

Contact Information	<i>Ronda Gardner rgardne3@lane.k12.or.us</i>
School	<i>Oakridge Elementary School</i>
District	<i>Oakridge School District #76</i>
Unit Title	<i>Genres in literature</i>
Grade level with which unit is aligned to state standards.	<i>Grade 4</i>
Grade level(s) at which unit may be taught.	<i>Grade 4</i>
Duration	<i>two weeks</i>
Unit Overview	<i>Students will explore the different genres in literature through reading selected works and exploring genres on the internet. They will reflect on selections through writing and be able to give each other feedback by submitting their work online with write site.</i>
Subject(s)	<i>Language Arts, Reading</i>
Strand(s)	<i>Writing, Technology</i>
Common Curriculum Goal(s)	<i>Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</i>
Academic Standards Addressed	<i>The lesson developed must be strongly matched to the standards listed. 1.) listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects. 2.) Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.</i>
Instructional Technology Common Curriculum Goals (CCG) Addressed	<i>1.) Demonstrate proficiency in the use of technological tools and devices. 2.) Use technology to enhance learning and problem solving. 3.) Extend communication and collaboration with peers using telecommunications.</i>
Career Related Learning Standards Addressed:	<i>Communication: Students will give and receive feedback in a positive manner. Personal Management: 1.) Students will identify tasks that need to be done and initiate action to complete the tasks. 2.) Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. 3.) Maintain regular attendance and be on time. 4.) Maintain appropriate interactions with colleagues/peers.</i>

How will student use the technology as a tool to enhance their learning?	<i>The students will use technology to gain knowledge of the topic through exploration on the internet. They will use technology to communicate their understanding with their peers and to provide feedback to each other. They will also use the technology to show what they know for assessment purposes.</i>
Objective	<i>Students will learn about the different genres in literature. They will be able to identify characteristics of particular genres and be able to state what genre a story or book is by reading a short summary.</i>
Prerequisites	<i>Learn how to use write site. Know how to perform an internet search.</i>
Non-Technology Materials	<i>Literature books</i>
Does this unit involve the use of technology	<i>Yes</i>
Required Hardware	<i>Lap tops, printer, internet</i>
Required Software	<i>Write site, internet explorer</i>
Links to relevant web sites and Other Technology	<i>http://www.cde.ca.gov/ci/rl/l/litrlgenres.asp http://www.cdli.ca/CITE/langrt.htm</i>
Preparation	<i>Select books that reflect different genres; set up class within write site; enter discussion topics for assignment activities within write site.</i>

<p>Instruction</p>	<p><i>Description of the pedagogy, strategies, possible modifications and key skills or concepts that need to be taught for the students to be successful. This section is the bulk of your project and should clearly describe the lessons and steps for successful implementation.</i></p> <p><i>Day 1: Do a whole group KWL to see what the class already knows about literature genres. After the KW (Know and Want to know) part of the discussion students will use laptops to do an internet search to learn about the different genres the class can explore. Regroup after internet search to complete the Learned part of the KWL.</i></p> <p><i>Day 2: Explore short works in fable and fairytale. Students work in groups of 4-6 reading sample works. Compare and contrast these two genres in small groups and then whole class.</i></p> <p><i>Day 3: Using WriteSite, go to lesson 1 and respond to the questions: "How can you tell the difference between the genres of Fairytale and Fable?" What genre do you prefer and why? After students respond to lesson 1, they will submit their responses and then go to the discussion to read responses from other students. They will select one or two students to respond to as directed by the teacher. They will write one thing they noticed in the student's response and one thing they wonder about.</i></p> <p><i>Day 4: Students will become familiar with works of fantasy. Students will listen to short selections of fantasy, such as <u>The Twits</u> or <u>The BFG</u> by Roald Dahl. This will be done through teacher reading or listening to sections on tape. They will respond to the discussion questions in Write Site (lesson 2) following the readings: "Were you able to picture the character's experience? What is the strongest visual you have of the character's experience? What are some things that make this a fantasy?" Students will submit their work in Write Site and then read and respond to their classmates.</i></p> <p><i>Day 5: Students will explore works of fiction and realistic fiction. Small groups will share a fictional reading and will determine who the narrator is. They will compare it to their lives and see how they can relate to the story. They will discuss how this is different from fantasy. At the end of the lesson the teacher will recap with the whole class to see if they can differentiate between the genres learned so far. The students will correctly identify the genre of a stack of teacher selected books as fantasy, fiction, realistic fiction, fairytale, or fable. (the ones already learned)</i></p> <p><i>Day 6: Students will explore drama. The class will select roles in reader's theatre. They can do this as whole class or small groups. See the following website for selections for reader's theatre.</i> http://www.cdli.ca/CITE/langrt.htm <i>Upon completion of reader's theatre, students will share their ideas on how the genre drama helps or doesn't help them relate to characters. What are the pros and cons of drama?</i></p> <p><i>Day 7: Students will look at biography and autobiography. We will look up bi</i></p>
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Modifications for Special Needs Students:	<i>Choose short and simple selections of selected genres. Volunteers from the high school, for example, could come in during that time to help read genre examples. Volunteers, or peer buddies could also help type the student's thoughts on discussion topics and their feedback comments for others. Write site also has the capability to be used at home (via the internet) if a parent wants to facilitate the students learning from home.</i>
Modifications for Gifted Students:	<i>More challenging discussion questions can be created and the discussion can take place among that small group separately in write site, or with the instructor and one student if necessary. The selected works can be at a more challenging level. Students can also explore works at home and respond to questions with their parents or students from other grade levels using write site from home or at school.</i>
Motivation	<i>The laptops are highly motivating. Students will also enjoy the chance to give feedback to others through the computer using write site. Using the internet to gain knowledge of the topic as an introduction will also motivate the students.</i>
Assessment	<i>Students will be assessed through the written discussions within write site. These discussions will have them give examples of the different genres and what characteristics make it that genre. They will also be given definitions of particular genres and will have to label them with the correct genre name. In addition, they will take selected works and either through reading a brief summary or the entire selection, students will identify the correct genre.</i>
