

**September 28<sup>th</sup>, 2016**

Dear Parents,

It is my goal to use online software tools to support your child's digital skills and engage him/her in quality and safe learning. BUT I need your help in giving permission for your child to use online software tools.

These tools, often called Web 2.0 tools, will be part of our classwork. Many of them require logins and offer options to save work online. Privacy rules require that students under the age of 13 have permission from a parent or guardian to login to these websites. Listed below are the different Web 2.0 tools the class will use this school year.

Please take time to check each of these sites.

- Option 1: Give written permission by initialing approved websites and then signing this permission slip.
- Option 2: If you do not provide written permission below, I will provide another way for your child to complete the assignment.

There may be other tools used during the year which do not require logins and will not require parental permission. If you have any questions about the tools we are using, please feel free to contact me.

Sincerely,

Sarah Milling

406.268.6462

[sarah\\_milling@gfps.k12.mt.us](mailto:sarah_milling@gfps.k12.mt.us)

---

After checking the website(s) below, please initial next to each tool marking your permission to log in to these sites. Then sign, date, and return this form to school by **Monday, October 3<sup>rd</sup>, 2016.**

\_\_\_\_\_ **<http://www.voki.com/>**

- **Terms of Use: <http://www.voki.com/tos;>**
- **Privacy Policy: <http://www.voki.com/privacy>**

Student Name (print) \_\_\_\_\_

Parent or Guardian Name (print) \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_





\_\_\_\_\_’s Outside Reading Project

\_\_\_\_\_ Quarter

Project Outline and Workbook

**OBJECTIVES:**

Students will:

1. Analyze character composition in literature.
2. Cite text evidence to support conclusions about a character.
3. Understand the character’s personality and how it connects to the progression of the story.
4. Use technology to portray a character creatively and concisely.

**MATERIALS:**

1. Outside reading novel
2. Internet access (home, school)

**VOKI TOOLS:**

1. Voki.com: (<http://www.voki.com>)
2. How to Make a Voki Support Guide: <http://www.voki.com/site/support>
3. VOKI USERNAME: School email address format: [first.last.2021@gfps.k12.mt.us](mailto:first.last.2021@gfps.k12.mt.us)
4. VOKI PASSWORD: Create Voki password to match your computer sign on password

**PROCEDURES:**

1. Get parent permission to use Voki – SIGN AND RETURN PERMISSION SLIP ASAP
2. Read your outside reading novel each day after school. **Shoot for a minimum of 20 minutes a day...every day.**
3. Pay attention to **details** you learn about your character. This project requires a deep understanding of who your character is in a variety of ways.
4. Take **notes** in this work packet to keep track of the information you learn about your character and the evidence that supports your understanding.
5. We will be working on our Vokis in class, but if you do not have a **completed work packet**, you will not be allowed on a computer.

Title of Outside Reading Novel (ORN): \_\_\_\_\_

Author of ORN: \_\_\_\_\_

Name of Main Character (Voki) \_\_\_\_\_

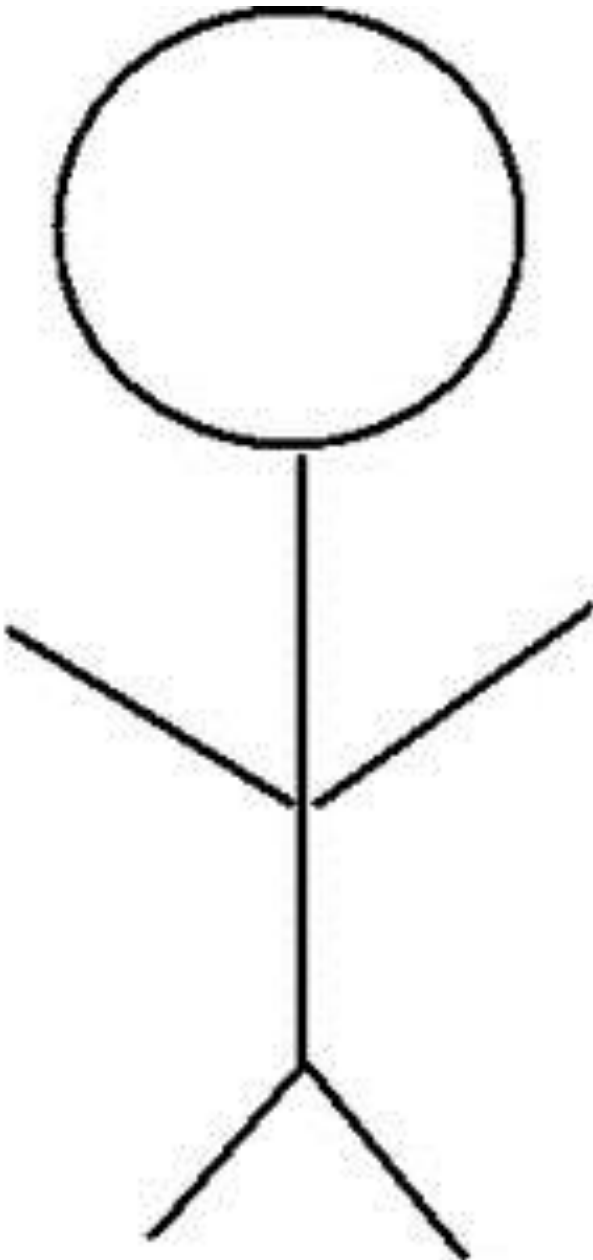
I have read through and understand my Outside Reading Project for \_\_\_\_\_ Quarter.

Student Signature: \_\_\_\_\_

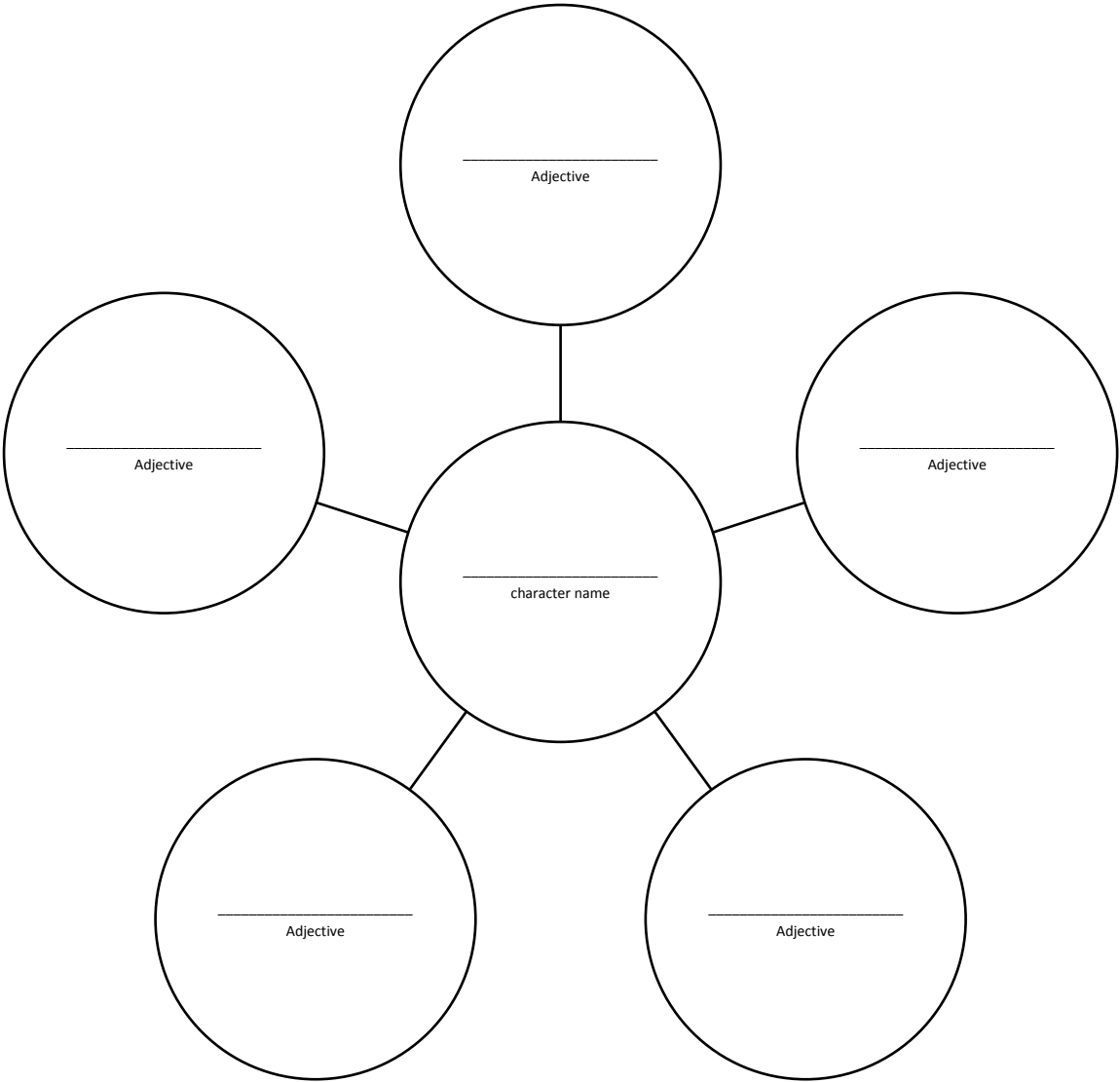
My student has discussed their Outside Reading Project for \_\_\_\_\_ Quarter with me.

Parent Signature: \_\_\_\_\_

**Character Physical Description:** This page will help you design your Voki to *LOOK* like your character.



**Character Traits:** This page will help you design your Voki to *ACT* like your character.



C = Write a conclusion about the type of person your character is based on your bubble chart above:

**Character Profile:** This page will help you write your character's *MONOLOGUE*.

**Name:** The name and all nicknames of your character should be placed here.

**Biography:** A brief overview of your character should be written out here. These prompts should be used as a jumping off point. The key is to delve into your character's past, present and future.

- **Age:** (Child, teen, mid 20s, middle-aged.) \_\_\_\_\_
- **Facial Expressions:** (Angry, sad, happy, chagrined.) \_\_\_\_\_
- **Hair:** (Neat/messy, up/down, long/short.) \_\_\_\_\_
- **Clothing Style:** (Casual, posh, formal, grungy.) \_\_\_\_\_
- **Speaking Style:** (Shy, loud, accent, slang.) \_\_\_\_\_
- **General Demeanor:** (How they come across to other people.)

- **Career:** (What they are, work as, or get paid for doing.) \_\_\_\_\_
- **Hobbies:** (What they enjoy doing.)

- **Likes:** (What they like.) and **Dislikes:** (What they don't like)



## FINAL PRESENTATION DESIGN ELEMENTS

### 1. Select an Avatar and Customize it

- a. Heads
  - i. Relates to character accurately
  - ii. Does not have a graduation cap attached to it
  - iii. Features on the head can be altered, so don't get hung up trying to match a head exactly
    - 1. Hair should match character description
    - 2. Mouth should match character description
    - 3. Facial hair should match character description
- b. Clothing
  - i. Style should represent your character's role/setting
- c. Bling
  - i. If applicable

### 2. Give it a Voice

- a. Type text (needs to fit in a 60 second recording window)
- b. Voice record text (up to 60 seconds)
- c. Call in (\*long distance\* follow on-screen directions...tell Milling if you select this option! Or use on your own time...)

### 3. Background

- a. Relate to the setting in the story

### 4. Publish

- a. Name your scene using the Book Title and Character Name

### 5. Share your Voki

- a. Complete Google form:
- b. Copy URL from Voki website to Google Form
- c. Once Google Form is complete, assignment is submitted



## Rubric

Category/ Grade	Awesome 5 Points	Very Good to Excellent 4 Points	Fair 3 Points	Poor 2 Points	Awful 1 Point
Information: (Introduction of character, what issue is, important background info about it)	All information presented in the voki was completely correct.	The Voki included one point that was incorrect or used incorrectly.	The Voki had several points that were incorrect or used incorrectly.	The Voki had one or two correct points.	The Voki made no sense whatsoever.
Content: Voki states opinion on topic with 3 supporting details	The Information presented by the Voki was complete and covered every aspect required.	The Voki took a stance and had 2 supporting details.	The Voki did not take a clear stance and had 1-1.5 supporting details.	The Voki did not take a stance and included 1 supporting detail.	The Voki was completely off topic.
Clear speech: Voki uses correct terminology. Follows standard English.	The speech of the Voki was interesting and very clear/easy to understand.	The Voki used clear speech except for one or two words	The Voki language was not previewed and many parts were hard to understand	Voki was unlistenable.	The Voki did not include any speech.
Creative use of Character: Voki should be unique and show some creativity!	The character introduced himself and was interesting and well suited for the dialogue, with comments that related to his personality.	.Interesting character but no introduction or mention of how he was related to the material.	Unique Character	Student did not put much effort into creating a character.	Student did not create own character. Used standard model.
Work packet: All answers should be completed and work should be legible (easy to read)	Fully completed with references to the text. Packet is legible, thorough and well done.	Completed with references to text. Packet is legible and well done.	Completed packet. Packet is legible.	Packet is somewhat incomplete and not legible.	Packet is incomplete and not legible.

Comments: