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Grades 3-5 Genres in Literature

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Subject: English Language Arts

Topic: Genre Study

Grade: 4

New York State Standards: English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information,

Performance Indicators:

- Select information appropriate to the purpose of their investigation and relate ideas from one text to another
- Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts
- Select a focus, organization, and point of view for oral and written presentations

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Performance Indicators:

- Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs; plays and media productions; and works of fiction and nonfiction intended for young readers
- Recognize some features that distinguish the genres and use those features to aid comprehension
- Present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure
- Create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Performance Indicator:

- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Performance Indicator:

- Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations

Hook: To introduce a "Book Club" unit for students in the fourth grade, teacher will motivate students into the lesson by wearing a Native American headdress and holding a basket of historical fiction texts in hand. Teacher will show and display texts of historical fiction genre and inform the students that they will be reading texts of different genre in their book club groups in weeks to come. Teacher will state "A genre is a category used to classify literary works, usually by form, technique, or content." He or she will write this definition on chart paper and the students will repeat aloud after the teacher. Teacher will repeat procedure with holding a wand in his or her hand and basket of fantasy genre based texts to introduce this genre. Finally, teacher will wear a cowboy hat to introduce adventure based genre texts. Teacher will inform students that although they will be reading literature of many different genres throughout the school year, they will primarily focus on historical fiction, fantasy, and adventure genre based literature in this lesson. More importantly, teacher will inform the students that there are specific characteristics to observe when identifying a genre.

Essential Question:

- *How does genre influence our development as readers?*

Understandings:

- Students will gain a deeper understanding of the literary elements of genre.
- Students will improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text in order to categorize text into literary genres.
- Students will identify the characteristics of different genres, with a focal point on historical fiction, fantasy, and adventure genres.
- Students will select literature on the basis of personal needs and interests from a variety of genre and by different authors.
- Students will compare and contrast ideas of others to own ideas.
- Students will use opinions and reactions of teacher and classmates to evaluate personal interpretation of ideas, information, and experience.

Evidence that students have successfully met objectives:

Students' successful and accurate completion of both assessments given:

- Tiered Activities for Independent Assessment
- Group Power Point Presentations (students work collaboratively in groups, choose a genre of their choice to investigate, provide examples of literature, and analyze components of specific genre to class).

Pre-assessment: The identification of genre through literature can often be a difficult concept for young readers to grasp. Therefore to gain a better understanding of the students' prior knowledge of genre, teacher will hand out an activity sheet asking students to write down any words that come to mind when they think of the term *genre* for evaluation. Students are also asked to create a working definition that could possibly aid the class into a better understanding of the Book Club unit. They will also attempt to identify the characteristics of a genre of their choice. Next, the students are asked to create a semantic web that lists any type of genre they have read or are familiar with. Lastly, teacher will learn about the interests of the students by asking them to list their favorite type or types of genre to read and explain why.

*See attached template.

Tiered Activity:**Tiered by ABILITY**

According to Diane Heacox "Tiered assignments are intended to provide a better instructional match between students and their individual needs." Therefore, students will first be tiered by their ability. Their ability will be determined after the teacher analyzes their pre-assessments. Students will be placed in one of three

groups. Students who scored high on the pre-assessment will be placed in the advanced group, students who scored average will be placed in the average group, and students who scored low will be placed in the remedial group. These three groups will be colored coordinated; the advanced group will be called the "Blue Group", the average group will be called the "Red Group", and the remedial group will be called the "Green Group." Once students have been placed in their tiered ability groups, they will have the opportunity to choose from a various range of activities on a "Learning Contract" sheet. Using a Tic-Tac-Toe template, students are required to complete three independent and/or paired activities throughout the lesson.

Post Assessment:

Rubrics will be used as a means of evaluation of student work. Three rubrics were created for each genre discussed in the lesson (historical fiction, fantasy, and adventure). Content is the first component of all three rubrics, which is fundamental to the overall understanding of the lesson. Teacher must evaluate students on the identification of a specific genre and its characteristics that prove the genre correct. The other categories students will be scored on are effort, organizations skills, and timeliness. In addition, a fourth rubric will be used to evaluate student work on Powerpoint presentations, where students work collaboratively in groups, choose a genre of their choice to investigate, provide examples of literature, and analyze components of specific genre to class. Content, effectiveness, use of graphics, originality, and cooperation are the five components the students will be evaluated on. Furthermore, assessment will be an ongoing process by the teacher.

Anchor Assignments:

After students have completed desired tiered activities, teacher will list five anchor assignments for the students to choose from on a template. These specific activities will enhance student knowledge of the study of genre in an educational and entertaining way.

See attached template*

References:

Heacox, Ed.D, D. (2002). *Differentiating Instruction in the Regular Classroom* (pp. 67-118). Minneapolis: Free Spirit.

Weiner, R. ED672, *Differentiating Curriculum and Instruction Packet*, April 18, 2009.

New York State Learning Standards:

<http://www.emsc.nysed.gov/nysatl/standards.html>

Rubistar: *Create Rubrics for your Project-Based Learning Activities* <http://www.rubistar.4teachers.org/index.php>
Dorothea A. Johnson, Library Media Specialist. *Name That Genre*, Link's Library Media Center <http://www.ccsd.edu/link/lms/genre.htm>

Materials:

- Native American headdress, wand, and cowboy hat for teacher's hook.
- Book Baskets containing books of a variety of genre.
- Other means of print of different genre.
- Pre-Assessment Quiz
- *Think Tac Toe* tiered activities for each ability group
- Tiered activities templates
- Pencils
- Various art supplies

Genre Study - Grade 4

Unit Schedule

Day One - *Introduction to Book Club Unit*: Teacher will introduce different types of genre in literature and teach how to identify genre through text.

Day Two - *Genre Table Day*: Students will visit genre "tables" where book baskets will be placed to browse books, leave comments, questions, and opinions on a cumulative "blog" at each table. This work can be done individually, in partnerships, or in informal groups.

Day Three - *Historical Fiction Genre Day*: Teacher and students discuss the genre and its components.

Day Four - *Fantasy Genre Day*: Teacher and students discuss the genre and its components.

Day Five - *Adventure Genre Day*: Teacher and students discuss the genre and its components.

Day Six - *Realistic Fiction Genre Day*: Teacher and students discuss the genre and its components.

Day Seven - *Mystery Genre Day*: Teacher and students discuss the genre and its components.

Day Eight - *Biography Genre Day*: Teacher and students discuss the genre and its components.

Day Nine - *Science Fiction Genre Day*: Teacher and students discuss the genre and its components.

Day Ten - *Power Point Presentations Day* - Students will create a Power Point presentation in collaborative groups. Students choose a genre of their choice to investigate, provide examples, and analyze components. All groups present to classmates.

Already Finished?

Here are some fun activities to do after you have completed your selected *Think-Tac-Toe* assignments. Have fun and remember to be creative!

- ❖ Diagram a genre comparison chart. Are there different genres that have similar components?
- ❖ Watch a video trailer of a motion picture titled *The Page Master*. Record its relation to our genre study and tell whether or not this would benefit your classmates.
- ❖ Play *Name That Genre* on the computer. Can you identify a genre of a book by simply looking at its cover and title?
- ❖ Create an acrostic poem using the genre you enjoy reading the most. Challenge yourself using vocabulary words you have learned in this unit.
- ❖ Be creative and make your own genre matching game or crossword puzzle. Challenge your classmates!

How We Think and Learn

Say It.

Count It.

Picture It.

Move It.

Hum It.

Lead It.

Reflect on It.

Investigate It.

Adapted from Howard Gardner PRE-ASSESSMENT*

Name _____

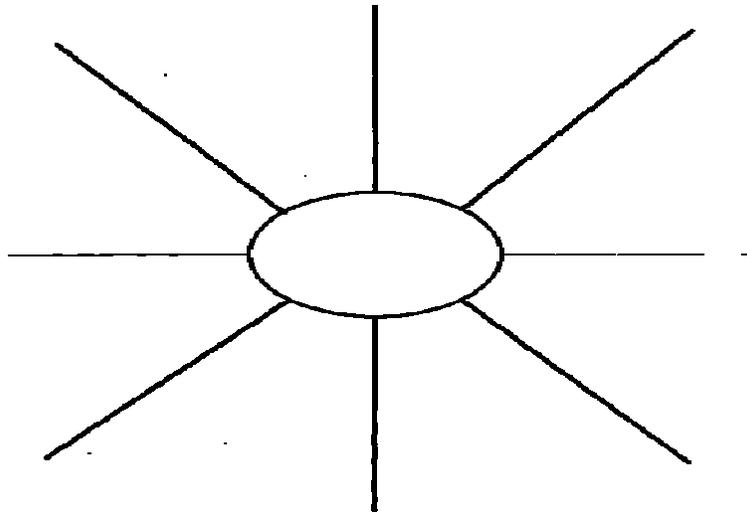
Date _____

Genre Study - Grade 4

a) What does the term *genre* mean to you? Can you think of a definition for the class to gain a better understanding of our Book Club Unit?

b) List the characteristics of a genre of your choice.

c) Create a semantic web of the different types of genres you have read or are familiar with.



d) What is your favorite type of genre or what type of genre are you most interested in to read? Tell why.

Think Tac Toe

Genre Study - Grade 4

BLUE TEAM

Directions: Please select three activities that make Tic-Tac-Toe (3 in a row).

<p>B1</p> <p>Write a persuasive essay on why fourth graders should read historical fiction genre based literature. Describe the benefits and common characteristics of this genre. The essay should have three or four paragraphs (introduction, body paragraph(s), and conclusion)</p>	<p>B2</p> <p>Select an author who writes literature of historical fiction genre. Write a report of five to seven paragraphs on how this author was influenced to write this type of genre and justify your reasoning with research.</p>	<p>B3</p> <p>Identify the historical context of a short story you have read. What was taking place socially, economically, and politically at the time of its publication? Write an information brief in three paragraphs as if you were a journalist of the time.</p>
<p>B4</p> <p>Pretend that your favorite fantasy book is turning into a movie. Compose a musical score with lyrics of twenty lines and sing to the class!</p>	<p>B5</p> <p>If you could have a magic power of one of the characters in a fantasy text, what power would you choose and how would you use it. Show yourself and your new power by making a poster and write your explanation.</p>	<p>B6</p> <p>Invent a board game for a fantasy text the class has read and write a speech to a board game company telling them why it should be on the market. This speech should be at least two paragraphs. Please note the importance of learning about fantasy genre.</p>
<p>B7</p> <p>Create an adventure bookmark. In two sentences describe the hero and conflict. Find the places in the book where the characteristics of adventure genre are evident. Conflict with himself/herself, conflict with another person, conflict with a specific group of people, main character shows fault, main character attempts to be better, attempts to solve a problem, and solution of the problem. Write the page number where you find these specific characteristics.</p>	<p>B8</p> <p>Create a catchy rap of twenty lines that incorporates the characteristics and importance of reading adventure genre based literature.</p>	<p>B9</p> <p>Take the role of your adventure novel's narrator. Dramatize a scene or an action sequence. Make sure your audience can effectively solve the genre by your dramatization. You may use an audiotape or videotape.</p>

Learning Contract

Think Tac Toe

Genre Study - Grade 4

RED TEAM

Directions: Please select three activities that make Tic-Tac-Toe (3 in a row).

<p>R1</p> <p>Use a chart to analyze the realistic and unrealistic parts of a historical fiction text (5-7 bullets each). You can use a book, poem, or short story you have read this school year.</p>	<p>R2</p> <p>Using historical fiction elements, create a visual way (a poster) to illustrate the importance of reading literature in historical fiction genre. Write five sentences on the poster explaining the importance.</p>	<p>R3</p> <p>Create a rhyming poem of five stanzas on a Native American historical fiction text you have read. Incorporate three vocabulary words in relation.</p>
<p>R4</p> <p>Compare and contrast two fantasy texts you have read this year. Create a Venn diagram to see how the books are alike and different.</p>	<p>R5</p> <p>Write a two page journal entry about a day in the life of a favorite fantasy character. Analyze the details from a story that enhances the knowledge of a fantasy genre.</p>	<p>R6</p> <p>Retell a fantasy story of your choice on an illustrated timeline. Include a minimum of four important events.</p>
<p>R7</p> <p>Write a three page script and choose a scene to role play from an adventure story we have read in class this year. (R7)</p>	<p>R8</p> <p>Construct a board game in which you will sequence an adventure text - book, poem, or short story. Decide what four events from the text you believe are important to the story. Write your explanation. (R8)</p>	<p>R9</p> <p>Pretend that you are a villain in a fantasy tale going on trial. Decide if you will defend or prosecute this villain. Support your position in a two page speech.</p>

Learning Contract

Think Tac Toe

Genre Study - Grade 4

GREEN TEAM

Directions: Please select three activities that make Tic-Tac-Toe (3 in a row).

<p>G1</p> <p>You are an author brainstorming ideas for your new historical fiction book. List three to five characteristics of a typical historical fiction book that will prove this genre correct.</p>	<p>G2</p> <p>As you read an historical fiction text, record at least three phrases, word choices, section of dialogue, or descriptions that reveal the genre. Share your selections and reasons for selecting with a partner.</p>	<p>G3</p> <p>Research historical fiction literature and survey the class on what type of historical fiction topics they enjoy most to read. Create a bar graph and summarize your findings in a one page entry.</p>
<p>G4</p> <p>Create a collage of fantasy genre based literature and list four common elements. Be creative with Art!</p>	<p>G5</p> <p>Compose a musical jingle to the chorus of the tune "Pop, goes the Weasel" reviewing the components of a fantasy genre.</p>	<p>G6</p> <p>Make a cereal box book report of a fantasy genre text. Summarize validity of this genre: heroes, villains, magic powers, quest, unreal time travel, unreal land or time.</p>
<p>G7</p> <p>Create a film strip story board. Sequence the three important events of an adventure book of your choice. Provide an explanation about how the sequenced events directly show the audience the genre in which you are writing about.</p>	<p>G8</p> <p>Describe the actions of the main character in an adventure book by writing a haiku poem. The haiku poem is made up of three lines. The first line has five syllables, the second line has seven syllables, and the third has five syllables.</p>	<p>G9</p> <p>Make an illustrated "How To" book of five pages on writing an adventure book. Tell the reader the components you must include in effectively revealing the adventure genre. For example, inform the reader about conflicts characters must face, multiple attempts to solve a problem, and what the character learned.</p>

