

Genre Study – Grade Three

Ohio Standards Connection

Reading Process: Concepts of Print, Comprehension Strategies and Self- Monitoring Strategies

Benchmark C

Draw conclusions from information in the text.

Indicator 4

Summarize texts, sequencing information accurately and include main ideas and details as appropriate.

Reading Applications: Literary Text

Benchmark C

Recognize the defining characteristics and features of different types of literary forms and genres.

Indicator 4

Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.

Communication: Oral and Visual

Benchmark A

Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration

Indicator 1

Ask questions for clarification and explanation, and respond to others' ideas.

Lesson Summary:

Students develop an understanding of genre by participating in small- and whole-group activities. In addition, they practice presentation and specific listening skills. This lesson assumes students have been regularly exposed to a variety of writing styles and types in trade books.

Estimated Duration: *Eight to 10 hours*

Commentary:

One of the field reviewers was pleased with the ways that technology was used throughout the lesson. A teacher commented that this lesson works well in whole group, but could also be adapted to small group minilessons.

Pre-Assessment:

- Discuss definition of genre with whole class.
Genre is a category used to classify literary works, usually by form, technique or content. Children from an early age prove adept at identifying prototypical genres such as fairy tales and mysteries, which makes genre a valuable instructional instrument. (Harris & Rogers, 94 & 96)
- Ask students to name some genres and list Responses. This could include folk tales, fairy tales, science fiction, mystery, realistic fiction, poetry, biography, etc.
- Distribute *Genres- What Do You Know?* Attachment A.
- Tell students this is to learn what they already know about different genres and to inform the way working groups will be formed.
- Collect *Genres- What Do You Know?* Attachment A.

Instructional Tip:

- Complete Pre-Assessment *Genres- What Do You Know?* Attachment A, a day or two before beginning the lesson.
- Use information gathered from Pre-Assessment to assign genres to students. The teacher may choose to group students by what they know or by what they need more experience with.

Genre Study – Grade Three

Ohio Standards Connection

Benchmark E

Organize presentations to provide a beginning, middle and ending and include concrete details

Indicator 8

Deliver informational presentations that:

- a. present events or ideas in a logical sequence and maintain a clear focus;
- b. demonstrate an understanding of the topic;
- c. include relevant facts and details from multiple sources to develop topic;
- d. organize information, including a clear introduction, body and conclusion;
- e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
- f. identify sources.

Scoring Guidelines:

- Use *Teacher Table*, Attachment B, as a data collection sheet.
- Make a list of those genres students chose in the first column.
- Write the names of students who show a strong understanding of each genre in the students column.
- Write (in brief) the characteristics and books they listed in the appropriate column.
- Form genre-study groups based on teacher specific criteria using the data from *Teacher Table*, Attachment B.

Post-Assessment:

- Use assessment rubrics to determine quality of group presentations of genre characteristics and titles.
- Have students create lists of good listening behaviors.
- Put good listening behaviors on wall during presentations.
- Have students collect positive data about each other. (Danny did a good job asking questions; Sarah looked at the person talking, etc.)
- Give each student an index card with a genre listed on it. They complete the *Genre Identification Form*, Attachment G, using information they learned from group presentations.

Scoring Guidelines:

Use *Genre Presentation Rubric*, Attachment C, the *Listening List* self-assessment, Attachment D, and *Genre Identification Form*, Attachment G, to determine student strengths and areas needing improvement.

Instructional Procedures:

Part One

1. Discuss general meanings of common genres with class.
2. Have common genres listed on whiteboard, chart paper or other presentation media.
3. Show students familiar trade books.
4. Have student write title of trade book under the correct genre.
5. Encourage students to ask classmates for help if there is some uncertainty.
6. Repeat this task with several familiar trade books.



Genre Study – Grade Three

Instructional Tip:

Group size depends on the number of students in the class and the number of genres that need to be covered as determined by the teacher. If possible, limit group size to four to foster collaboration of all group members. Make certain to assign fairy tales, folk tales and poetry since they are a part of third grade benchmarks and indicators.

7. Prepare group assignments on an easily seen visual.
8. Distribute *Genre Exploration* worksheet.
9. Tell students to work together in groups to gather information about their assigned genres.
10. Remind students to use classroom, school and/or public library for trade book selection.
11. Allow time for group planning and work.
12. Circulate among small groups to provide support and guidance.

Part Two – Active Listening

13. Review the assignment with students.
14. Ask for clarification questions.
15. Create a “Looks Like/Sounds Like” chart.
16. Discuss active listening.
17. Ask students what active listening looks and sounds like.
18. Record student answers on chart.
19. Allow time for research and presentation planning.

Instructional Tip:

A “Looks Like/Sounds Like” chart can be created by drawing an eye or writing “Looks Like” on the top of a sheet of chart paper. On another sheet of chart paper draw an ear or write “Sounds Like” at the top of the paper. Record desired attributes in the appropriate column.

20. Distribute *What Kind of Listener Are You*, self-assessment sheet, Attachment D.
21. Discuss individual responsibility for completing form after all presentations.

Part Three - Presentation Skills

22. Model a genre presentation.
23. Ask students for positives and negatives in the model presentation, chart responses.
24. Hand out *Genre Presentation Rubric*, Attachment C.
25. Tell students to complete the rubric for the model presentation.

Instructional Tip:

Distribute the rubrics prior to the model presentation, giving students the opportunity to score as the presentation is given. This enables them to use the rubric as the basis for talking about the positive and negatives of the model presentation.

26. Pass out *Presentation Preparation* worksheet, See Attachment E.
27. Give students time to work on presentations.



Genre Study – Grade Three

Part Four

28. Remind students of the skills they learned in the active listening mini-lesson.
29. Distribute *Genre Notesheet*, Attachment F, to each student.
30. Instruct students to complete sheets after each presentation.
31. Begin group presentations
32. Use *Assessment Checklist*, Attachment C, for grading presentation.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Encourage advanced readers to read chapter books from their genre and share in a book talk.
- Students create information posters to explain genres.
- Students create advertisements about genre.

Extensions:

- Create a large class chart listing genres and features. Encourage students to add titles throughout the year.
- Give opportunity for students to give their presentations to other classes.
- Poll others in the school about favorite genres; create graphs and tables to report data.

Home Connections:

- Read books representing different genres with parents at home.
- Interview family members about genres they enjoy.
- Collect examples of varying genres from sources at home (e.g. television, newspapers, family stories, etc.).

Materials and Resources:

The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: chart paper, markers, trade book library, all attachments

For the students: books at appropriate reading levels in variety of genres, all student attachments

Vocabulary:

genre



Genre Study – Grade Three

Technology Connections:

- Students could research their genre on the Internet.
- Students could create multimedia components to their presentations

Research Connections:

Atwell, Nancie. *In the Middle: Writing, Reading and Learning with Adolescents*. Portsmouth, NH: Boynton/Cook Publishers, 1987.

Mini-lessons are 15- to 30-minute direct-instruction lessons designed to help students learn literacy skills and become more strategic readers and writers. In these lessons, students and the teacher are focused on a single goal; students are aware of why it is important to learn the skill or strategy through modeling, explanation and practice. Then independent application takes place using authentic literacy materials.

Brent, Rebecca & Patricia Anderson. “Developing Children’s Classroom Listening Strategies.” *The Reading Teacher*. pp. 122-126

Active Listening – Strategies such as watching the speaker, focusing to block distractions, visualizing and taking notes are all useful to children as they work to improve their listening abilities

General Tip:

Offer a wide variety of books for students to read. Most public libraries willingly help teachers put together classroom collections.

Attachments:

Attachment A, *Genres –What Do You Know?*

Attachment B, *Teacher Table for Pre-Assessment of Genre Knowledge*

Attachment C, *Genre Presentation Rubric*

Attachment D, *What Kind of a Listener Are You?*

Attachment E, *Presentation Preparation*

Attachment F, *Genre Exploration*

Attachment G, *Genre Notesheet*



Genre Study – Grade Three

Pre-Assessment -Attachment A Genres - What Do You Know?

Name _____

Select five genres from the brainstorm list and write each one in the rows under the title “Genre” on the chart. In the next column list things you know about that genre. In the last column, write down the names of any books that you know fall in that genre category.

Genre	Characteristics	Examples (Titles)

Genre Study – Grade Three

Attachment B Teacher Table for Pre-Assessment of Genre Knowledge

Genre	Names of Students	Characteristics cited by students	Titles given by students

Genre Study – Grade Three

Attachment C Genre Presentation Rubric

Criteria	4	3	2	1
PRESENTATION SKILLS				
Enthusiasm	<ul style="list-style-type: none"> Demonstrated a strong positive feeling about topic during entire presentation Anxious/willing to answer questions; obvious understanding of topic 	<ul style="list-style-type: none"> Occasionally showed positive feelings about topic Answered questions with some reluctance or with group support 	<ul style="list-style-type: none"> Showed some negativity toward topic Deferred questions to other group members; limited evidence of subject knowledge 	<ul style="list-style-type: none"> Showed no interest in topic Answered no questions; gave no evidence of subject knowledge
Presentation Performance	<ul style="list-style-type: none"> Organized presentation Maintained audience interest Evidence of organized plan 	<ul style="list-style-type: none"> Articulated clearly Audience often not engaged Limited organization 	<ul style="list-style-type: none"> Unclear ideas Not engaging Group disorganized 	<ul style="list-style-type: none"> Mumbled Difficult to hear; confusing No organization evident.
CONTENT				
Genre	<ul style="list-style-type: none"> Clearly presented genre characteristics (4-5 facts) Explained how selected trade books fit genre Provided multiple (7-8) examples of genre for independent class exploration 	<ul style="list-style-type: none"> Presented genre characteristics (2-3 facts) Selected trade books fit genre. Provided some (5-6) examples of genre for independent class exploration 	<ul style="list-style-type: none"> Defined the genre with little detail (1 fact) Some incorrectly categorized Few (3-4) examples shared with class 	<ul style="list-style-type: none"> Provided no definition of genre Many books incorrectly categorized Provided limited (if any) examples for independent class exploration
GROUP WORK				
	<ul style="list-style-type: none"> Participation balanced among all group members 	<ul style="list-style-type: none"> Significant participation by all group members 	<ul style="list-style-type: none"> Participation by most group members 	<ul style="list-style-type: none"> One main speaker; little participation from other group members

What kind of listener are you?

During the genre group presentations, you were to work on certain listening skills. Make a checkmark next to those things you did successfully. Put a question mark next to those things you need to keep working on.

I asked questions about the genre after the presentation.	
I completed the listening worksheet for each group’s genre presentation.	
I kept my eyes on the presenters and/or made eye contact during the presentation.	
I did not talk or listen to others talk about things unrelated to the topic.	
I focused on the words genre and genre type.	



Genre Study – Grade Three

Attachment E Presentation Preparation

Name _____

Complete this form as you are planning the presentation of your genre. Only one form is necessary per group.

Audience:

To whom are you speaking? What do you know about them?

Assignments

Who will be doing each part of the presentation? Remember there may be parts of the presentation that two of you share.

Introduction Presenter(s)

How will you get the attention of the audience?

Write down what you will say to start your presentation:

Middle Presenter(s)

What are important features of your genre? What should the audience know about your genre?

- 1.
- 2.
- 3.
- 4.
- 5.

Closing Presenter(s)

What else should your audience know? What do you want the audience to remember most?



Genre Study – Grade Three

Attachment F Genre Exploration (One form per member)

Group members _____

1. Our genre is _____

2. Find a dictionary and look up your genre. Record the definition below.

3. Choose three books for each group member that are examples of your genre.

4. Each group member reads the assigned books.

5. List the characteristics of your genre after reading all the books.

6. Each group member must complete the chart below for the assigned books.

Book Title	Author	What was the book about?	List characteristics that all of the books share.



Genre Study – Grade Three

Attachment G Genre Notesheet

What is the genre being presented?

Listen for characteristics of the genre. Make notes about five of the characteristics.

1. _____
2. _____
3. _____
4. _____
5. _____

Pick three of the books the presenters show. Write down the titles and tell why you would like to read them.

Book Title

Reason for wanting to read it:

Book Title

Reason for wanting to read it:

Book Title

Reason for wanting to read it:
