

Book in a Box Presentation

‘Book in a Box’ is a chance to bring your favourite book to life by putting together objects that relate to your book and using them to tell the story of what your book is all about. It involves decorating a box and filling it with items that represent different aspects of a book, allowing for a creative and engaging way to showcase the story. This project includes decorating the interior and exterior of the box to reflect the book's themes, summarising the plot and characters, and including objects that relate to the story, with accompanying explanations or quotes from the book.

The structure below will guide your presentation of your chosen book.

There is also a rubric below to help you along the way.

1. Choose a Book
2. Develop 3 research questions. Ensure these questions are not too simple but broad enough to get information. (How and Why questions for example, Why do I like this story/book? What is the purpose for the book? Where is it set? When was it written? Why was it written? Something about the characters)
3. Research your information : Use the school or local library to choose a book.
4. Write your information in your own words. Use the summarising reading strategy to help you pull out the main parts and/or characters to present in your box.
5. Effective way to present your information in the box
6. Presentation to the class: Week 8, Monday 7th September 2026
7. Years 2-6 Presentation to the wider community: Week 8, Thursday, 10th September from 10:00-11:00am - Book Week Festivities and Parade
8. Morning Tea Picnic with your child on the playground. Parents to bring their favourite book and read it to their child/ren and their friends!

Book in a Box Presentation Guidelines

1. The Box:

Exterior:

- *Decorate the inside and outside of the box to visually represent the book's themes, title, and author.*

Lid:

- *On the inside of the lid, include a summary of the plot (without giving away the ending), a personal comment about the book (what you liked or disliked, whether you would recommend it), and a favourite quote.*

2. The Contents:

- *Objects: Fill the box with 5-7 objects that are relevant to the book. These could be items mentioned in the text, items representing characters, or items that symbolise key themes.*
- *Explanations: For each object, provide a short explanation of its connection to the book, including page numbers or quotes from the text.*
- *Favourite Quote: Include a separate card with your favourite quote from the book.*
- *New Words: Include 2 new and important words from the book with their page numbers.*

3. Purpose:

- *The "Book in a Box" project is a creative way to engage with a book on a deeper level, encouraging students to think critically about the plot, characters, and themes.*
- *It also allows for creative expression and presentation skills.*



Use these KAPLAN prompts for your research

Details 	Traits, attributes, characteristics to describe something; the defining characteristics/ the evidence to support ideas and opinions	• identify traits • describe • differentiate • compare/contrast • prove with evidence • observe	1. What are its attributes? 2. What features characterise this? 3. What specific elements define this? 4. What distinguishes this from other things?
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The Details icon challenges students to determine the key facts, traits, parts, or elements of the content. Learners are tasked with looking for the vital details or characteristics to define the topic of study.

Big Idea 	When students think about the Big Idea of a topic, we're looking for a statement that sums up the content.	• Purpose of a topic • Statement that sums up the content	1. What is the main message, theme, or overarching concept in this content? 2. What statement can you make that sums up this topic? 3. What is the most important takeaway? 4. How does this topic connect to other subjects, times, or events?
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The Big Idea prompt (represented by the pillar/temple icon) asks students to identify, generalise, and summarise core principles or themes from a study. It forces learners to move beyond facts to formulate a central, supported theory. Key questions include identifying the main message, summarising content, and relating it to other subjects or the real world.

Multiple Perspectives 	Multiple Perspectives is a core critical-thinking prompt used to analyse a subject through different viewpoints.	• See the situation differently	1. How do the different characters in the story portray their viewpoints/opinions/roles? 2. What are the opposing viewpoints? 3. How would different characters view each other? 4. What is the bias in this source of information?
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The Multiple Perspectives icon (represented by the glasses icon) directs learners to contemplate different points of view on an issue or topic. Students using Multiple Perspectives as their lens of learning will analyse divergent outlooks and interpret their relevance.

Book in a Box Presentation Guidelines

Way to present your Book:

1. Practice your presentation at least once or twice before you present it to the class. This will help you become more familiar with the material and help you speak confidently and clearly.
2. Be sure to practice your presentation ahead of time to ensure you can deliver it within the allotted time.
3. Your 'Book in a Box' will help illustrate the points in your presentation.
4. When presenting, speak slowly, clearly and confidently. Use gestures and maintain eye contact to engage your audience.
5. Organise your presentation into clear sections/points so that your audience can easily follow.
6. Engage your audience/classmates by asking questions, opinions, or encouraging them to participate in other ways.
7. Believe in yourself and your abilities. Speak clearly, maintain eye contact and be confident in your delivery.



Book in a Box Presentation: Years 2 - 6

	Elementary	Basic	Sound	Thorough	Extensive
Information	Information has no relevance to your project	Information has some relevance to your project	Information is relevant to your project	Information is relevant and on topic to your project	All information is relevant and on topic to your project
Presentation of Book	No effort has been put into the presentation of your project	Some amount of effort has been put into the presentation of your project	A good amount of effort has been put into the presentation of your project	A good amount of effort has been put into all aspects of the presentation of your project	An outstanding amount of effort has been put into the presentation of your project
Time management	No time management occurred in preparation for the project	Little time management occurred in preparation for the project	Some time management occurred in preparation for the project	Time management was thought about regularly in preparation for the project	Time management was always thought about regularly in preparation for the project
Reference/ Bibliography	No information is referenced	One piece of information is referenced	Some information is referenced	All sources are referenced including two different sources	All sources are referenced correctly and have included three different sources



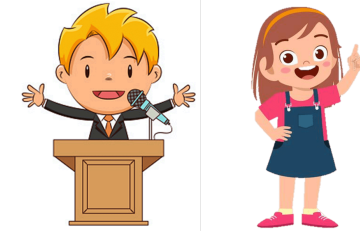
Book in a Box Presentation: Years 2 - 6

ORAL PRESENTATION RUBRIC

Student Name:					
	1	2	3	4	5
Presentation	Speaks to class with disjointed and unrelated ideas.	Makes brief oral presentations to the class. There is no evidence of organisation.	Presents a brief oral presentation with some preparation.	Plans and presents a brief oral presentation to an audience.	Plans and delivers a structured and engaging oral presentation to an audience.
Use of Voice	Difficult to hear, mumbled speech. Poor pronunciation.	Speaks clearly most of the time. Occasional mumbling and/or mispronunciation of words.	Consistently speaks in an audible, clear way. Most words are pronounced correctly.	Consistently speaks in an audible, clear way. Minimal mispronunciation of words.	Clear and precise speech. Skillfully uses expression for emphasis appropriately throughout.
Confidence	Needs more confidence, constantly fidgeting and moving. No eye contact.	Speaks with some confidence. Fidgeting and movement distract from speech. May look at the audience occasionally. Notes may obstruct the face.	Speaks confidently. There is some evidence of fidgeting or awkward stance. Glances at the audience sporadically.	Speaks clearly and confidently. Stance is secure most of the time. Maintains eye contact most of the time.	Speaks clearly and confidently. Stance is appropriate. Maintains eye contact throughout.
Volume	Inability to hear or understand the speaker due to low voice level	Voice level too low or too high making it difficult for audience engagement	An appropriate volume is generally used throughout the presentation	An appropriate volume is consistently used throughout the presentation	An appropriate volume is consistently maintained and skillfully varied to enhance the presentation
Pace	Inability to understand the speaker due to a fast pace.	The pace is too fast or too slow making it difficult to understand	An appropriate pace is generally maintained	An appropriate pace is consistently maintained throughout the presentation	An appropriate pace is consistently maintained and skillfully varied to enhance the presentation
Comments:					

Term 3 Kinder & Year 1 - Oral Language and Communication

Learning Intention: We are learning to use oral language and communication skills to speak in formal situations.



Task: Prepare a **1 - 2 minute** speech to present to your class in Week 8.

Topic: 'Book in a Box'

A Book in a Box presentation involves decorating a box and filling it with objects that represent different aspects of a chosen book. This project allows for a creative and engaging way to showcase a favourite story. The outside of the box should be decorated to reflect the book's theme, setting, or overall mood, while the inside may contain items that symbolise characters, plot elements, or important events in the story.

Students will also prepare a 1–2 minute speech that includes:

- Why is this book their favourite?
- Who are the main characters?
- What is the setting of the story?
- What is their favourite part of the book, and why?



Steps involved:

1. You will need to write a speech and then practice each day at home until you know it well.
2. Make palm cards and continue to practice with your palm cards.
3. Create a Box to display your Book during your presentation.
4. Present your speech to the class in Week 8.

a. Kindergarten: Monday 7 September - Week 8

b. Year 1: - Monday 7 September - Week 8

Your speech will be assessed using the attached rubric.

We will look forward to hearing you present your speeches.

Ms Stinson and Ms Barko

(Kindergarten & Year 1 Teachers)

Kindergarten & Year 1 Oral Language and Communication Rubric

Name:

Topic:

Topic (Weighting)	Minimal	Basic	Proficient	Exemplary
Organisation of Content	• The information is not developed in a logical or ordered fashion. • Content is not linked to the topic.	• The retell is generally developed in a logical and ordered fashion. • Some content is linked to the topic.	• The retell is developed in a logical and ordered fashion. • Most content is linked to the topic.	• The retell is presented in a logical, interesting sequence, which is easily followed. • Content is very relevant to the topic.
Notes and use of palm cards	• Reading from notes. • Not confident with the topic.	• Some over relying on the notes. • Some confidence with the topic.	• Minimal relying on the notes. • Generally confident with the topic.	• Effective use of notes. • Appropriate use of language and very confident with the topic.
Use of voice	• Significant incorrect pronunciation. • Has not used first person.	• Occasional mispronunciation of words. • Voice level too low or too high. • Little expression • Minimal use of first person.	• Most words pronounced correctly. • Voice is clear. Degree of expression is appropriate. • Mostly uses first person.	• Clear voice and precise pronunciation. • Skillful and expressive use of voice. • Uses first person throughout.
Engagement with the audience	• Monotonous, no eye contact. • No hand gestures used.	• Little eye contact with little facial expression. • Minimal hand gestures used.	• Good eye contact with appropriate facial expression. • Hand gestures used.	• Very effective eye contact and facial expression. • Explicit hand gestures used.
Presentation Length	• 20 seconds	• 30 seconds	• 50 seconds	• Timing perfect • 1-2 minutes

Teacher Comment:

