

Grades
4-6

END OF NOVEL PROJECTS

for

BIG KIDS



10-READING LITERATURE
PROJECTS & RUBRICS
FOR ANY NOVEL!



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Motivation, Inspiration, and Directions

Motivation...

Teaching for 15 years makes a teacher wise...As teachers we are always looking for resources to make our students' time in the classroom most meaningful and productive. Like you, I don't have a moment to waste with my instructional time. In addition, sometimes our students read books independently, and we want them to reflect on the text and rather than complete some sort of book report or answer typical reader response questions, we want them to extend their thinking as well as share what they have learned. This product combines and accommodates these needs and teacher expectations.

Inspiration...

As a language arts teacher, I have spent countless hours sitting in the book store hovering over pages of different novels in hopes of finding the perfect tales to engage my students and make them enthusiastic readers. I want them to reach the point in each novel where putting the book down is the hardest challenge they face. With this expectation, my students complete books at completely different times. I need learning tools that my students can have at the ready to work on when they have completed the text to showcase and highlight their reading and comprehension, and this is how this resource came to be...10-activities students can utilize upon completing ANY novel they read.

Directions:

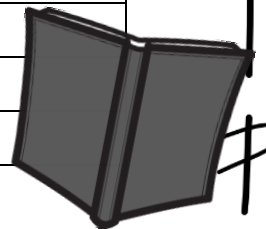
1. Copy each activity and place copies in file folders.
2. Place in a literacy center or in an area of the classroom where students can grab for independent work. Whole packets can also be copied for each student to place in their reading binder to use as needed.
3. Students can utilize each activity as novels are completed.
4. Students can keep track of projects using the End of Novel Project Tracker.
5. Students can be expected to complete all activities by the end of the year based on the different novels completed.

Name: _____

Novels I've Read This Year

Directions: On the lines below, list each of the novels you have read this year and list the character from that text that was your favorite.

Novel Title	Author



Name: _____

End of Novel Project Tracker

Project	Novel Title	Completed
Character Trading Cards		
Main Character vs. Me Venn Diagram		
My Paper Friend		
Off We Go! Heading into the Setting!		
An Interview with...		
A Letter to the Author		
Book Cover Makeover		
My Novel: A Picture Book		
Nutritious Novelties		
Word Work Word Search		



Name: _____

Character Trading Cards

Directions: Identify four favorite characters from the novel you just completed. On the lines below, list as many character traits about each character. Be sure to go back into the text to find as much information as you can. Next, use the Character Trading Card Template. Draw a detailed picture of each character on each of the four pieces of paper. On the back of each "Character Card" write the characteristics that you brainstormed and cited from the text in the space below. Share these with your teacher and classmates to encourage them to learn about these novel characters.

Character #1 Name: _____

Traits: _____

Favorite Things: _____

Dislikes: _____

Character #2 Name: _____

Traits: _____

Favorite Things: _____

Dislikes: _____

Character #3 Name: _____

Traits: _____

Favorite Things: _____

Dislikes: _____

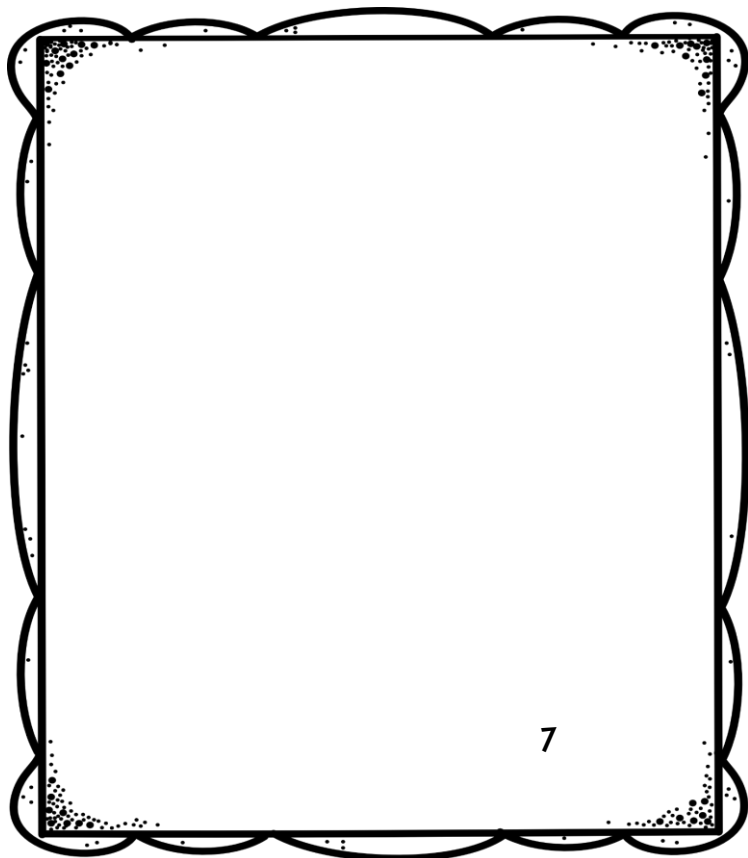
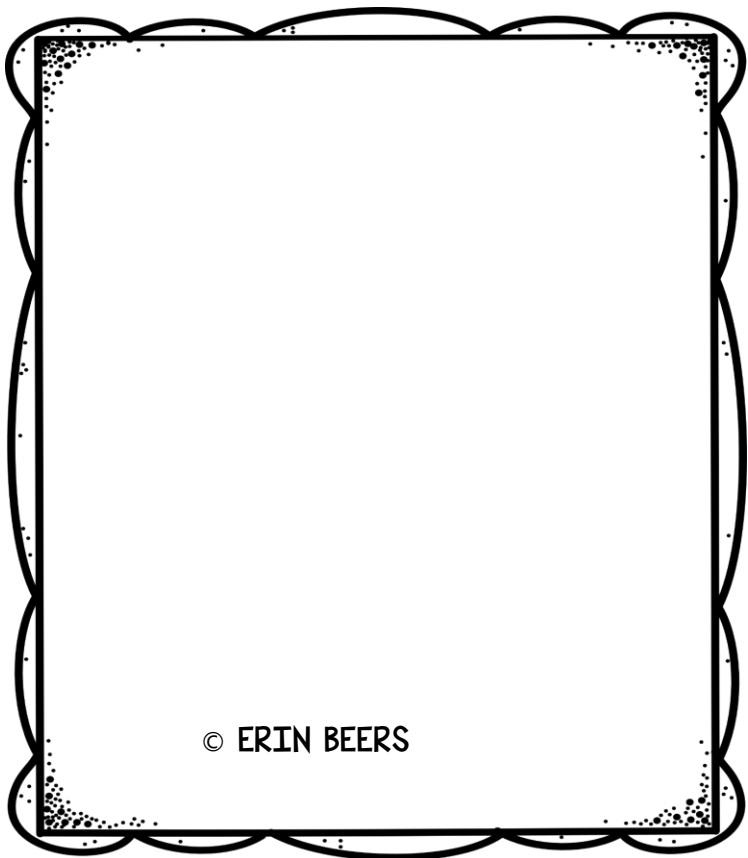
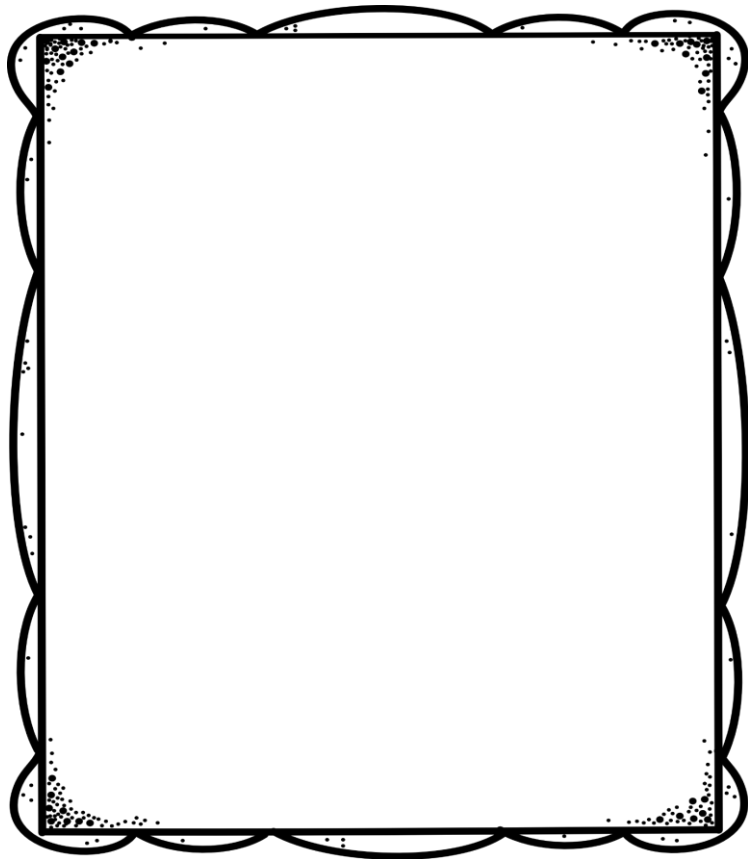
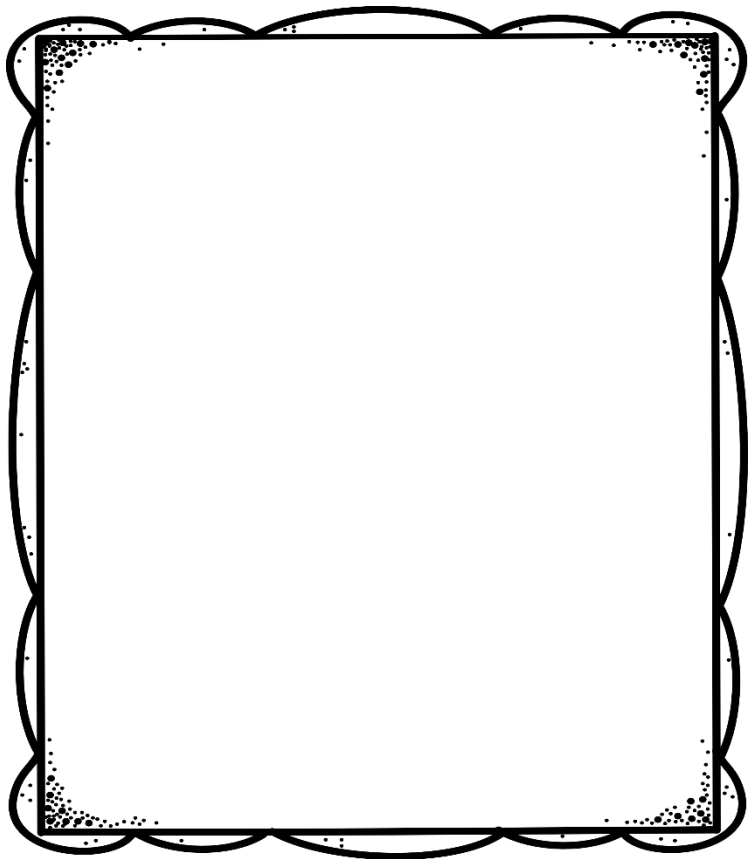
Character #4 Name: _____

Traits: _____

Favorite Things: _____

Dislikes: _____

Character Trading Cards Template



Name: _____

Main Character vs. Me Venn Diagram

Directions: Use the Venn diagram below to share ways that you and the main character in the story are similar and different. Once you have filled in as many characteristics as you can cite, write two separate paragraphs comparing and contrasting yourself to the main character of the novel you just completed.

Character: _____

Me

Both

Name: _____

Compare and Contrast Writing

Directions: Using the information you recorded on the Venn diagram, write a paragraph sharing how you are similar to the main character. Then write a paragraph explaining how you and the main character are different. Be sure to include topic sentences, specific examples, and a closing for each paragraph.

Comparison Paragraph Title: _____

Contrasting Paragraph Title: _____

Compare and Contrast Writing Sample

Here is an example of compare and contrast writing in my classroom. Students complete the compare and contrast work post-reading. Students complete the Venn diagram comparing and contrasting the designated topics. Then students write two separate paragraphs one comparing the topics using specific examples from the Venn diagram and the other contrasting using specific examples charted in the Venn diagram. Then after drafting and editing their drafts, students publish their drafts on the laptops.



Venn diagram work!



Publishing our paragraphs!

My Paper Friend

Directions: Using only four pieces of construction paper, create a paper version of the character in the novel that you liked the best. Be sure to include a head, body, arms, and legs. Clothing should be true to what the character would be wearing based on the setting of the novel. Add as many details with crayons, colored pencils, and/or markers as needed to represent the character as effectively as possible. Fill in the “My Paper Friend” organizer on the next page and tape it to the back of your Paper Friend so others have the chance to learn more about this character.



Sample Paper Friend!

My Paper Friend

My Paper Friend is: _____

From the novel: _____

The setting of the novel is: _____

This character likes: _____

This character dislikes: _____

If I could give this character any advice it would be:

This character and I would be friends in real-life because:

The problem this character faced is:

The lesson this character learned is:

I would love to read another novel with this character because

Name: _____



Off We Go! Heading into the Setting

Directions: You are going on a one-day adventure with a character from the novel you just completed. You will do three different things with this character and share in a narrative all about your adventure. Included in your personal narrative: 1) dialogue; of you and the character talking to one another, 2) a special visit somewhere that is true to the setting of the story, and 3) interaction with other characters in the story. Each of your adventure narratives should be a page in length, have a clear beginning, middle, and end, and include correct capitalization, grammar, punctuation, and spelling. Use the outline below to help generate your ideas. Do your drafting on loose leaf paper.

Character I want to spend time with: _____

Adventure #1: Title: _____

We will go: _____

We will see: _____

We will talk about: _____

Other characters we will see: _____

Adventure #2: Title: _____

We will go: _____

We will see: _____

We will talk about: _____

Other characters we will see: _____

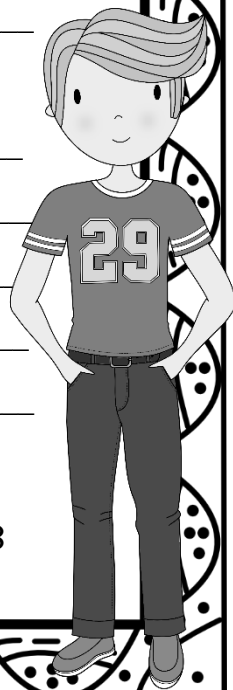
Adventure #3: Title: _____

We will go: _____

We will see: _____

We will talk about: _____

Other characters we will see: _____



Off We Go! Heading into the Setting

Here is an example of how my students put this Off We Go! Heading into the Setting project together. My students took the project a step further and illustrated each of the three narratives in order to turn it into a mini book of their own.



Students fill in the Off We Go! Heading into the Setting organizer and add illustrations to the back in order to generate even more details.



Students created illustrations to go along with their narratives. This is optional, but my students love to draw.



Using an 11x14 piece of construction paper, students turned their narratives into mini-books. These were one of our portfolio pieces to share our writing at fall conferences.

An Interview with _____

Directions: If you could ask the main character of your novel ten questions that connect to the novel, what questions would you ask? In addition, how would this character answer these questions? Cut the organizer out and tape it to a piece of loose leaf paper. On each flap record a question you would ask the main character and then under the question flap, infer how this character would answer each question.

I N T E R V I E W	#1:
	#2:
	#3:
	#4:
	#5:
	#6:
	#7:
	#8:
	#9:
	#10:

A Letter to the Author

Directions: Write a friendly letter to the author of your novel. Your letter should include three different paragraphs. Be sure to share information about yourself in the first paragraph, which character you enjoyed the most in the second paragraph, and an idea you would change about the story if the novel could be rewritten. Use the organizer below to assist you in the drafting process and then use loose leaf paper to write your letter.

Date _____

Dear _____,

Paragraph #1: Why are you writing and what can you share with the author about you? Name, age, school, interests, etc.

Paragraph #2: What did you like best about the novel? Characters, setting, how the main character overcame the problem, lesson/theme? Share your opinions and cite them with evidence from the text.

Paragraph #3: What is one element of the novel that you would change if it could be revised? Why would you change this? Be sure to support your ideas with specific reasons and examples. Don't forget a closing sentence to your letter.

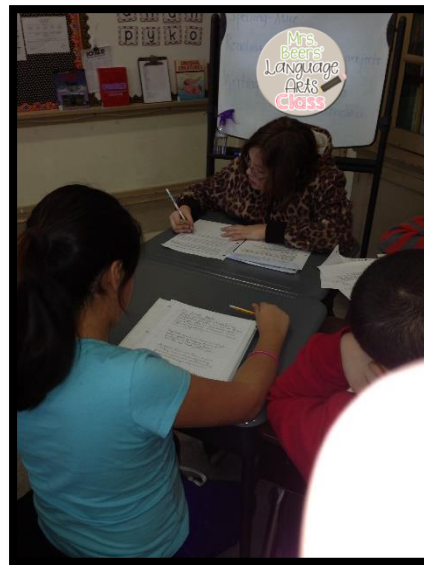
Sincerely,

A Letter to the Author

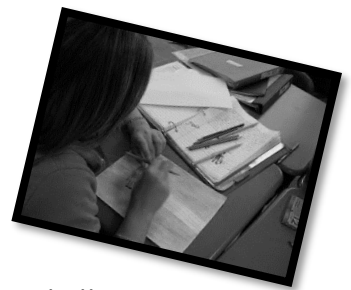
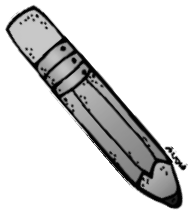
How it looks in my classroom!

We write often because I have minimalist writers at the 6th grade level. A favorite quote from the masses as soon as I let them know we are focusing on writing is, "How long does this have to be?" Do you have that same sweet question? I try to create tools that are very specific about my expectations otherwise quality work tends to go by the wayside and completion is the only focus,

By utilizing this A Letter to the Author organizer, there is no doubt about what I expect: three paragraphs, the content for each paragraph is specifically stated, a salutation, closing, and signature. We will still have our work cut out for us with the editing process, but the content is there.



Students working on their three paragraph letters to the author.



Book Cover Makeover

Directions: After reading the novel design a cover that better represents the content of the story. You can include more information about characters, setting, or the plot of the story. Create your illustration in the space below.

A large rectangular frame with a decorative border. The border consists of a series of 'X' marks and dots. The 'X' marks are placed at the corners and along the sides, with dots filling the spaces between them. The frame is intended for a book cover design.

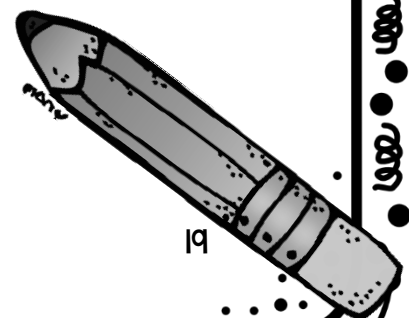
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Summary Picture Book Organizer

Directions: Use the organizer below to brainstorm the summary of the novel. On the following pages, create an illustration and word to sentence description to summarize the novel in a picture book format. Finally, use an 11x14 piece of construction paper to turn your pages into a Summary Picture Book.

The main character _____
wanted _____
but _____
So _____
Then _____

Illustration Ideas for Summary Picture Book...



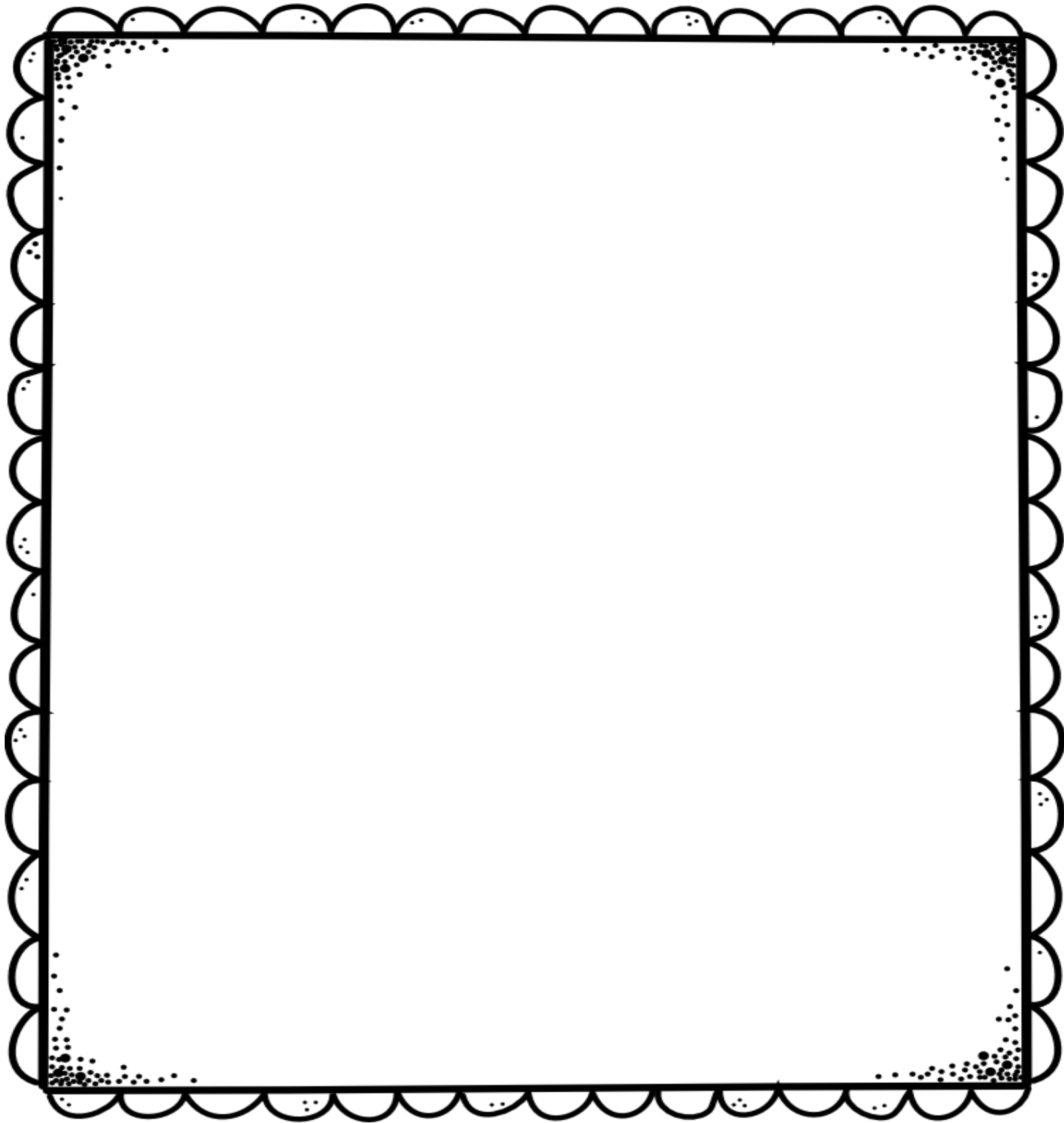
Summary Picture Book

Example

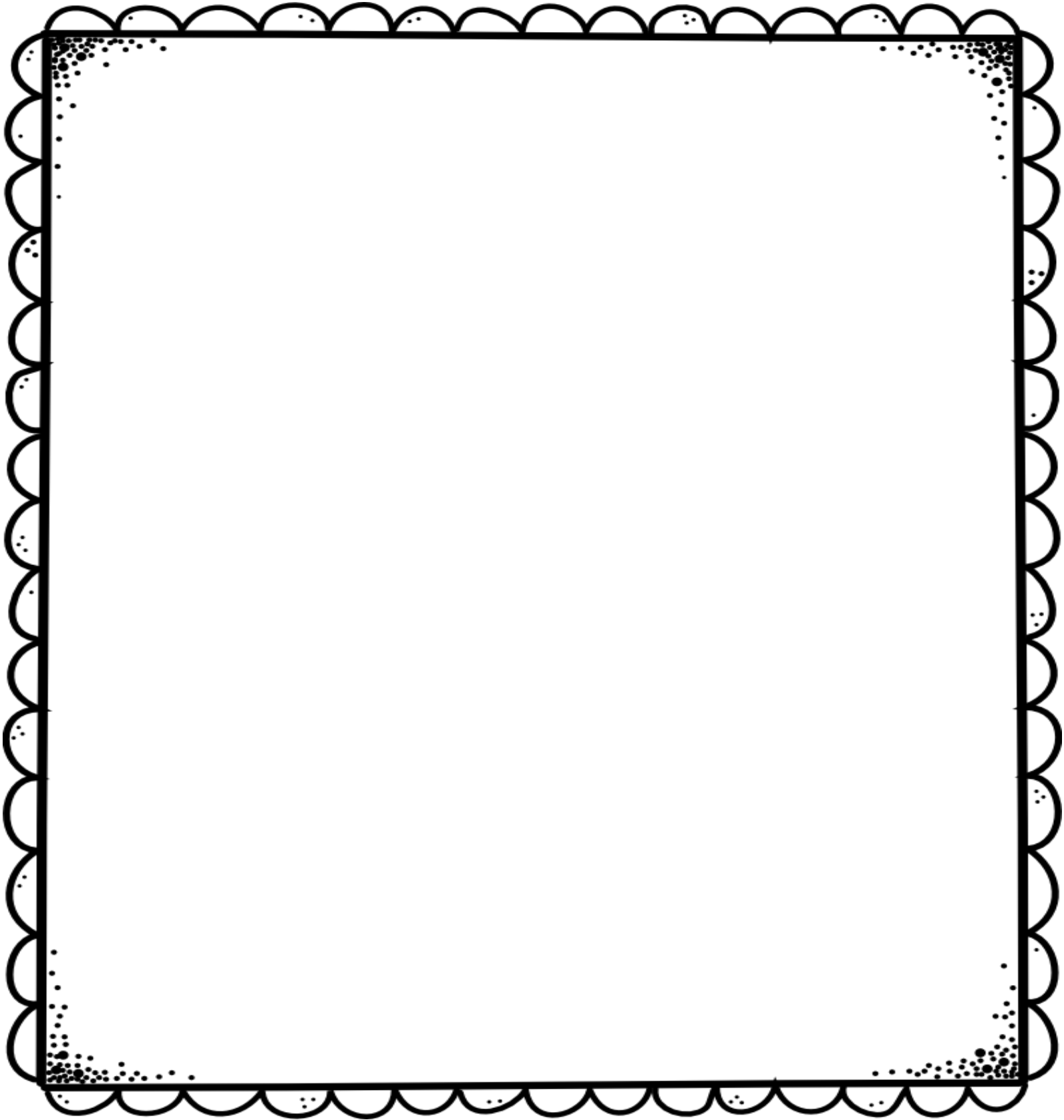
I have lots of artists amongst my 6th graders. They LOVE to draw, doodle, illustrate, etc. The one way I find that many of my students connect best to text is through their own visualizing and illustrations. Dylan is working on his Summary Picture Book. He is using the organizer to guide his work. He has everything written down and will simply copy his draft and add more detailed illustrations to make his final product the best it can be. When his writing and drawing are complete, he will add a construction paper cover.

I always have buckets of art supplies for students to utilize for these projects. They contain markers, colored pencils, Sharpies (for outlining), scissors, tape, and glue. Students stay in their seats and can focus all of their efforts on their work.

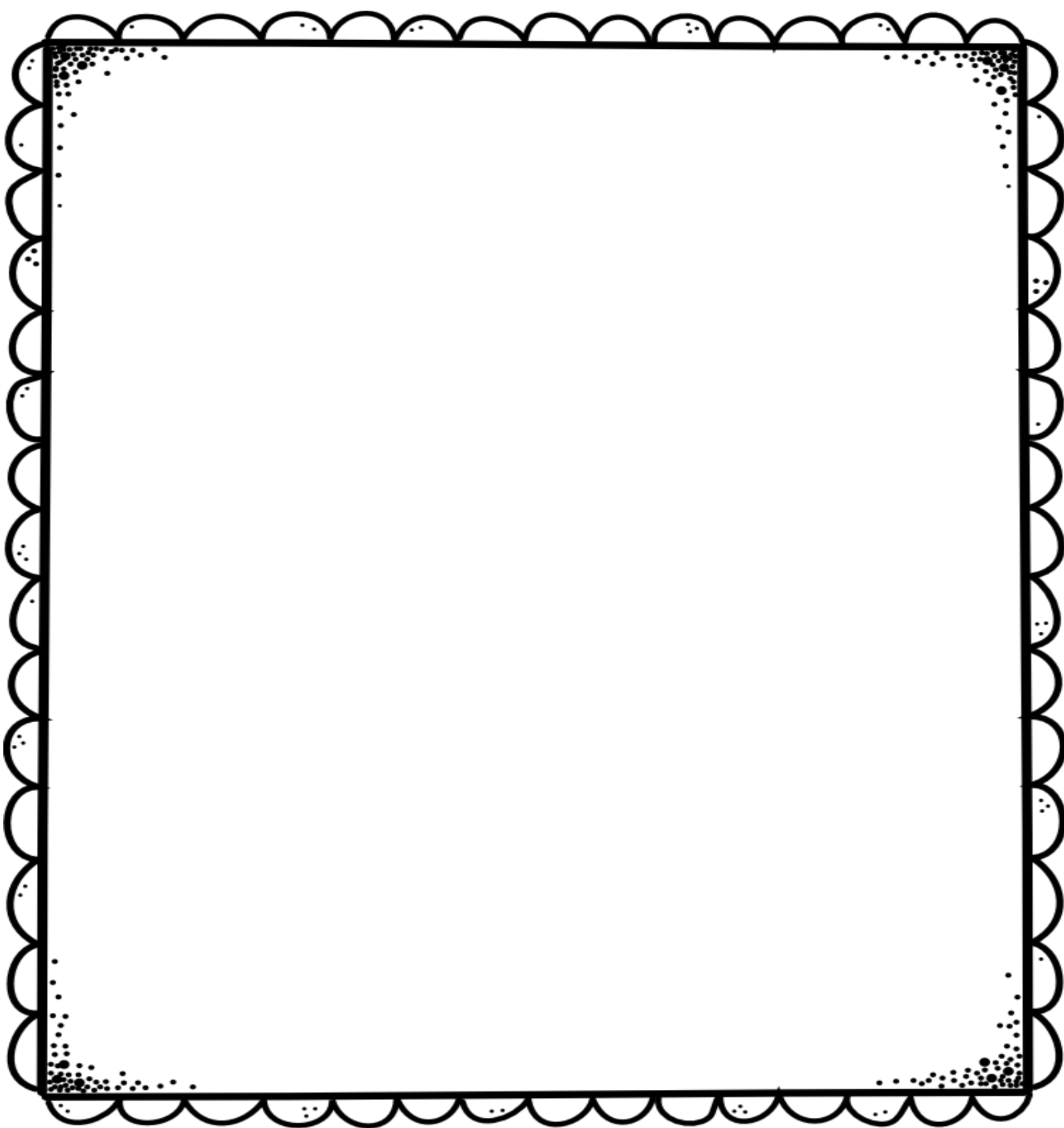




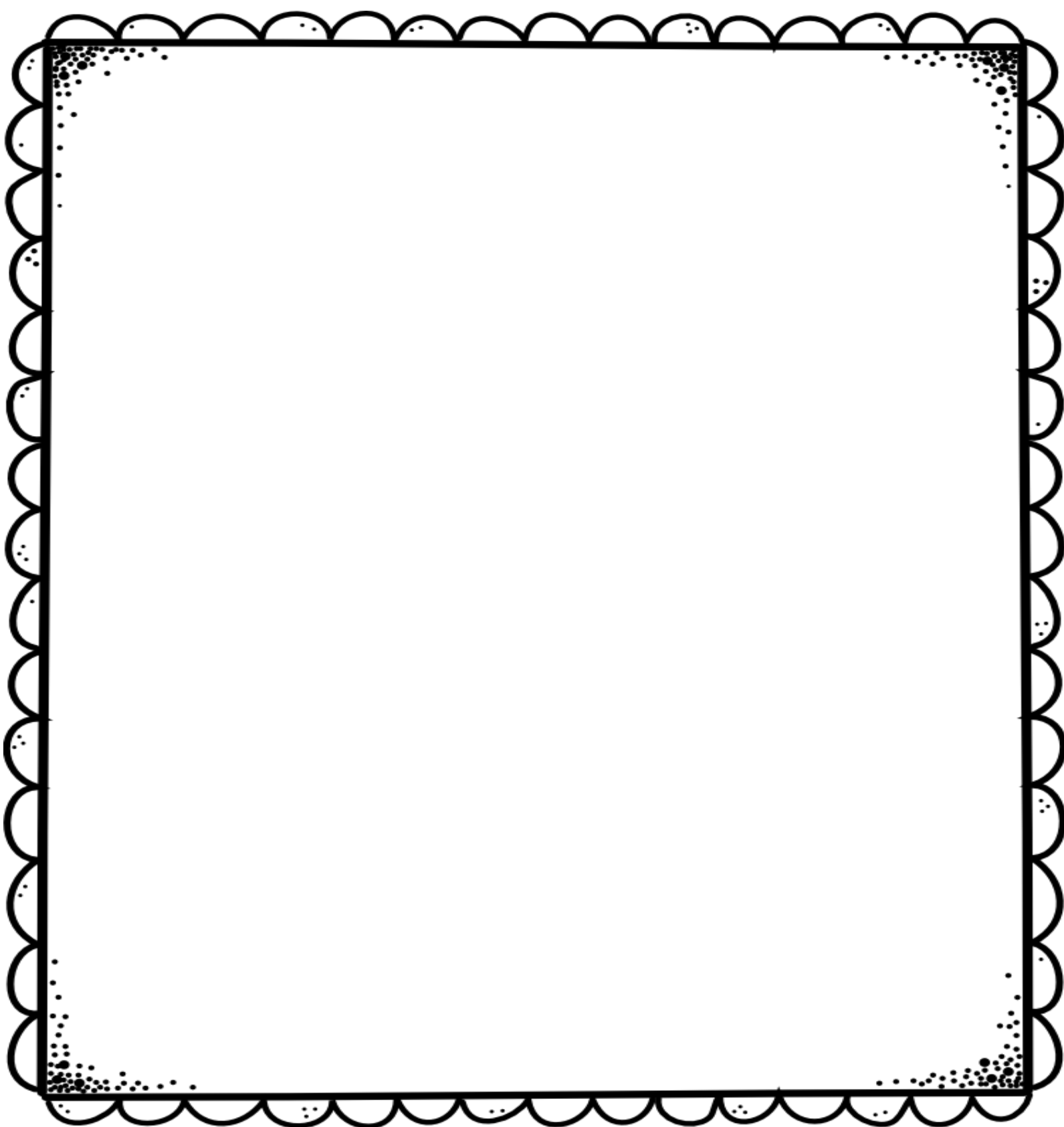
The main character, _____



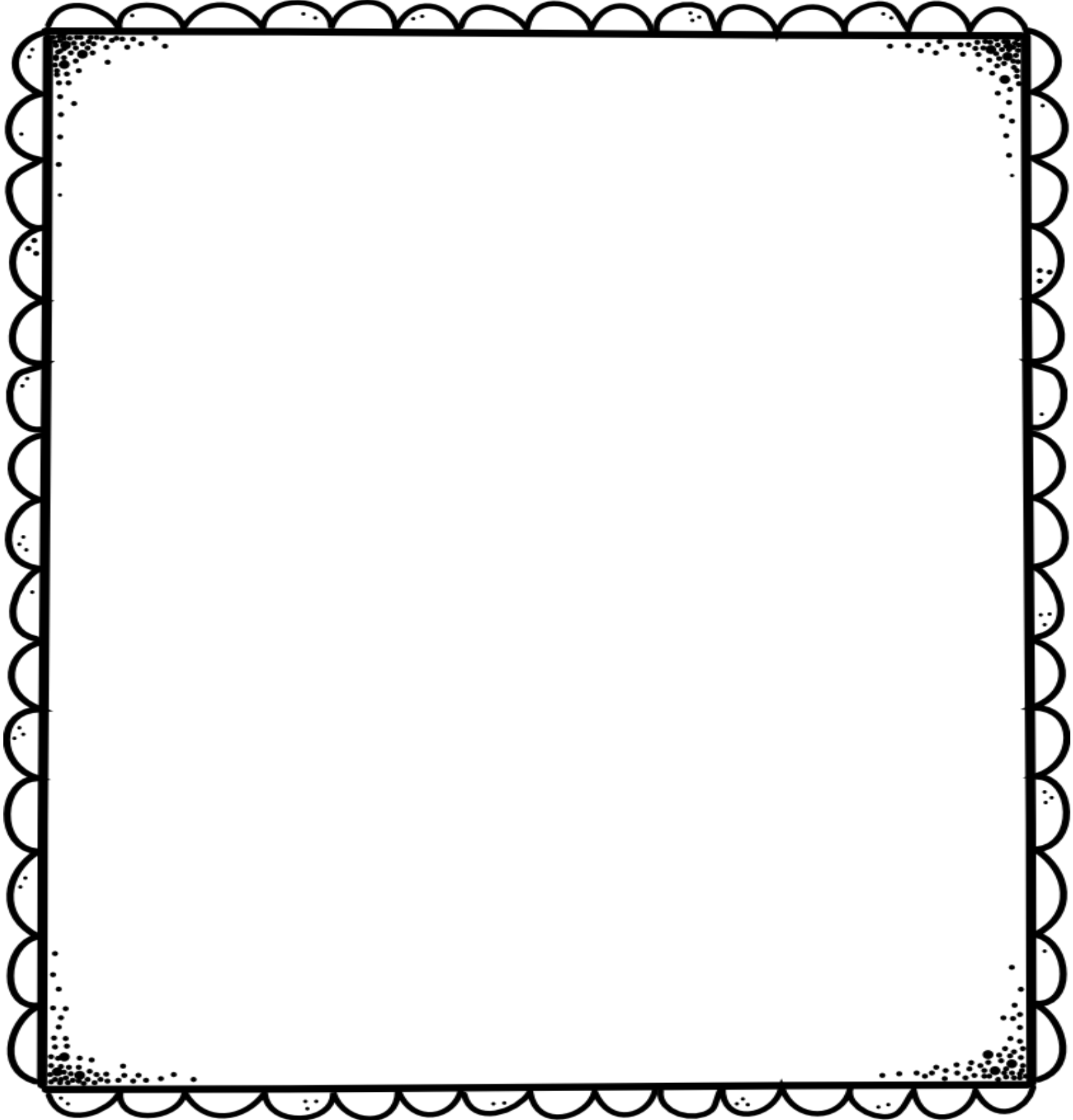
wanted_____



but _____



so _____



Then _____

Nutritious Novelties

Directions: The author of your novel would like to open a restaurant based on the novel. You must create four different menu/food items based on the story. The dish should have something to do with the text-characters, setting, problem, events, etc. Next to each menu item, write a brief description of the novel-based dish. Be sure to make it appetizing.

Menu Item
Name:

Description:

Menu Item
Name:

Description:

Menu Item
Name:

Description:

Menu Item
Name:

Description:

Word Work Word Search

Directions: Look back into the novel and identify characters, places, significant items or events from the story. Use the organizer to help you list some of these words shared in your novel. Next, use the Word Work Word Search template to create a word search based on your novel. Challenge a friend to complete it.

Characters:

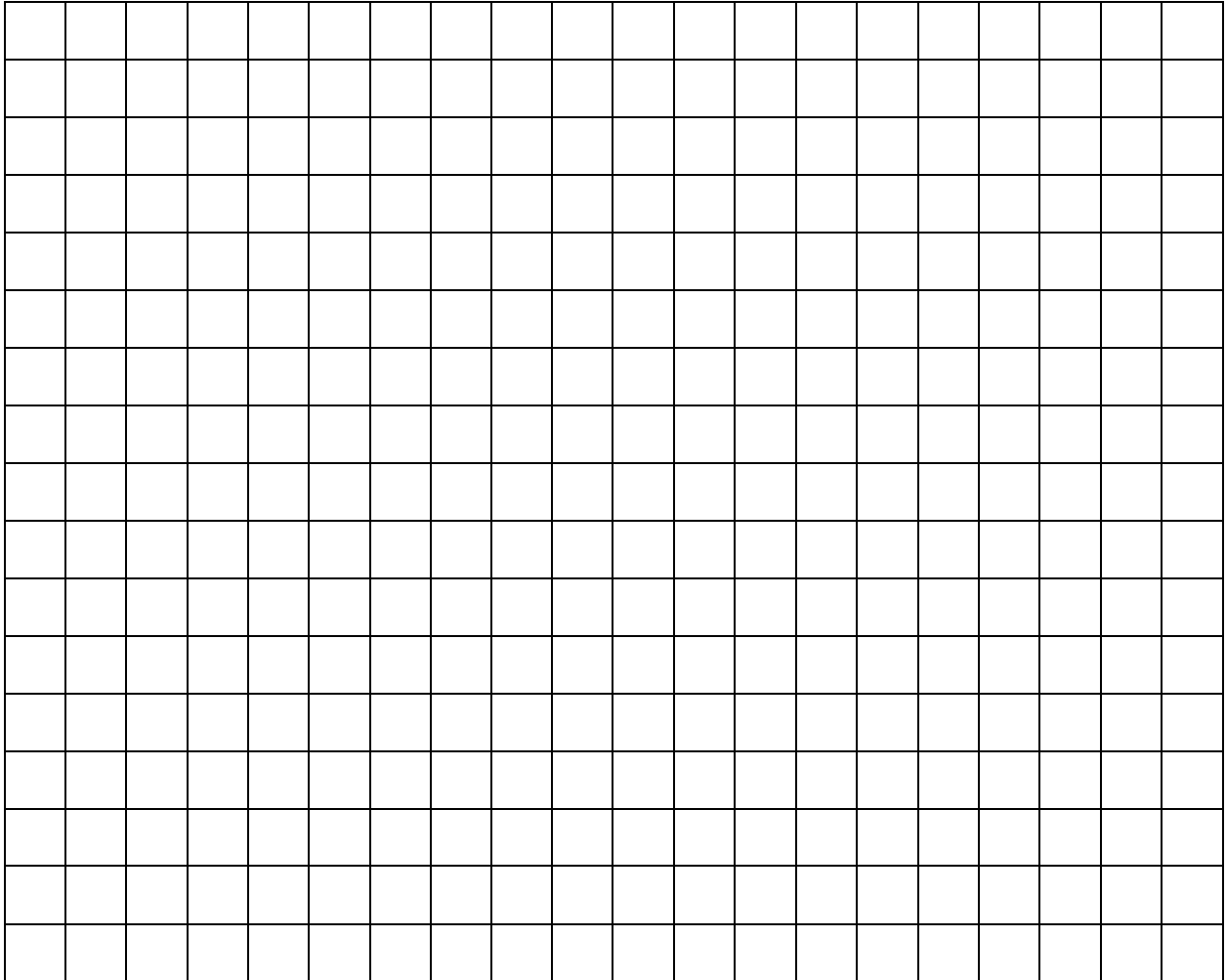
Places:

Significant Items:

Significant Events:

Word Work Word Search

Directions: Find the words listed below in this novel-based word search. Cross off each word as you find it in order to keep track of your progress.



List words to find.

Character Trading Card

End of Novel Project Rubric

Rating	Prep Work	Conventions	Presentation
4	<p>Student completed the Character Card Organizer with ALL details.</p> <p>Student wrote all information from the organizer on the back of each character card accurately.</p>	<p>Student spelled all words correctly.</p> <p>Student used perfect grammar with no errors.</p> <p>Student capitalized and punctuated with no errors.</p>	<p>Student completed all 4 cards with thorough, accurate details.</p> <p>Student Character Cards are colorful and highly-detailed</p> <p>Student put forth the most effort possible</p>
3	<p>Student mostly completed the Character Card Organizer with some details.</p> <p>Student wrote most information from the organizer on the back of each character card.</p>	<p>Student had 1-2 spelling errors.</p> <p>Student used mostly correct grammar with 1-2 errors.</p> <p>Student capitalized and punctuated with 1-2 errors.</p>	<p>Student completed all 4 cards but missed some details.</p> <p>Student Character Cards are colorful and highly-detailed</p> <p>Student put forth some effort.</p>
2	<p>Student partially completed the Character Card Organizer with minimal details.</p> <p>Student wrote some information from the organizer on the back of each character card.</p>	<p>Student had 3-4 spelling errors.</p> <p>Student used inconsistent grammar with 3-4 errors.</p> <p>Student capitalized and punctuated with 3-4 errors.</p>	<p>Student completed all 4 cards with few accurate details.</p> <p>Student Character Cards are limited in their detail.</p> <p>Student put forth little effort.</p>
1	<p>Student didn't complete the Character Card Organizer with no details.</p> <p>Student wrote little information from the organizer on the back of each character card.</p>	<p>Student spelled more than 5 words incorrectly.</p> <p>Student used poor grammar with more than 5 errors.</p> <p>Student capitalized and punctuated writing with more than 5 errors.</p>	<p>Student did not complete all 4 cards.</p> <p>Student Character Cards are not colored and have no detail.</p> <p>Student put forth no effort.</p>

Total points earned: ____/12

Comments:

**Main Character vs. Me Venn Diagram
and Compare and Contrast Writing
End of Novel Project Rubric**

Rating	Prep Work	Conventions	Presentation
4	Student completed the Venn diagram listing 7-8 similarities and differences.	Student spelled all words correctly. Student used perfect grammar with no errors. Student capitalized and punctuated with no errors.	Student used 3-4 details from the Venn diagram and wrote two complete paragraphs comparing and contrasting effectively.
3	Student completed the Venn diagram listing 5-6 similarities and differences.	Student had 1-2 spelling errors. Student used mostly correct grammar with 1-2 errors. Student capitalized and punctuated with 1-2 errors.	Student used 2 details from the Venn diagram and wrote two complete paragraphs comparing and contrasting thoughtfully.
2	Student completed the Venn diagram listing 3-4 similarities and differences.	Student had 3-4 spelling errors. Student used inconsistent grammar with 3-4 errors. Student capitalized and punctuated with 3-4 errors.	Student used 1 detail from the Venn diagram and wrote incomplete paragraphs in an attempt to compare and contrast.
1	Student completed the Venn diagram listing 1-2 similarities and differences.	Student spelled more than 5 words incorrectly. Student used poor grammar with more than 5 errors. Student capitalized and punctuated writing with more than 5 errors.	Student used no details from the Venn diagram and was unable to write more than a few sentences comparing or contrasting.

Total points earned: _____/12

Comments:

My Paper Friend

End of Novel Project Rubric

Rating	Prep Work	Conventions	Presentation
4	Student completed the Paper Friend Organizer with ALL details.	<p>Student spelled all words correctly.</p> <p>Student used perfect grammar with no errors.</p> <p>Student capitalized and punctuated with no errors.</p>	<p>Student created a paper character that is detailed and in the likeness of the novel character.</p> <p>Student work demonstrates excellent effort.</p>
3	Student completed the Paper Friend Organizer with MOST details.	<p>Student had 1-2 spelling errors.</p> <p>Student used mostly correct grammar with 1-2 errors.</p> <p>Student capitalized and punctuated with 1-2 errors.</p>	<p>Student created a paper character that has some details and looks somewhat like the novel character.</p> <p>Student work demonstrates some effort.</p>
2	Student completed the Paper Friend Organizer with FEW details.	<p>Student had 3-4 spelling errors.</p> <p>Student used inconsistent grammar with 3-4 errors.</p> <p>Student capitalized and punctuated with 3-4 errors.</p>	<p>Student created a paper character that lacks any kind of detail.</p> <p>Student work demonstrates minimal effort.</p>
1	Student did not complete the Paper Friend organizer.	<p>Student spelled more than 5 words incorrectly.</p> <p>Student used poor grammar with more than 5 errors.</p> <p>Student capitalized and punctuated writing with more than 5 errors.</p>	<p>Student struggled to create a paper character.</p> <p>Student work demonstrates no effort.</p>

Total points earned: ____/12

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Comments:

Off We Go! Heading Into The Setting!

End of Novel Project Rubric

Rating	Prep Work	Conventions	Presentation
4	Student completed the organizer and included ALL necessary information to write narratives completely.	Student spelled all words correctly. Student used perfect grammar with no errors. Student capitalized and punctuated with no errors.	Student completed three separate narratives that share three different experiences with a character from the novel.
3	Student completed the organizer and included most necessary information to write narratives completely.	Student had 1-2 spelling errors. Student used mostly correct grammar with 1-2 errors. Student capitalized and punctuated with 1-2 errors.	Student completed three separate narratives that share three different experiences with a character from the novel with some challenges for the reader.
2	Student completed the organizer and included some necessary information to write narratives completely.	Student had 3-4 spelling errors. Student used inconsistent grammar with 3-4 errors. Student capitalized and punctuated with 3-4 errors.	Student completed two separate narratives that share two different experiences with a character from the novel with some content missing.
1	Student completed the organizer and included no necessary information to write narratives completely.	Student spelled more than 5 words incorrectly. Student used poor grammar with more than 5 errors. Student capitalized and punctuated writing with more than 5 errors.	Student completed one narrative that was difficult to navigate due to limited content.

Total points earned: ____/12

Comments:

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An Interview with _____

End of Novel Project Rubric

Rating	Conventions	Presentation
4	<p>Student spelled all words correctly.</p> <p>Student used perfect grammar with no errors.</p> <p>Student capitalized and punctuated with no errors.</p>	<p>Student wrote 10-thoughtful, character-focused questions and responded with logical inference-based answers.</p>
3	<p>Student had 1-2 spelling errors.</p> <p>Student used mostly correct grammar with 1-2 errors.</p> <p>Student capitalized and punctuated with 1-2 errors.</p>	<p>Student wrote 8-9-thoughtful, character-focused questions and responded with reasonable inference-based answers.</p>
2	<p>Student had 3-4 spelling errors.</p> <p>Student used inconsistent grammar with 3-4 errors.</p> <p>Student capitalized and punctuated with 3-4 errors.</p>	<p>Student wrote 5-7 character-focused questions and wrote responses for each question.</p>
1	<p>Student spelled more than 5 words incorrectly.</p> <p>Student used poor grammar with more than 5 errors.</p> <p>Student capitalized and punctuated writing with more than 5 errors.</p>	<p>Student wrote 3-4 character-focused questions and responded with some answers.</p>

Total points earned: ____/8

Comments:

A Letter to the Author

End of Novel Project Rubric

Rating	Prep Work	Conventions	Presentation
4	Student completed the Letter to the Author Organizer with ALL details.	<p>Student spelled all words correctly.</p> <p>Student used perfect grammar with no errors.</p> <p>Student capitalized and punctuated with no errors.</p>	Student wrote thorough and thoughtful three-paragraph letter to the author with ALL details from the organizer, a salutation, closing, and signature.
3	Student completed the Letter to the Author Organizer with MANY details.	<p>Student had 1-2 spelling errors.</p> <p>Student used mostly correct grammar with 1-2 errors.</p> <p>Student capitalized and punctuated with 1-2 errors.</p>	Student wrote thorough and thoughtful three-paragraph letter to the author with MANY details from the organizer, a salutation, closing, and signature.
2	Student completed the Letter to the Author Organizer with FEW details.	<p>Student had 3-4 spelling errors.</p> <p>Student used inconsistent grammar with 3-4 errors.</p> <p>Student capitalized and punctuated with 3-4 errors.</p>	Student wrote a two-three-paragraph letter to the author with some details from the organizer. A salutation, closing, and/or signature might be missing.
1	Student completed the Letter to the Author Organizer with NO details.	<p>Student spelled more than 5 words incorrectly.</p> <p>Student used poor grammar with more than 5 errors.</p> <p>Student capitalized and punctuated writing with more than 5 errors.</p>	Student wrote an incomplete letter to the author with NO details from the organizer, a salutation, closing, and/or signature were missing.

Total points earned: ____/12

Comments:

Book Cover Makeover

End of Novel Project Rubric

Rating	Conventions	Presentation
4	<p>Student spelled all words correctly.</p> <p>Student used perfect grammar with no errors.</p> <p>Student capitalized and punctuated with no errors.</p>	Student book cover depicts characters, settings, and events from the story with great effort and detail.
3	<p>Student had 1-2 spelling errors.</p> <p>Student used mostly correct grammar with 1-2 errors.</p> <p>Student capitalized and punctuated with 1-2 errors.</p>	Student book cover depicts characters, settings, and events from the story with some effort and detail.
2	<p>Student had 3-4 spelling errors.</p> <p>Student used inconsistent grammar with 3-4 errors.</p> <p>Student capitalized and punctuated with 3-4 errors.</p>	Student book cover depicts characters, settings, and events from the story with little effort and detail.
1	<p>Student spelled more than 5 words incorrectly.</p> <p>Student used poor grammar with more than 5 errors.</p> <p>Student capitalized and punctuated writing with more than 5 errors.</p>	Student book cover does not depict characters, settings, and events from the story with any effort or attention to detail.

Total points earned: ____/8

Comments:

Summary Picture Book

End of Novel Project Rubric

Rating	Prep Work	Conventions	Presentation
4	Student completed the organizer with ALL accurate summary information from the text.	Student spelled all words correctly. Student used perfect grammar with no errors. Student capitalized and punctuated with no errors.	Student book contains a cover and five thorough pages that accurately depict the summary of the novel. Pages are colorful and highly detailed.
3	Student completed the organizer with MOST accurate summary information from the text.	Student had 1-2 spelling errors. Student used mostly correct grammar with 1-2 errors. Student capitalized and punctuated with 1-2 errors.	Student book contains a cover and five completed pages that depict the summary of the novel. Pages are colorful and detailed.
2	Student completed the organizer with SOME accurate summary information from the text.	Student had 3-4 spelling errors. Student used inconsistent grammar with 3-4 errors. Student capitalized and punctuated with 3-4 errors.	Student book contains a cover and five pages that somewhat depict the summary of the novel. Pages have been completed with minimal effort.
1	Student completed the organizer with NO accurate summary information from the text.	Student spelled more than 5 words incorrectly. Student used poor grammar with more than 5 errors. Student capitalized and punctuated writing with more than 5 errors.	Student book is incomplete. Pages lack any effort or detail.

Total points earned: ____/12

Comments:

Nutritious Novelties

End of Novel Project Rubric

Rating	Conventions	Presentation
4	<p>Student spelled all words correctly.</p> <p>Student used perfect grammar with no errors.</p> <p>Student capitalized and punctuated with no errors.</p>	<p>Student has created 4 different creative menu ideas with clear, detailed descriptions.</p>
3	<p>Student had 1-2 spelling errors.</p> <p>Student used mostly correct grammar with 1-2 errors.</p> <p>Student capitalized and punctuated with 1-2 errors.</p>	<p>Student has created 4 different creative menu ideas with clear descriptions.</p>
2	<p>Student had 3-4 spelling errors.</p> <p>Student used inconsistent grammar with 3-4 errors.</p> <p>Student capitalized and punctuated with 3-4 errors.</p>	<p>Student has created 4 different creative menu ideas with vague descriptions.</p>
1	<p>Student spelled more than 5 words incorrectly.</p> <p>Student used poor grammar with more than 5 errors.</p> <p>Student capitalized and punctuated writing with more than 5 errors.</p>	<p>Student has created 1 different creative menu ideas with an unclear description.</p>

Total points earned: ____/8

Comments:

Word Work Word Search

End of Novel Project Rubric

Rating	Prep Work	Conventions	Presentation
4	Student listed ALL significant characters, settings, items, and events from the novel on the organizer.	Student spelled all words correctly. Student used perfect grammar with no errors. Student capitalized and punctuated with no errors.	Student completed the word search with 20 words that are based on characters, settings, and events from the text.
3	Student listed MOST significant characters, settings, items, and events from the novel on the organizer.	Student had 1-2 spelling errors. Student used mostly correct grammar with 1-2 errors. Student capitalized and punctuated with 1-2 errors.	Student completed the word search with 15-20 words that are based on characters, settings, and events from the text.
2	Student listed FEW significant characters, settings, items, and events from the novel on the organizer.	Student had 3-4 spelling errors. Student used inconsistent grammar with 3-4 errors. Student capitalized and punctuated with 3-4 errors.	Student completed the word search with 5-10 words that are based on characters, settings, and events from the text.
1	Student listed NO significant characters, settings, items, and events from the novel on the organizer.	Student spelled more than 5 words incorrectly. Student used poor grammar with more than 5 errors. Student capitalized and punctuated writing with more than 5 errors.	Student completed the word search with 0-5 words that are based on characters, settings, and events from the text.

Total points earned: ____/8

Comments:

Common Core Standards for Grades 4-6

Reading Literature: Key Ideas and Craft and Structure

4-6.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

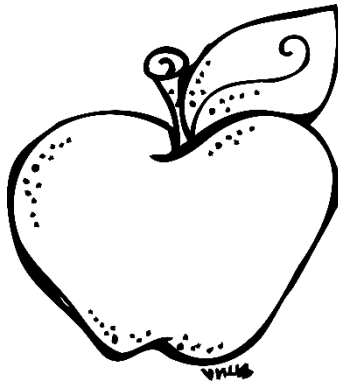
4-6.RL.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

4-6.RL.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

4-6.RL.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing: Production and Distribution of Writing

4-6.W.4: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

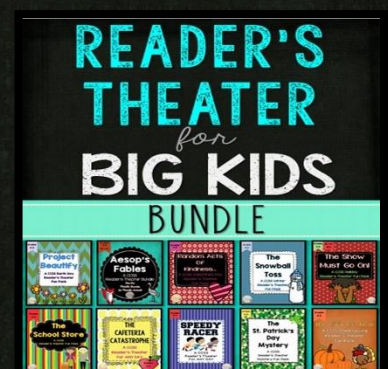
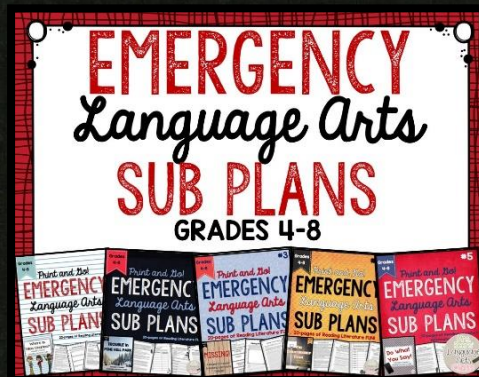


Thank YOU!

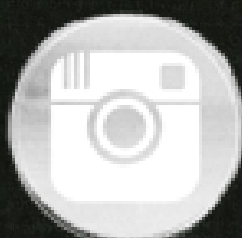
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