



# Jars of Love

**Your task:** Create a 'Jar of Love'.

**Steps to take:**

- Decide on a recipient—a parent or grandparent, an aunty or uncle or some other important adult in your life. Or, you might want to make your 'Jar of Love' for your whole family.
- Find a suitable jar.
- Write at least 10 descriptive statements. You might like to use the statement beginnings on the reverse of this page.
- Make up at least 6 'Inspirational Quotes' mini-posters (small enough to fit in your jar without being bent or folded). See examples below.
- Check and edit these carefully before printing.
- Make up a 'Wordle' consisting of at least 20 relevant words, including your recipient's name. (See the "How+to+use+Wordle" pdf in the Classwork folder for assistance.) Your 'Wordle' will be used as a label for your jar.
- Make up a tag (their name and your name, as well as a photo or relevant image)

**What's next?**

- Cut up your mini-posters. Position these at the back of your jar.
- Cut your descriptive statements into strips, then wind them around a pencil to make coils. Add them to the jar.
- Attach your label and tag, add a ribbon and/or other decoration.
- Present it to your chosen recipient and enjoy the feeling of making someone happy!





# Jars of

## Descriptive statements:

One of my happiest memories is...

I feel lucky because...

\_\_\_\_\_, one of the things I love about you is...

One of the great things about you/our family is...

I love it when...

\_\_\_\_\_, you make me happy when...

I love my life because...

I appreciated the time you...

\_\_\_\_\_, I'm grateful for...

One of the things I think you are really good at is...

I really enjoy it when...



Consider the following when producing your 'Jar of Love':

Your learning is evident because:	EXCELLENT	GOOD	SATISFACTORY	OUCH!
your descriptive statements are well-structured, detailed and accurate				
your mini-posters are accurate and attractively presented.				
your Wordle contains at least 20 imaginative words, correctly spelled				
you've included some challenging and difficult vocabulary				
your finished jar is attractively decorated				

## Year 8 Achievement Standard

### Receptive modes (listening, reading and viewing)

By the end of Year 8, students:

- **understand** how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- **explain** how language features, images and vocabulary are used to **represent** different ideas and issues in texts.
- **interpret** texts, questioning the reliability of sources of ideas and information.
- **select** evidence from the text to show how events, situations and people can be represented from different viewpoints.
- **listen for** and **identify** different emphases in texts, using that understanding to elaborate upon discussions.

### Productive modes (speaking, writing and creating)

By the end of Year 8, students:

- **understand** how the selection of language features can be used for particular purposes and effects.
- **explain** the effectiveness of language choices they use to influence the audience.
- **show** how ideas can be expressed in new ways, through combining ideas, images and language features from other texts.
- **create** texts for different purposes, selecting language to influence audience response.
- **make presentations** and **contribute actively** to class and group discussions, using language patterns for effect.
- **take into account** intended purposes and the needs and interests of audiences when creating and editing texts to create specific effects.
- **demonstrate** understanding of grammar, **select** vocabulary for effect and use accurate spelling and punctuation.