunnel

Who wishes the grass would grow
Slower in the summer.

Rachel

Petite, charming, warm, smart

Lover of sewing, books, and her
Family

Who needs more hours in the day

Who fears growing old

Who wishes she was a gourmet
Cook.

Brian

Big, loud, silly, happy

Lover of basketball, video
Games, and bike riding

Who needs to have a bigger

Allowance

Who fears having lots of
Homework

Who wishes kids didn't have to
Go to school.

Molly

Energetic, young, cute, cuddly

Lover of her teddy bear,
Popsicles, and Sesame
Street

Who needs to take a nap when she
Gets cranky

Who fears scary noises in the
Middle of the night

Who wishes she could stay up and
Play all night long.

Reiser

Commentary

Try to guess the ages or relationships of each family member from the information you are given.

Biography Poem Rubric

	4	3	2	1
Ideas	I collected information and was prepared.	I collected information. Assignment was not completed and ready on-time.	I collected information. Assignment was not completed and ready on-time repeatedly.	Information was not collected. Assignment was not able to be completed.
Content	Content of the biography poem relates to the topic of the poem. Content is person specific and gives the reader a clear picture of each person.	Content of the biography poem relates mostly to the topic of the poem. Content is generally person specific and gives the reader a picture of each person.	Content of the biography poem is somewhat related to the topic of the poem. Content feel vague and lacks appropriate detail to give the reader a picture of each person.	Content is not related to the topic of the poem. Content is confusing and doesn't give a clear picture of each character.
Organization	The format of the poem was followed specifically and independently.	The format of the poem was followed with little support.	The format of the poem was loosely followed and required adult support.	Adult support was required in order to follow the format of the poem.
Conventions	Independently used appropriate conventions and spelling.	Little support for appropriate conventions and spelling.	Adult support needed for conventions and spelling.	Many errors were found. Adult support was necessary.

_____ / 16 = _____ % 1 2 3 4

Comments:

Family Interviews

Family member's name	Four words that describe this person	Three things this person loves	Two things this person needs	One thing this person fears	One thing this person wishes
	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____	1. _____	1. _____
	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____	1. _____	1. _____
	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____	1. _____	1. _____
	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____	1. _____	1. _____
	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____	1. _____	1. _____

"I Am From" Poem Template

(Using this template is optional – you may also decide to use parts of it that works for you!)

I am from.....

I am from _____ (an everyday item in your home)
from _____ and _____ (products or everyday items in your home)

I am from the _____ (description of your home)
_____ (a detail about your home – a smell, taste, or feel)

I am from the _____ (plant, flower, natural item)
The _____ (plant or tree near your home)
whose _____ (description of plant or tree).

I'm from _____ and _____ (a family tradition and family trait)
from _____ and _____ (family members)
I'm from _____ and _____ (family habits)
and from _____ (family habit)

I'm from _____ and _____ (things you were told as a child)
and _____ (a song or saying you learned as a child)

I'm from _____ (a family tradition)
I'm from _____ (place of birth) and _____ (family ancestry, nationality or place) _____ and _____ (family foods)

From _____ (a story about a family member)
_____ (detail about the story or person)
_____ (description of family mementos, pictures or treasures.)

_____ (location of memento – under my bed, on the wall, in my heart)
_____ (more description if needed) _____

By (student name) _____ Date _____