

12.2 Evaluation (p. 769)

Name _____

Telling Your Own Story

Grade _____

Overall Comments

1. What was good about your presentation:

2. What needs more work:

4 = very good 3 = good 2 = adequate 1 = needs work 0 = missing						Comments	
1. Background	relevant information provided - tell how got the item - describe item - include description of part that will be changed	4	3	2	1	0	
2. Body	First change - tell problem/reason for change - (transition), tell what changes were made - tell how felt about the change	4	3	2	1	0	
	Second change - tell problem/reason for change - (transition) tell what changes were made - tell how felt about the change	4	3	2	1	0	

2. Body (cont'd)	Third change - tell problem/reason for change - (transition), tell what changes were made - tell how felt about the change	4	3	2	1	0
3. Conclusion	closing remarks frames the story appropriately	4	3	2	1	0
4. Delivery	fluency	4	3	2	1	0
	cohesion	4	3	2	1	0
	engaging (eye contact)	4	3	2	1	0
	Totals					=

12.2 Self-Evaluation

Name _____

“The Tailor,” Telling One’s Own Version

Overview

View your story and write your overall reactions and comments about your presentation.

Specifics

Review the sequences outlined in homework 12:3–12:7. Replay your story and comment specifically on how well you followed the sequences outlined for the following areas:

1. Opening

2. Body (Describe changes made)

3. Closing

Retrospect

1. What did you learn from this assignment?

2. If you were given the opportunity to retell this story, what would you work on?

3. What grade would you give yourself? Why? (all must answer this question)

12.7 Evaluation (p. 799)

Name _____

One Fine Day

Grade _____

Overall Comments

1. What I liked about your presentation:

2. What needs more work:

		4 = very good	3 = good	2 = adequate	1 = needs work	0 = missing	Comments
1. Title		4	3	2	1	0	
2. Opening	<ul style="list-style-type: none"> - maintain eye contact with audience and set the scene - eye gaze matches height and location - timing in the “cutting tail” scene - woman gives condition, fox responds 	4	3	2	1	0	
3. Body	<p>Fox and Cow <i>Character (placement)</i></p> <ul style="list-style-type: none"> - point to show location and distance and look at audience —tells it’s a COW - eye gaze and signs (MEET and “hey”)match height and location of the cow 	4	3	2	1	0	
		4	3	2	1	0	

3. Body (cont'd)

Request (Agreement Verb)

- sign GIVE TO matches height and location of character(s) 4 3 2 1 0
- eye glance(s) in direction of character referred to and ends request looking at the cow 4 3 2 1 0

Condition

- state condition (raise brow/nodding) 4 3 2 1 0
- eye gaze match location and height of fox 4 3 2 1 0
- fox responds to condition 4 3 2 1 0

Fox and Grass

Character (placement)

- point to show location and distance and look at audience —tell it's GRASS 4 3 2 1 0
- eye gaze and signs match height and location of the grass 4 3 2 1 0

Request (Agreement Verb)

- sign GIVE TO matches height and location of character(s) 4 3 2 1 0
- eye glance(s) in direction of character referred to and ends request looking at the grass 4 3 2 1 0

Condition

- state condition (raise brow/nodding) 4 3 2 1 0
- eye gaze match location and height of fox 4 3 2 1 0
- fox responds to condition 4 3 2 1 0

Fox and Stream

Character (placement)

- point to show location and distance and look at audience —tells it's WATER 4 3 2 1 0
- eye gaze and signs match height and location of the stream 4 3 2 1 0

3. Body (cont'd)

Request (Agreement Verb)

- sign GIVE TO matches height and location of character(s) 4 3 2 1 0
- eye glance(s) in direction of character referred to and ends request looking at the stream 4 3 2 1 0

Condition

- state condition (raise brow/nodding) 4 3 2 1 0
- eye gaze match location and height of fox 4 3 2 1 0
- fox responds to condition 4 3 2 1 0

Fox and Girl

Character (placement)

- point to show location and distance and look at audience —tell she's a girl with jug 4 3 2 1 0
- eye gaze and signs match height and location of the girl and jug 4 3 2 1 0

Request (Agreement Verb)

- sign GIVE TO matches height and location of character(s) 4 3 2 1 0
- eye glance(s) in direction of character referred to and ends request looking at the girl 4 3 2 1 0

Condition

- react to request, give permission to take jug 4 3 2 1 0

Returning with the items

Fox and Girl

- instrument classifiers 4 3 2 1 0
 - picks up jug
 - while holding jug, thanks the girl
- fox runs to right (toward stream) 4 3 2 1 0

3. Body (cont'd)

Fox and Stream

- | | | | | | |
|--|---|---|---|---|---|
| • fox greets stream—stream gives permission (eye gaze match height and location) | 4 | 3 | 2 | 1 | 0 |
| • instrument classifiers | 4 | 3 | 2 | 1 | 0 |
| - stream gives permission | | | | | |
| - fox scoops up water with jug | | | | | |
| - while holding jug, fox thanks the stream | | | | | |
| • fox runs to left (toward grass) | 4 | 3 | 2 | 1 | 0 |

Fox and Grass

- | | | | | | |
|--|---|---|---|---|---|
| • fox greets grass—grass gives permission (eye gaze match height and location) | 4 | 3 | 2 | 1 | 0 |
| • instrument classifiers | 4 | 3 | 2 | 1 | 0 |
| - fox pours water over grass | | | | | |
| - grass grows, indicates it's ready | | | | | |
| - fox cuts and gathers grass, | | | | | |
| - while holding the cuttings, fox thanks the grass | | | | | |
| • fox runs to right (toward cow) | 4 | 3 | 2 | 1 | 0 |

Fox and Cow

- | | | | | | |
|--|---|---|---|---|---|
| • fox greets cow—cow gives permission (eye gaze match height and location) | 4 | 3 | 2 | 1 | 0 |
| • instrument classifiers | 4 | 3 | 2 | 1 | 0 |
| - fox spreads grass out in front of cow | | | | | |
| - cow chews grass | | | | | |
| - fox ask if ready, cow is ready | | | | | |
| - fox places pail and stool under cow | | | | | |
| - milks cow, until pail filled | | | | | |
| - while holding pail, thanks the cow | | | | | |

3. Body (cont'd)	• fox runs to left (toward woman)	4	3	2	1	0
	Fox and Woman					
	• fox knocks—woman opens door (eye gaze match height and location)	4	3	2	1	0
	• instrument classifier - hands over pail—woman takes pail - hands over tail—fox takes tail - woman gets thread and needle—sews tail	4	3	2	1	0
	• fox happily walks down road	4	3	2	1	0
4. Delivery	fluency and articulation	4	3	2	1	0
	character development	4	3	2	1	0
	cohesion	4	3	2	1	0
	engaging (eye contact)	4	3	2	1	0
Totals						=

12.7 Self-Evaluation

Name _____

“One Fine Day”

Overview

View your story and write your overall reactions and comments about your presentation.

Specifics

Review the sequences outlined in homework 12:3 –12:7. Replay your story and comment specifically on how well you followed the sequences outlined for the following areas:

1. Opening

2. Character Placement

3. Conditional Sentence

4. Agreement Verbs with Role Shift

5. Instrument Classifiers with Role Shift

6. Closing

Retrospect

1. What did you learn from this assignment?

2. If you were given the opportunity to retell this story, what would you work on?

3. What grade would you give yourself? Why? (all must answer this question)

12.9A Evaluation (p. 850)

Name _____

The Lion and the Mouse

Grade _____

Overall Comments

1. What was good about the presentation:

2. What needs more work:

4 = very good 3 = good 2 = adequate 1 = needs work 0 = missing						Comments	
1. Title and Background	• giving the title	4	3	2	1	0	
	• setting • other relevant information						
	• character description (mouse) - name animal - 2–3 distinctive features	4	3	2	1	0	
2. Tell What Happened	• transition (One Day)	4	3	2	1	0	
	• character description (lion) - name animal - 2–3 distinctive features - position—(2h) SCL:V laying down, BPCL: sleeping on paws	4	3	2	1	0	

2. Tell What Happened
(cont'd)

• contact between characters (three ways)	4	3	2	1	0
- wh)hand represents part of receiver's body, then show initiator make contact					
- role shift receiver, show initiator make contact					
- role shift initiator making contact, then role shift receiver's reaction					
for scenes:					
• mouse getting on/walking on lion's tail	4	3	2	1	0
• mouse running over lion's head and paw	4	3	2	1	0
• lion grabbing and mouse reacting	4	3	2	1	0
• character's movements (combine)	4	3	2	1	0
- movement sign					
- role shift plus BPCL(feet/legs)					
- SCL:1 show direction					
for scenes:					
• mouse approaching lion	4	3	2	1	0
• mouse running away from lion	4	3	2	1	0
• mouse approaching tree	4	3	2	1	0
• character interacting with object	4	3	2	1	0
• <u>Trap 1: drop down</u>	4	3	2	1	0
- establish rope (LCL)					
- establish lion walking(BPCL)					
- paw trips rope(role shift +ICL)					
- net falls down(LCL)					
- lion struggles in net(BPCL)					
- roaring					
OR					

2. Tell What Happened (cont'd)	<ul style="list-style-type: none"> • <u>Trap 2: net pulls up into tree</u> - establish net on ground(LCL) - establish lion walking (BPCL) - paw caught in net(role shift +ICL) - net folds up around lion(LCL) - lion struggles inside net (BPCL) - pushing against net (BPCL) - roaring - mouse chews rope (role shift +ICL) 	4	3	2	1	0
3. Conclusion	concluding story <i>"From then on mouse/lion best friends"</i>	4	3	2	1	0
4. Moral	<ul style="list-style-type: none"> • transition phrase • moral 	4	3	2	1	0
5. Delivery	fluency and articulation	4	3	2	1	0
	character development	4	3	2	1	0
	cohesion	4	3	2	1	0
	engaging (eye contact)	4	3	2	1	0
	Totals					=

12.9B Evaluation (p. 850)

Name _____

The Fox and the Crow

Grade _____

Overall Comments

1. What was good about the presentation:

2. What needs more work:

4 = very good 3 = good 2 = adequate 1 = needs work 0 = missing						Comments	
1. Title and Background	<ul style="list-style-type: none">• giving the title• setting• other relevant information	4	3	2	1	0	
	<ul style="list-style-type: none">• character description (fox)<ul style="list-style-type: none">- name animal- 2–3 distinctive features	4	3	2	1	0	
2. Tell What Happened	<ul style="list-style-type: none">• transition	4	3	2	1	0	
	<ul style="list-style-type: none">• character description (crow)<ul style="list-style-type: none">- name animal- 2–3 distinctive features	4	3	2	1	0	
	<ul style="list-style-type: none">• characters' movement<ul style="list-style-type: none">- role shift plus BPCL (wings flapping) plus SCL:1 (swoop down), SCL" flying up and land on tree"	4	3	2	1	0	
	<ul style="list-style-type: none">• character (fox) talking to itself<ul style="list-style-type: none">- describe thoughts- describe intentions	4	3	2	1	0	

2. Tell What Happened (cont'd)	• role shift sequence - crow reactions/response	4	3	2	1	0
	• object passing between characters - name character, tell what it is doing - use conjunction - name object, tell what happened - name second character, tell what it did	4	3	2	1	0
3. Conclusion	- show crow reaction - show fox SCL "hopping on ground" "going down the road"	4	3	2	1	0
4. Moral	• transition phrase • moral	4	3	2	1	0
5. Delivery	fluency	4	3	2	1	0
	character development	4	3	2	1	0
	cohesion	4	3	2	1	0
	engage the audience	4	3	2	1	0
Totals						=

12.10 Evaluation (p. 877)

Name _____

Assigned Fable _____

Grade _____

(Title)

Overall Comments

1. What I enjoyed about your presentation:

2. What needs more work:

4 = very good 3 = good 2 = adequate 1 = needs work 0 = missing Comments

		4	3	2	1	0	Comments
1. Title and Background	• give the title	4	3	2	1	0	
	• establish setting	4	3	2	1	0	
	• describe first characters						
	• other relevant information						
2. Body	• describe second character	4	3	2	1	0	
	• describe movement of characters	4	3	2	1	0	
	• describe interaction with objects and/or characters	4	3	2	1	0	
	• describe character talking to itself	4	3	2	1	0	
3. Conclusion	• transition plus concluding remarks	4	3	2	1	0	
4. Moral	• transition plus moral	4	3	2	1	0	

5. Delivery	• fluency (articulation, grammar, vocabulary, pacing)	4	3	2	1	0
	• character development (feelings, manner, attitude)	4	3	2	1	0
	• cohesion (transitions, level of detail, logical sequencing, meaning)	4	3	2	1	0
	• engaging (eye contact is deliberate)	4	3	2	1	0
Totals						=