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# Improving Second Graders' Understanding and Use of Genre Through the Classroom Library

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IMPROVING SECOND GRADERS' UNDERSTANDING AND USE  
OF GENRE THROUGH THE CLASSROOM LIBRARY

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education  
Reading Specialist

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by  
Melissa Kristene Arquette

August 2009

## ABSTRACT

### IMPROVING SECOND GRADE STUDENTS' UNDERSTANDING AND USE OF GENRE THROUGH THE CLASSROOM LIBRARY

by

Melissa Kristene Arquette

The research supports the importance of the classroom library, using the classroom library to introduce non-fiction text, and developing students' understanding of genre using the classroom library as a tool. The purpose of this project is to improve second graders' understanding and use of genre through the classroom library. The project includes eight units focused on realistic fiction, poetry, fantasy, folktales, myths and legends, non-fiction (information books), biographies, and fairytales. Each unit combines student focused group book sorting, book browsing, reading log entries, whole group activities, and a genre review form. Pre- and post- unit assessment, in the form of a student interview, along with the reading log and genre review form are included in the appendices.

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And finally, I'd like to say thank you to my second graders. It was your responses to the question "What book did you get?" that got me started on this project. Thank you second grade!

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## CHAPTER I

### *Background of the Project*

#### *Introduction*

It is commonly heard from second grade students at Harrah Elementary during independent reading time or when returning from the library, “Is your book a science book or a fun book?” Therefore, the issue this project aims to address is improving second grade students’ understanding and use of genre through the classroom library. Using the classroom library to expand student knowledge of genre is one way the classroom teacher can make the most of an underutilized part of the classroom (Fractor, Woodruff, Martinez, & Teale, 1993). According to the research, increasing student knowledge of genre can benefit not only comprehension, but all areas of literacy development (Moore & Moore, 1990; Smith, 1991; Duke & Kays, 1998; Duke 2000; Duke & Purcell-Gates, 2003; Soalt, 2005).

Several studies have shown that when students are involved in the process of sorting books into groups by genre, the information is better internalized (Brooks, 1995; Brassell, 1999; Jones, 2006). Students are able to make personal choices and recommendations to peers about specific literary genres using specific literary genre language. The goal is having a classroom library which students are able to use effectively, independently, and include genre language when choosing books. These experiences with genre build the foundation for positive growth in all other areas of literacy (McGill-Franzen et al., 1999; Neuman, 1999; Caldwell & Gaine, 2000).

#### *Purpose of the Project*

The purpose of this project is to improve second grade students' understanding and use of genre through the classroom library. By engaging the students to help create the categories or classroom genres, along with using those suggested by the teacher, students are better able to internalize the information and apply it when discussing books with peers (Jones, 2006). The collaboration of creating the classroom library fosters a higher level of student interest for the library itself (Brassell, 1999).

### *Significance of the Project*

Understanding genre benefits student growth with comprehension and paves the way for growth in all literacy areas (Smith, 1991; Moore & Moore, 1990; Duke 2000; Duke & Purcell-Gates, 2003; Duke & Kays, 1998; Soalt, 2005). Through the process of sorting classroom library books by genres created by the group, students will have a vested interest in the library and the knowledge of the vocabulary used for sorting the books (Jones, 2006). By creating ownership of the classroom library, students are more likely to use it with enthusiasm, and use the genre vocabulary in conversations with other students. By internalizing the types of genres decided upon by the class, there is a greater chance of students searching for more genres as they branch out into the literary world at large.

### *Limitations*

The project is designed for second-grade students attending Harrah Elementary School in the semi-rural Mt. Adams School District, and therefore cannot be compared with the needs of students in other areas. The mini-lessons for this unit are laid out in a manner specifically designed for the student demographic in the author's second grade classroom. The project is



designed to increase students' understanding of genre, involve students in sorting classroom books into genre categories, foster students' connections between various genres, and increase student application of genre when using the classroom library. The project does not specifically address other aspects of reading such as fluency or comprehension. However, the author hopes both those aforementioned aspects of reading will be influenced by the student's involvement with creating the genre sub-groups for the classroom library.

### *Definition of Terms*

For the purposes of this project the following terms are defined.

**Biography:** See *Memoir*

**Book talk:** "A discussion of one or more books by a teacher, librarian, or student to introduce books and to introduce others to read them" (Harris & Hodges, 1995, p. 21).

**Classroom library:** "A specially selected collection of books for classroom use, often changed periodically" (Harris & Hodges, 1995, p. 32).

**Fairytale:** 1. "A folk story about real-life problems, usually with imaginary characters and magical events 2. A story involving wise folk such as fairies or leprechauns" (Harris & Hodges, 1995, p. 82).

**Fantasy:** "A highly imaginative story about characters, places, and events that, while sometimes believable, do not exist" (Harris & Hodges, 1995, p. 82).

**Fiction:** "Imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue, or merely describe, specifically, a type of literature especially prose, as novel and short stories, but also including plays and narrative poetry" (Harris & Hodges, 1995, p. 83).

**Folktale:** “A narrative form, as an epic, legend, or myth, fable, ect., that is or had been retold within a culture for generations and is well known through repeated storytelling, as an *Anansi* tale” (Harris & Hodges, 1995, p. 86).

**Genre:** “Category used to classify literary works, usually by form, technique, or content” (Harris & Hodges, 1995, p. 94).

**Information book:** “A nonfiction book of facts and concepts about a subject or subjects” (Harris & Hodges, 1995, p. 117).

**Legend:** 1. “A traditional, historical tale of a people, handed down first in oral and later in written form” (Harris & Hodges, 1995, p. 137).

**Memoir:** 1. “An account of one’s personal experiences and observations, autobiography; often memoirs 2. A biography 3. A record of people and happenings known to the writer, sometimes semiautobiographical” (Harris & Hodges, 1995, p. 152).

**Nonfiction:** “Prose designed primarily to explain, argue, or describe rather than entertain; specifically a type of prose other than fiction but including biography and autobiography” (Harris & Hodges, 1995, p. 165).

**Poetry:** 2. “Literature in metrical form -verse of “high merit”- the major forms of which are epic, dramatic, and lyric poetry” (Harris & Hodges, 1995, p. 189).

**Reading log:** “A student kept record of books read during a specified period, usually by date sometimes including the numbers of pages in each book” (Harris & Hodges, 1995, p. 211).

**Realistic fiction:** “A story that attempts to portray characters and events as they actually are” (Harris & Hodges, 1995, p. 214).

**Story:** 1. "A prose or poetry narrative; tale 2. an imaginative tale shorter than a novel but with plot, character, and setting as a short story 3. A plot of a novel, poem, ect. 4. A branch of literature 5. Something narrated" (Harris & Hodges, 1995, p. 243).

## CHAPTER II

### *Review of the Literature*

#### *Introduction*

The purpose of this review of the literature is to present research relevant for the use of the classroom library to promote second grade students' understanding and use of genre. According to some research, the elementary classroom library is an underutilized resource (Fractor et al., 1993). In order to revitalize this important part of the classroom, and make it a worthwhile part of everyday classroom activities, students must be involved in its creation and care (Brooks, 1995; Brassell, 1999; Jones, 2006). Also, according to the research reviewed, increasing student knowledge of genre can benefit not only comprehension, but all areas of literacy development (Moore & Moore, 1990; Smith, 1991; Duke & Kays, 1998; Duke, 2000; Duke & Purcell-Gates, 2003; Soalt, 2005).

To begin this review of the literature the focus will be a discussion of the importance of the classroom library. The research suggests the necessity and the importance of the classroom library to students' genre development. Next, research supports the significance of including non-fiction, informational text in both the classroom library and in read-alouds. Finally, genre is discussed in connection with the classroom library. Research is reviewed supporting the relationship between genre development and the use of the classroom library.

The research for this review was gathered using online search sources including Central Washington University's databases: EBSCO-HOST, Academic Search Complete, Wilson Web, and ERIC document reproduction services. The author was able to use various terms to find literature to support the need for classroom libraries and genre development.

These search terms included *classroom library*, *genre*, *genre development*, *literary genre*, *library orientation*, and *literary language*.

### *The Classroom Library*

Access to classroom libraries is an opportunity for students of all ages to become acquainted with various genres of literature. In an article describing educators' personal responses to what an ideal reading classroom consists of, one statement described it as follows: "My ideal reading classroom would be a classroom library that brings together the importance of literacy and an understanding that books are a principal source of knowledge and an incredible journey of fun" ("Characteristics", 1999, p. 904). Additionally, in an article describing suggestions for building school libraries, Sanacore (2006) stated that because children are the actual consumers of the materials, they should be included in the process of choosing library collections, and that this inclusion will increase interest in the library because the materials "reflect their interests and preferences" (Selecting the right materials, ¶ 1).

The classroom library as defined by Harris and Hodges (1995) is, "A specifically selected collection of books for classroom use, often changed periodically" (p. 32). Duffy (2005) explained, "A school must have in adequate collection of books and other multimedia resources to meet the needs of its students for quality literature at all stages of reading development, as well as reference and nonfiction materials for research" (Why have a school library, ¶ 1). Duffy expressed the need for Montessori schools to improve the library in schools and classrooms to benefit the content education of its students.

In an interview conducted by the author, a classroom teacher stated that as the demands on classroom time revolve around standardized testing, mandatory minutes-per-day of reading instruction, and other content areas. Her classroom library has fallen by the

wayside. S. Oliva stated, "I wish I had more books for my classroom and more time to use it (classroom library). A few students use it each week, but only for AR (Accelerated Reader) books" (Personal Communication, April 13, 2009). When she heard her students discuss library books they only use general terms to describe them. Books about animals, plants, and even biographies are called 'science books.' The introduction of several types of genres, improving student familiarity of genres through classroom exposure, and the frequency of time spent in the classroom library are all examples S. Oliva gave for improving genres in her personal classroom.

This was also apparent in an interview with the Mt. Adams School District librarian C. Jetton. She stated, "When students come in asking for kinds of books they just ask for subjects. They don't specifically ask for biographies or folktales" (Personal Communication, April 14, 2009). The activities C. Jetton focuses on during the school year for Kindergarten through sixth-grade students revolve around the Dewey decimal system, not specific genre. But when discussing her experience with students and genre, she stated, "Boys are typically into non-fiction titles. The girls will read various types and some of the *really good boys* will read the same" (Personal Communication, April 14, 2009). C. Jetton gave suggestions for classroom teachers to use to help encourage student use of genre: mixing fiction and non-fiction, reading aloud various genres, and illustrating the differences between types of genres.

Introducing students to various types of literary genre, through the use of the classroom library, is beneficial to the students' literacy development, and can foster self-motivation for students to spend more time reading. An article by Hade (1993) stated four motives educators have for teaching children to love reading:

1. reading proficiency;

2. initiation into the discourse;
3. self-understanding and self-actualization and;
4. social responsibility (§ 4-7).

Of these four motives, “we cannot act on all four motives simultaneously...for ideological reasons we tend to hold one of these motives as primary, and that motive dominates how we view others” (§ 8). Through the use of the classroom library and literature, students are exposed to “matters of morality, power, feelings, beauty” (§ 12).

According to Caldwell and Gaine (2000), the classroom library is appropriate to enhance “positive reading attitudes through enjoyable reading experiences” (p.7). Also, Caldwell and Gaine, describing the influence independent reading of good books has on student growth, stated, “As educators...we will provide an extensive classroom library and respect each student’s freedom of choice” (2000, p. 7) through allowing students sufficient time during the day to access the literature available.

Likewise, Meyer (2001) suggests, when creating a classroom library, the teacher should set goals for what the library will accomplish. The classroom library should “introduce children to reading for entertainment and pleasure” (Establishing Goals, § 1). Also, an article by Love (1995) explains that a classroom library is necessary for literacy development, and that “children can assume the responsibility for maintaining the order of the library” (p. 7). Not only should the classroom library consist of picture books, according to Love, but should include magazines and newspapers.

Incidentally, building and maintaining a classroom library can be problematic, when considering the school budget. In order to help build your classroom library, *Teachers and Independent Reading* (1990) suggests visiting garage sales, asking publishers to donate books

at reduced prices or for free, asking a school library to rotate as many as twenty-five titles through the classroom library, working out book exchanges with other classroom teachers who have classroom libraries, and asking for support from local service groups, community organizations, or Parent-Teacher associations. Also important in building a classroom library, according to *Teachers and Independent Reading*, is ensuring student choice when making decisions about the contents of the library.

In observational study, Fractor, Woodruff, Martinez, and Teale (1993) stated, "A key characteristic for building a community of readers in the classroom then is the classroom library, a focal area within the classroom where books are easily accessible to students" (p. 477). Physical characteristics of classroom libraries were observed and surveyed in twelve public metropolitan school districts of southern Texas. Fractor, et al. found 88.5% of all the classrooms surveyed had books available to students, but found that 12% of classrooms did not. Also documented was the use of classroom libraries by three-fourths of the kindergarten classrooms, but the researchers found that figure dropped in the upper elementary grades. At the conclusion of the study, Fractor, et al. stated, "What we hope our findings highlight is the need for developing excellent classroom libraries" (p. 483).

Prill (1994) created a classroom library set up called *Get Acquainted With My Books* after finding students experiencing difficulty using the classroom library. Using mini-lessons spread out over two weeks, students were introduced to books from the classroom library. The following format was given for student reference when skimming the chosen book:

- a) read the title and table of contents;
- b) look for illustrations;
- c) determine the number of pages and;



d) read the book jacket for the story and author summary (p. 365).

Students were able to give short book talks to the class with suggestions for future readings after the mini-lessons were completed. Book reviews were kept in folders for students to reference when unable to find a book to read from the classroom library.

McGill-Franzen, Allington, Yokoi, and Brooks (1999) conducted a study to examine the effects of enhancing children's access to books in kindergarten classrooms and enhancing teachers' instructional routines involving the book collection (classroom library). Schools participating in the study were arranged in three categories: *Training + Books*, *Books-only*, and *control schools*. *Training + Books* schools were offered 250 books for classroom libraries and 130 books for parent-lending libraries. Teachers from these schools were given 30 hours of training sessions spread over the summer before school began and during following fall semester. *Books-only* schools were given the same number of books for both classrooms and parent lending but no in-service training. In *control schools*, no books or training were received by classrooms or staff.

Pre- and post-tests were administered to all kindergarteners attending the schools in the study. The tests administered for data collection were the *Peabody Picture Vocabulary Test – Revised* and *Concepts About Print and Diagnostic Survey*. Classroom environments were also measured using teacher logs and a *Classroom Literacy Environment Profile*. The results of this study reported students in *Training + Books* classrooms scored higher on the post-test assessments, but there was little difference in the post-test results from students in the *Books-only* and *control* classrooms. The researchers stated, "Just adding a substantial supply of books to classrooms had little measurable positive effect on the outcomes" (p. 71).

The recommendation was for further teacher professional development with the classroom environments that surround literacy.

A classroom study conducted by Brassell (1999) found that students actively engaged in creating a classroom library by writing stories were more likely to read those stories and go in search of like material for reading. These particular students' primary language was Spanish, but this did not hinder the classroom library changes or student written additions to the classroom library. Brassell found an increase in books added to the classroom library by over 500%.

Jones (2006) described the benefits of involving students in the creation of the classroom library; "it is my experience that the student-involved classroom library process increases the number of books children choose from their classroom library" (p. 576). The process laid out by Jones takes place over a period of time between a week to a month, depending upon the grade level and the size of the classroom library being created. Jones suggests that to help students organize the books use a color coding system for genre and placing books in baskets on shelves for easy student access. The benefits for involving students in the classroom library set up Jones lists as:

- a) children become acutely aware of available books;
- b) get to know the book-choice process;
- c) begin analyzing literature by leading engaging book discussions;
- d) gain confidence about the book-choice process and library organizational system;
- e) gain respect for books; and
- f) read more and try new genres (p. 580).

Brooks (1995), explaining library set up to student librarians, suggested “arranging the books in sections such as mystery, biography, science, reference, history, and fiction” (p. 638). Brooks also suggests the involvement of students in the “management and maintenance of this library system” (p. 638).

Neuman (1999), in a formative experimental study, determined if the intervention project *Books Aloud* reached its goal of improving early literacy for “economically disadvantaged students” (p. 290). Childcare centers in and around Philadelphia were infused with books, at least five per child, and training for staff. The trainings were to increase childcare providers’ knowledge about early literacy development through the use of storybook reading. The results of the study reported positive changes in both the physical environments of classrooms and teacher-child literacy interactions including, read-alouds. Neuman found that *Books Aloud* children surpassed the control group in assessments measuring concepts of print, letter name knowledge, concepts of writing, and concepts of narrative.

The research has shown the classroom library is an essential part of students’ developing literacy skills. When building a classroom library student involvement is instrumental in creating an environment that fosters a connection between the student and the classroom library. The experiences students have with the classroom library impact his or her own development. Without those experiences the research has shown student performance suffers. The next section of the literature review gives research on the importance of nonfiction text and its inclusion in the classroom library.

#### *Nonfiction, Informational Text, and the Classroom Library*

According to Palmer and Stewart (2005), there are three models for introducing students to nonfiction in the classroom:

- 1) teacher-directed instruction;
- 2) scaffolded student investigation; and
- 3) independent student investigation (The three models, ¶ 1).

They continued, “Our models are a road map for primary grade teachers to follow as they use informational books and as access to appropriate nonfiction expands” (Final thoughts, ¶ 1).

Also recommended by the authors was the use of teacher read-alouds of nonfiction material for the classroom to familiarize students with the genre. Likewise, Saul and Dieckman (2005) stated, “High-quality informational books should be used for read-alouds” (Conclusion, ¶ 4).

The authors agreed that academic language could be acquired through read-alouds of the informational books.

Stien and Beed (2004) conducted a classroom study of twenty-two third-grade students on the use of nonfiction in the literature circle setting. To see if it increased student enthusiasm for the informational text. Lessons were audio and video-taped, anecdotal records were taken, and a four-question interview was designed for pre- and post-assessment. A comparison of the pre- and post- literature circle interview results found twenty-one students gave appropriate differences between fiction and nonfiction texts. Students stated to the researchers they were then more likely to read nonfiction text independently.

Nonfiction, according to Young, Moss, and Cornwell (2007) represents a range of student experiences: biographies, concept books, life cycle books, photo-essays and survey books. The suggestion for organization of those books should be making them easily accessible to children and having a specific place in the classroom library collection for those titles. Young, et al. suggest specific help should be given to children to recognize when a text is nonfiction.

Similarly, Bamford, Kristo, and Lyon (2002) suggested, "Help children make some preliminary determinations about whether or not the book is going to be nonfiction by sharing the information on the dust jacket of the book" (What is nonfiction?, ¶ 3). Bamford, et al. (2002) suggested not calling nonfiction "a story" as doing so could lead to confusion for children in the beginning stages of genre development. A balance was equally important with nonfiction texts for students as Sanacore (1990) suggests, "Continued emphasis on narrative text, however, can distort children's understanding of literacy" (Introduction, ¶ 2). As students become stronger and more fluent, they demonstrate risk-taking with peers and at this time children benefit from increased reading of expository (nonfiction) materials. The exposure students receive "sets the stage for later success with reading different materials across the curriculum" (Establishing a classroom library, ¶ 4).

Soalt (2005) gave three ways in which informational texts lend support to students learning from fiction texts: building of background knowledge, developing text-related vocabulary, and increasing motivation to explore the topic under discussion. Teaching the differences between the two genres of fact and fiction prevents student confusion when working through the materials. When using both informational and fiction texts in a unit Soalt stated, "Units of study that contain fictional and informational texts on the same topic have the potential to motivate students to read more than one genre or type of book" (Background knowledge, ¶ 1).

The goal of Duke's (2000) descriptive observational study was to investigate the experiences students in primary grades had with informational text. Twenty first-grade classrooms from ten different school districts in Boston were studied. The school districts were chosen based on varying socioeconomic (SES) levels; four schools from very low and

six schools from very-high SES levels. Duke used three types of informational text for the purpose of the study:

1. narrative-informational – narrative text in which a primary purpose is to convey information about the natural or social world;
2. informational-poetic – poetry in which a primary purpose is to convey information about the natural or social world; and
3. informational – neither narrative or poetic in form (p. 205).

Classrooms were observed four times throughout the school year for displayed print, informational print materials in the classroom library, and classroom activities involving print. Duke reported “an overall scarcity of informational texts in these first-grade classrooms...particularly in the low-SES classrooms” (p. 212). Low-SES classrooms displayed less print and had fewer books in classroom libraries. She stated, “Students with less socioeconomic capital were offered fewer opportunities to develop this important form of semiotic capital—the ability to read and write informational texts” (p. 220).

Again, in a 2004 article, Duke stated four strategies for increasing student comprehension of informational text:

- increase access;
- increase time;
- teach comprehension strategies; and
- use informational text for authentic purposes (p. 40).

The first strategy should increase student access to informational text through the classroom library. The addition of varied informational text available to students from the classroom library should be used to “demonstrate to (their) students that reading can help them obtain

important information” (p. 40). The second strategy should be the inclusion of informational text within daily instructional material time or during read-alouds. Duke’s third strategy stated, “in addition to exposing young students to informational text, teachers must also teach them *how* to read it” (p. 41). Monitoring student understanding, activating prior knowledge, thinking aloud, and summarizing were a few strategies suggested to increase student comprehension of informational text. The fourth strategy Duke suggests is “reading-for-writing” (p. 43) in which students actively research a topic, and then compose a classroom library book about the topic. Duke stated, “Incorporating informational text in the curriculum in the early years of school has the potential to increase student motivation, build important comprehension skills, and lay the groundwork for students to grow into confident, purposeful readers” (p. 43).

The research has shown the importance for the inclusion of nonfiction texts into the classroom library. Students even as young as Kindergarten, according to the research have shown the ability to gain knowledge about this specific genre. Again, the experiences the classroom library affords children when developing literacy skills can have a positive impact. The next section of the literature review presents research connecting genre development with the classroom library.

#### *Genre and the Classroom Library*

Genre, defined by Harris and Hodges (1995) is a “category used to classify literary works, usually by form, technique, or content” (p. 94). Similarly, in a review of literature Stamboltzis and Pumfrey state that genre, “...can be considered as the form or shape of a spoken or written communication which are influenced in general by the social context” (n.d, A historical overview, ¶ 2). Stamboltzis and Pumfrey discuss the importance of teaching genre

in schools to help students through “the reading strategies they employ, the difficulties they find and the understanding they exhibit” when dealing with genre (Implications, ¶ 3).

According to Meyer (2001), the following are examples of genres that should be included in a classroom library: poetry and prose, biographies and autobiographies, historical fiction, contemporary realistic fiction, modern fantasy, and informational books. Similarly, Jones (2006) suggests allowing children to work collectively to find where a book will fit in a certain category or genre. The sorting and categorizing of books lead to discussions between peers and the teacher. “These grand conversations demonstrate children’s higher understanding of genres and author purpose” (p. 579). Again, in an article discussing an educator’s reading classroom, the ideal would include, “fairy tales; ghost stories; zany, crazy stories that stimulate the imagination. Biographies that allow students to enlarge their knowledge of the unknown and question freely” (“Characteristics,” 1999, p. 905).

In a study conducted to instruct teachers in strategies for using literature as art, Cianciolo (1991) observed the genre of realistic fiction used as a read-aloud with first grade students. Cianciolo stated, “When they had numerous opportunities to read and study complete individual literary selections, children are more likely to acquire important expectations and sensitivities about literature...thus they are more likely to recognize the characteristics that make it the kind [genre] of literature it is” (Bringing literature into the classroom, ¶ 2).

Smith (1991), writing about literary genres stated that each type of literature provides students with “valuable experience” (p. 440). Those experiences can then be applied to comparing and contrasting different types of genres. Smith stated two important functions for experiences with varying types of literature were “to develop a schema for that literary genre



and to encourage the application of thinking skills in a variety of literary engagements” (p. 440). However, in his 1994 article Smith stated, “It is not necessary for children to define every piece of literature that they read, though the elementary school curriculum certainly should provide a wide range of genres” (p. 4).

Love (1995) stated, about the specific genre of poetry, “the primary responsibility of the teacher will be to make a variety of poetry available to his or her students and to share it with them whenever possible throughout the day” (p. 9). Also, to introduce poetry to students Love gave nine guidelines for teachers: have a variety of poetry collections, recordings of poetry being read aloud, inviting classroom visitors to read poetry, sharing poetry daily, keep poetry on flip charts, focus on specific poets, share poetry with one another, collect poetry, and encouraging children to write poetry.

Moore and Moore (1990) suggested, “centering at least part of your curriculum on a literary genre” (p. 334) in order to expose students to varied types of language forms. Making connections between genres such as biography and poetry can mesh with many content area topics studied throughout the school year. In doing so, Moore and Moore stated making these connections “facilitates language arts connections” (p. 334) and “often generates enthusiasm for continuing the research” (p. 334).

Smith (1994) stated that folktales are a natural place for students to begin with genre. He provides four examples of the easy relationship students can have with this particular genre: it involves real people or a typical situation, uses unusual occurrences or humor to resolve an issue, uses common spoken language, or makes a point about life. Smith acknowledged, “Through the use of a simple genre like the folktale, we can help children understand that there are different types of literature” (p. 4).

In response to results from an interest inventory given to a classroom of fourth-graders, teacher-librarians Vent and Ray (2007) conducted an action research project to increase student interest in the genre of nonfiction. Through the school library they used four strategies: nonfiction book displays, book talks, book pairings, and book passes. The researchers reported, “although the book-pairing strategy yielded the highest increase in circulation statistics, every strategy led to an improvement in students’ usage of nonfiction” (Four successful strategies, ¶ 1).

In another specific classroom example, Hornof (2008) created a two-week study of the reading test genre. Hornof found her students struggling with state mandated testing. After researching the test genre, she created a unit to “take two weeks before a mandated test to study this genre with its unique purpose, audience, structure, and vocabulary” (p. 69). Specific strategies included were: modeling test-taking strategies, analyzing student answers with rubrics, conferencing with students about strategies, and a class chart listing the strategies.

In a study by Leung (2001), children in first-grade classrooms were asked to sort picture books into categories and give descriptions of the categories they decided upon. Leung found seven distinct categories:

1. the topic of the story;
  2. the genre or type of story;
  3. the name of the author;
  4. the culture or ethnic group depicted;
  5. the child’s personal or emotional response to the book;
  6. past experiences involving the performance or reading aloud of the story;
- and

7. the physical property of the book (p. 26).

Ten children used genre to sort the books given. The students used the terms: fairy tales, folktales, poetry, true, not true, and could be true when discussing the books. When teachers “talk about genre during literacy activities, including reading storybooks aloud and group sorting activities, [it] provided the children with experiences classifying books by these categories” (p. 37).

However, in a study by Mohr (2003) dealing with the book preferences between Hispanic and non-Hispanic first-graders, one aspect the researcher questioned was “given a wide variety of books from which to choose one, would first-graders evidence a preference for particular genres?” (p. 165). Nine books chosen for first-graders to select were from the following genres: realistic Hispanic fiction, Asian fantasy fiction, Black family fiction, poetry, information nonfiction, and biography. Mohr found only 6% of students interviewed, made reference to the book’s genre as a reason for selection.

On the other hand, Duke and Purcell-Gates (2003), studied the relationship between genres that are used in the home and at school. The home genres used for comparison to school genres came from two students of low-socioeconomic status. From the report, Duke and Purcell-Gates suggest “that being aware of genres young children encounter at home and at school offer opportunities to bridge home and school literacies and enhance children’s literacy development” (p. 30).

Duke and Purcell-Gates (2003) identified 65 different genres in the home environments compared to 55 different genres found in the school environment. The ten most common genres in the homes and schools identified were names, labels, newspaper, game-related print, letters (correspondence), biblical, children’s books, individual words, individual

letters, lists, worksheets, individual sentences, journals, descriptive text, charts, and poems. According to Duke and Purcell-Gates, to foster student understanding of literary genres and enhance literacy instruction, teachers must “pay particular attention to children’s level of understanding of functions and features of genres likely to be new to them” (p. 35). Inclusion of the types of home genres in school literacy activities may foster connections between what students observe in the home and at school.

Additionally, in Duke’s (2000) study of informational texts in first-grade classrooms, the discussion of genre development in children played a part. Duke stated, “learners must have experiences with the particular genres in question, in order to fully develop the ability to read and write (in) those genres” (p. 206). Duke made four assumptions about genre development: development is genre specific, genre development requires substantial experience with genre, the nature of genre experience matters, and genre development is possible at young ages. From those assumptions, “children can begin to learn and benefit from informational text experiences very early in schooling, and that substantial experience specifically with informational texts is essential for informational genre development to occur” (p. 208).

Further, Duke and Kays (1998) conducted a study of twenty Kindergarten students’ knowledge of genre dealing with expository text (informational books), during a three-month study from September to December. The researchers stated, “a first step in assessing the wisdom of increasing young children’s experience with expository text is to examine what young children actually know, and can learn, about the language of these reputedly difficult texts” (p. 296).

At the beginning of school year the students were asked to tell an informational and a fictional story to the researchers by using only pictures as guides. During the three-month period between interviews, the students were read expository informational books aloud frequently, three to four times weekly.

The informational books, along with many other genres, were available to children in the classroom library book boxes. Students were observed pretending to read books from the informational genre without prompting from the classroom teacher. The results of this study found the kindergarten classroom's December readings full of informational text features with more children able to reproduce the features than in September.

The research has shown an important connection between genre development and the experiences students have with the classroom library. A classroom library consisting of varied types of genre allow for the broadest experience for students. Placing focus on a specific genre during instructional time also allows for positive exposure. Duke's (2000) assumptions about genre development point out the importance of substantial experience and that genre development is possible even at young ages.

### *Conclusion*

The research reviewed has demonstrated that classroom libraries can become a functional and fundamental part of genre development, literacy growth, and reading instruction (Moore & Moore, 1990; Smith, 1991; Duke & Kays, 1998; Duke, 2000; Duke & Purcell-Gates, 2003; Soalt, 2005). Through book genre sorting activities, read-alouds, and classroom discussions, students can become owners of the classroom library (Jones, 2006). The findings of various researchers concluded students are not exposed to enough informational/expository text (Duke, 2000; Duke 2004); and including those genres

specifically in the classroom library is beneficial. Researchers also found the need for student genre development, which includes the classroom library as a tool (Moore & Moore, 1990; Smith, 1991; Duke & Kays, 1998; Duke, 2000; Duke & Purcell-Gates, 2003).

The goal of this review of literature was to highlight research relative to classroom libraries and genre development for students in the elementary classroom. By combining the two areas, students may receive the benefit of both. With time in classrooms becoming so limited with mandatory reading instruction (S. Oliva, personal communication, April 13, 2009) any way to fit in the use and importance of the classroom library to benefit student knowledge and growth is welcome.

More research on the effects of using the classroom library specifically for genre development will be necessary in the future. But from the research reviewed supporting classroom libraries and genre development, one can hardly argue against the use of both in the classroom to encourage literacy development in students of all levels.

## CHAPTER III

### *Design of the Project*

#### *Purpose*

In her eight years of experience teaching second grade at Harrah Elementary, the author rarely heard students describe books by genre. Second grade students called all nonfiction 'science' or 'true story' books. All forms of fiction literature were described as 'not true' or students' used the illustrations or the book author's name to describe the text. Taking those teacher experiences into consideration, the author made the decision to address the issue of her second grade students' genre understanding and use through her classroom library.

The goal of this project is improving second grade students' understanding and use of genre through the classroom library. Research states that by collaboratively creating the genre list for sorting classroom books (Jones, 2006), students become owners of the language and are more likely to internalize and use this language in discussions with peers and others. With this statement in mind the author designed the project.

As a rural elementary school, Harrah has a diverse student population. The percentage breakdown for Harrah Elementary is 67% American Indian/Alaska Native, 27.4% Hispanic, 5.5% white, and with a free/reduced lunch qualification at 87.2% (Washington State Report Card, 2008). Harrah continues to take part in the School Improvement Process and currently involved with the Summit School Improvement pilot grant. Taking the data into consideration, the author designed this project specifically for a second grade Harrah Elementary classroom by beginning with a student interview to build rapport and incorporating cooperative learning situations into the activities of the units.

*Development*

Many classrooms in elementary schools have libraries. Students in the school where the teacher is employed consistently refer to all nonfiction books as science books, even biographies. There is a need in this second-grade classroom for creating a tool to help increase students knowledge about different literary genres and the varied books that fit into each category. The use of this project as intended will hopefully impact not only student use of genre. The children's literature is limited to the collection of the classroom teacher, but may be supplemented or adjusted yearly. The twice to three times weekly mini-lessons designed for this project will last between 30-45 minutes. The types and sizes of the genre book groups will depend upon the classroom decisions made during the mini-lesson book sorting. It may be adapted to fit any elementary classroom depending upon the needs of the specific classroom and dependant upon the types of children's books available.

*Procedure*

The project began with the collection of literature supporting classroom libraries and the use of classroom libraries to support genre development. The author realized what an under utilized resource the classroom library is in today's classroom. By finding a child friendly way of organizing children's books by genre the author was able to make the classroom library an integral part of her classroom. The intent of the project was to create a way to use the author's existing classroom library to improve her students' understanding of genre.

The author found materials using the vast research resources available through Central Washington University's library and online database materials such as: EBSCO-HOST,



Academic Search Complete, Wilson Web, and ERIC document reproduction services. The author was able to research various terms to find literature to support the need for classroom libraries and genre development. These search terms included: *Classroom library, genre, genre development, literary genre, library orientation, and literary language.*

## CHAPTER IV

### *The Project*

#### *Introduction*

According to the research, the involvement of students in the creation and management of the classroom library is beneficial for creating interest and ownership of the classroom library (Brooks, 1995; Love, 1995; Brassell, 1999; Meyer, 2001; Jones, 2006). Research suggests the importance of the introduction of nonfiction to students in the classroom setting (Duke, 2000; Bamford et al., 2002; Duke, 2004; Palmer & Stewart, 2005; Saul & Dieckman, 2005; Young et al., 2007). And to increase student understanding of genre, the research suggests including various types and experiences for children (Moore & Moore, 1990; Smith, 1991, 1994; Duke & Kays, 1998; Leung, 2001; Meyer, 2001; Duke & Purcell-Gates, 2003; Mohr, 2003; Vent & Ray, 2007).

Based on the research, the following project begins with a pre-assessment student interview to discover any preconceived understanding of genre. The same student interview is conducted at the end of the unit for post-assessment. Comparison of the pre- and post-assessment will provide the teacher with a guide for any further work with genre.

The actual project consists of a two session introductory lesson and covers units focused on improving second graders' understanding and use of genre through the classroom library. The eight units encompass: realistic fiction, poetry, fantasy, folktales, myths & legends, non-fiction (information books), biographies, and fairytales. Each of the units contains from three to five activities, which include book sorting, book tub browsing along with a reading log entry, "What Do You Think?" whole group activity, and a genre review form.

The project is designed for introduction within the first weeks of school and completed within the first semester. Each unit has been designed to last no more than two school weeks (10 days). The units follow the same general layout and presentation style. This is to create a routine and will allow for students to move through the activities quickly and smoothly.

## Genre Pre- & Post-Assessment Student Interview Procedures

### Materials Needed

- \*Interview Record Sheet for each student interviewed
- \*Clip board to keep record sheet from view of student
- \*Five text example of the following genres: realistic fiction, fairy tale, poetry, biography, nonfiction (fact or science book)
- \*Desk or table to place books
- \*Chairs for interviewer and student

### Goal of the Interview

The goal of this interview is to find out what knowledge of genre students may already have. The questions are designed to find out what, if any, specific genres students are familiar with. Five examples of genre specific texts will be used: realistic fiction, fairy tale, poetry, biography, and nonfiction (fact or science book).

Students will also be asked what are his or her favorite types of books/stories they like to read and those responses recorded as well.

### Administering the Interview

This interview is to be administered within the first weeks of school and again during the 4<sup>th</sup> Quarter or end of the 2<sup>nd</sup> Semester. At the beginning of the school year it may be used as a tool to get to know new second graders in your classroom better.

Students are to be interviewed individually in a quiet area of the classroom. As you ask your questions, inform students that you will be writing things down as they are talking.

**Question 1**

*Do you...*

*Like reading a lot*

*Think reading is OK*

*Would rather do something else*

The purpose of this question is to ease the student into the interview process. Include any additional comments the student adds to the response.

**Question 2**

*Can you tell me what kinds of books these are?*

\*Refer to the five examples of genres laid out for the student to see. Record student responses and note that any response given by the student is valid. These responses give a baseline for your introduction of genre as the school year progresses.

**Question 3**

*What kinds of books do you like to read?*

This question delves further into what genres or preconceived notions of genre students bring with them into the classroom. If they give a name of an identified genre, check that off the list. Place other genres named in the “other” space provided. Record any other responses of genres given in the comment area.

**Question 4**

*Do you have any kinds of books that you want to read this year in second grade?*

Mark *Yes*, *No*, or *I don't know* if that response is given. If the student names a specific genre they would like to read, record that in the comment section.

Genre Assessment  
Interview Record Sheet

~~~~~

Student \_\_\_\_\_

Date \_\_\_\_\_

1. Do you...

- ☐ Like reading a lot
- ☐ Think reading is OK
- ☐ Would rather do something else

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Can you tell me what kind of books these are?

- ☐ Realistic fiction
- ☐ Fairy Tale
- ☐ Poetry
- ☐ Biography
- ☐ Non-fiction

Comments: \_\_\_\_\_

\_\_\_\_\_

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3. What kind of books do you like to read?

- ☐ Realistic fiction
- ☐ Poetry
- ☐ Biographies
- ☐ Fantasy
- ☐ Fairy Tales
- ☐ Folktales
- ☐ Legends/Myths
- ☐ Non-fiction (science books, fact books)
- ☐ Other \_\_\_\_\_

Comments: \_\_\_\_\_

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4. Do you have any kinds of books that you want to read this year in 2<sup>nd</sup> Grade?

- ☐ Yes



☐ No

☐ I don't know

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Genre Unit Introduction

Activity 1 & 2 – What kind of books are these?

Time – 2 sessions of at least 30 minutes

Materials needed:

Session 1 – Children's book examples from each genre to be studied in this unit; Realistic Fiction, Fiction, Fantasy, Poetry, Biography, Legends, Fairy Tales and Folktales/Tall Tales.

Session 2 – Chart paper for poster with each genre listed at top

Procedure:

Session 1

1. Display selection titles. Begin a discussion with students with questions:
  - ☐ When we hear stories are they always the same?
  - ☐ How are the stories different?
  - ☐ What clues can we look for when we read books to help us understand what kind of story it is?
2. Begin by reading three of the chosen titles aloud. As you are reading and come to natural pausing points in the story ask students if they have any ideas about what kind of story it might be. What clues have they seen or heard? Do the pictures help at all?
3. After finishing the first three titles record students ideas/opinions about each title on chart paper, include the title of the book on this poster.

Session 2

1. Review titles from the previous session and the conclusions students came up with about what the genres for each title are.
2. Read aloud the remaining titles and continue class discussion about clues that may tell about the genre.
3. Again record students responses/opinions/ideas on chart paper.

Conclusion:

As a whole class review each of the posters created for the seven titles (genre examples) and complete any student discussions.

## Unit 1 – Realistic Fiction

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Realistic Fiction titles in tubs/boxes, chart paper posted on board or available space with title “Realistic Fiction can be about...” note cards to be used for labeling tubs with main genre Realistic Fiction already written

## Procedure:

1. Begin with a review the genre terms poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Realistic Fiction titles, as you are distributing the tubs give the directions for the activity:
  - ☐ We are going to be creating our classroom library together. As you look through these titles/stories, think of what kind of groups you could put these books in. They are all Realistic Fiction, but are there some that can go together better than others? Do some of these books have similarities? Work with your partners and come up with names for different categories for the books in your tub.
4. As students are working together, circulate around the room and observe students are working together. If groups seem to be struggling, guide them:
  - ☐ Can the pictures to help you decide?
  - ☐ Do the words of the title help you at all?
5. When groups complete sorting the titles, bring the attention to the Realistic Fiction poster and ask each group how they sorted their titles. List any terms students use, for example if students group books by “animals” or “kids” or “chapter book”.
6. When all groups have given categories and the categories have been listed students help put the titles into tubs according to the new categories which could be some of the following:
  - ☐ Realistic Fiction – Animals
  - ☐ Realistic Fiction – Families
  - ☐ Realistic Fiction – Kids
  - ☐ Realistic Fiction – Chapter Books
7. Place new labels (Realistic Fiction – sub-genre) on tubs and return tubs to the book nook.
8. Place Genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Choose a title from one of the new Realistic Fiction tubs and read-aloud. As you read have students discuss with you how and why the title fits the genre or sub-genre.

## Unit 1 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Realistic Fiction genre tubs, Genre Log, Genre Log basket (for students to turn in Genre Logs), Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students have access.
2. Begin with review of the Realistic Fiction genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the Tub Browse:
  - You will now have some time to browse the Realistic Fiction tubs. Find a title that catches your attention. When you find the title that ‘grabs you’ take that book, find a safe spot in the room, and read the book to yourself. If you need help with a word or the title remember to ask someone next to you or the teacher.
4. As students browse and choose titles assist when necessary. As students find titles and begin to sit down, circulate around the room and ask students why they choose that Realistic Fiction title.
  - What about it captivated them, was it the pictures, or the colors, or the subject?
5. After allowing students at least 15 minutes to browse, introduce the Genre Log:
  - Now that you have had a chance to browse your Realistic Fiction title there is a form for you to fill out, so you can keep track of what genres and books you have read.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - There is a spot at the bottom where I can comment on what you have chosen to share and you will get a chance to read my comment to you.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. As students fill out the Genre Log assist as necessary.

### Conclusion:

Students participate in a partner/class share aloud. Students begin by sharing the chosen title with a partner and then share with the class. Genre Logs are placed in the basket for teacher comments.

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

---

---

Here's why I liked it:

---

---

---

---

---

---

My Note to You!

### Unit 1 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Realistic Fiction title from school library, Realistic Fiction genre poster

#### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class:
  - I am going to read this book out loud to you. As I read think of what genre this book would fit into. Look in the pictures and listen to the words of the text for clues. When I am done reading this book you will decide what it would fit in our class library. Be ready to give your reasons why you think this book will fit into a specific genre during our discussion.
2. Read the book aloud. Begin with title, author and illustrator.
3. When finished reading the book pose the questions:
  - What do you think? Where should this book go if it is part of our classroom library? How do you know?
  - Discuss with someone sitting close to you what genre you believe this book to be. Make sure to share the reason why you think so with your partner before we talk as a class.
4. Allow students time to discuss where the book should be placed and why.
5. Bring the discussion back to a whole group and partners share what they have concluded.

#### Conclusion:

The teacher's position during this activity would be one of facilitation. The students should guide themselves through their understanding of how the chosen title fits the genre.

This activity can be repeated as many times as needed throughout the entire unit.

## Unit 1 Activity 4 – Tub Browse & Genre Log Part 2

Time: 45 minutes

Materials: Realistic Fiction genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Begin with review of the Realistic Fiction genre poster with the names of the sub-genre groups.
2. After reviewing the poster and tubs re-direct students for the tub browse:
  - You will now have some time again to browse the Realistic Fiction tubs to find a title that catches your attention. When you find the title that 'grabs you' take that book, find a safe spot in the room, and read the book to yourself. If you need help with a word or the title remember to ask for help.
3. As students browse and choose titles assist them when necessary.
  - Be sure to meet with students you did not meet with during the first tub browse.
4. After allowing students at least 15 minutes to browse, re-fresh students with the Genre Log:
  - Now that you have had a chance to browse your new Realistic Fiction title here is the form you filled out last time, so you can keep track of what genres and books you have read.
  - Fill in today's date, the title and author of the book you have chosen, and what genre the book belongs to.
  - There is a spot at the bottom where I can comment on what you have chosen to share and you will get a chance to read my comment to you.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
5. As students fill out the Genre Log assist as necessary.

### Conclusion:

If the previous Genre Logs have not been returned to students do so at the end of this lesson. Provide the students time to read teacher responses to previous log entries.

## Unit 1 Activity 5 – Genre Review Form

Time: 30 minutes

Materials: Realistic Fiction genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Realistic Fiction text you have already read you are going to fill out a Genre Review form. This form that you fill out will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and students complete the form according to the title they have chosen.
5. Allow students sufficient time to complete the form.
6. Collect forms, 3-hole punch the form and place in the 3-ring binder in the classroom library.

### Conclusion:

Go through forms collected and displayed in the 3-ring binder. Keep the binder in a place that is always accessible to students during classroom library time. Using the Genre Review choose a student suggested title to read aloud to the class.



## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.

## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

---

---

---

---

---

Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## Unit 2 – Poetry

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Poetry titles in tubs, chart paper posted on board or available space with title “Poetry can be...” note cards to be used for labeling tubs

## Procedure:

1. Begin with a review of the genre poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Poetry titles. As you are distributing the tubs give the directions for the activity:
  - We are going to be creating our classroom library together. As you look through these titles think of what kind of groups you could put these in. They are all Poetry, but are there some that can go together better than others? Are there similarities? Work with your partners and come up with different names for categories the books in your tub could fit in.
4. As students are working together, circulate around the room and observe the students. If groups seem to be struggling, question them:
  - Are there illustrations to help you decide?
  - Does the title help you make a decision?
  - Do the subjects of the poems give you any ideas?
5. Bring the attention to the Poetry poster when students are done sorting. Ask each group how they decided to sort their titles. List any terms students use, for example if students group books by “animals” or “kids” or “rhyming words” or “like a song”.
6. When all groups have given categories and categories have been listed, students help put the titles into tubs according to the new categories. Which could be some of the following:
  - Poetry – Animals
  - Poetry – Kids
  - Poetry – Rhyming Words
  - Poetry – Songs
7. Place books into tubs with new labels (Poetry and sub-genre) and into the book nook.
8. Place genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Choose a title from one of the Poetry tubs and read-aloud. As you read facilitate a discussion about the similarities or differences between Poetry and Realistic Fiction.

## Unit 2 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Poetry genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students have access.
2. Begin with review of the Poetry genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Poetry tubs. Find a title that catches your attention. When you find the title that ‘grabs you’ take that book, find a safe spot by yourself in the room and read your selection. If you need help with a word or the title remember ask for help.
4. As students browse and choose titles assist when necessary. When students find titles and begin to sit down circulate around the room and ask students why they choose that Poetry title. What about it captivated them; was it the illustrations? the colors? or the subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - Now that you have had a chance to browse your Poetry title there is a form for you to fill out, so you can keep track of what genres and books you have read.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. Assist students when filling out the Genre Log as necessary.

### Conclusion:

After students complete the Genre Log entry they may find a partner to discuss the Poetry title they have chosen. When partners have shared with each other, then begin a short share-aloud with the class.

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

---

---

Here's why I liked it:

---

---

---

---

---

My Note to You!

## Unit 2 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Poetry title from the school library, Poetry genre poster

### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class:
  - I am going to read this book out loud to you. As I read think of what genre this book will fit into. Look at the illustrations and listen to the words of the text to see if that helps you decide where this book would go. When I am done reading this book you will tell me what genre it would fit in our class library.
2. Read the book aloud, begin with title, author and illustrator.
3. When finished reading the book facilitate the discussion:
  - What do you think? Where should this book go if it is part of our classroom library?
4. Allow students time to discuss with each other where the book should be placed and why.
  - A Think/Pair/Share strategy would work before bringing students back to a whole group discussion.
5. As students share thoughts/opinions with you refer the class to the genre poster and ask them if there are clues on the poster that helped them decide the genre.

### Conclusion:

This activity can be repeated as many times as needed throughout the entire unit and after the unit has been completed as reinforcement for genre.

## Unit 2 Activity 4 – Tub Browse & Genre Log Part 2

Time: 45 minutes

Materials: Poetry genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Poetry genre poster with the names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Poetry tubs again and find a different title that catches your attention. When you find the new title that ‘grabs you’ take that book, find a safe spot in the room, and read the book to yourself. If you need help with a word or the title, remember to ask for help.
4. As students browse and choose titles assist when necessary. When students find titles and begin to sit down circulate around the room. Ask students why they choose that Poetry title. What about it captivated them, was it the pictures, or the colors, or the subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - Now that you have had a chance to browse your new Poetry title remember to complete your log, so you can keep track of what genres and books you have read.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - At the bottom of this form is a place for me to respond to what you have written, like a journal.
  - Your genre log will go in your Homeroom Folder to help you keep track of what you have read.
6. As students fill out the Genre Log assist as necessary.

### Conclusion:

Choose a title one of the students had chosen for a read-aloud. Again, any discussion on how and why the title fits the genre is appropriate.

## Unit 2 Activity 5 – Genre Review Form

Time: 30 minutes

Materials: Poetry genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Poetry text you have already read you are going to fill out a Genre Review form. This form will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and inform students what they need to fill out.
5. Allow students sufficient time to complete the form.

### Conclusion:

Ask students to share Genre Review with the class along with suggestions for classmates. When students have shared the forms are collected and displayed in the 3-ring binder. Keep the binder in a place that is always accessible to students during classroom library time.



## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.

## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

---

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---

---

Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## Unit 3 – Fantasy

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Fantasy titles in tubs, chart paper posted on board or available space with title “Fantasy books can be about...” note cards to be used for labeling tubs

## Procedure:

1. Begin with a review of the genre poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Fantasy titles. As you are distributing the tubs give the directions for the activity:
  - We are going to be creating our classroom library together. As you look through these titles/stories, think of what kind of groups you could put these books in. They are all Fantasy, but are there some that can go together better than others? Do some of these books have similarities? Work with your partners and come up with different names for categories for the books in your tub.
4. As students work together, circulate around the room and observe students working together. If groups seem to be struggling question them:
  - Can the illustrations help you to decide?
  - Do the words of the title help you?
  - If you read the first few pages does that make it easier?
5. Bring the attention to the Fantasy poster as the groups finish sorting. Ask each group how they sorted their titles. List any terms students use, for example if students group books by “animals” or “kids/people” or “magic” or “silly stories”.
6. When all groups have given categories and the categories have been listed students help put the titles into tubs according to the new categories which could be some of the following:
  - Fantasy – Animals
  - Fantasy – Kids/People
  - Fantasy – Magic
  - Fantasy – Silly Stories
7. Place books into tubs with new labels (Fantasy and sub-genre) and into the book nook.
8. Place genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Facilitate a class discussion about the similarities/differences between Fantasy and Poetry. An extension would also be the similarities/differences between Fantasy and Realistic Fiction.

### Unit 3 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Fantasy genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

#### Procedure:

1. Place genre tubs in places around the room where all students have access.
2. Begin with review of the Fantasy genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Fantasy tubs. Find a title that catches your attention. When you find the title that ‘grabs you’ take that book, find a safe spot by yourself in the room, and read your selection. If you need help with a word or the title remember to ask for help.
4. As students browse and choose titles assist when necessary. When students begin to sit down, circulate around the room and ask why they choose that Fantasy title. What about it captivated them? Was it the pictures? The colors? Or the subject?
5. After allowing students at least 15 minutes to browse, introduce the Genre Log:
  - Now that you have had a chance to browse your Fantasy title there is a form for you to fill out in your log, so you can keep track of what genres and books you have read.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - At the bottom of the log there is a spot for me to respond to what you have written, you’ll be able to check that before you do your next log entry.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. Assist students when filling out the Genre Log as necessary.

#### Conclusion:

When the Genre Log is complete students may find a partner to share the title they had chosen for the activity. After students have finished sharing with partners volunteers may share with the class.

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

---

---

Here's why I liked it:

---

---

---

---

---

My Note to You!

### Unit 3 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Fantasy title from school library, Fantasy genre poster

#### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class.
  - I am going to read this book out loud to you. As I read think of what genre this book will fit into. Look at the illustrations and carefully listen to the words of the text to see if that helps you make a decision. When I am done reading this book you will tell me what it would fit in our class library.
2. Read the book aloud. Begin with title, author and illustrator.
3. When finished reading the book facilitate a class discussion:
  - What do you think? Where should this book go if it is part of our classroom library?
4. Allow students time to discuss with each other where the book should be placed and why.
  - A Think/Pair/Share strategy would work before bringing students back to a whole group discussion.
5. As students share thoughts/opinions with you refer the class to the genre poster and ask them if there are clues on the poster that helped them decide the genre.

#### Conclusion:

This activity can be repeated as many times as needed throughout the entire unit.

### Unit 3 Activity 4 – Tub Browse & Genre Log Entry 2

Time: 45 minutes

Materials: Fantasy genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

#### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Fantasy genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time again to browse the Fantasy tubs. Find a different title that catches your attention. When you find the title that 'grabs you' take that book, find a safe spot in the room, and read the book to yourself. If you need help with a word or the title remember to ask for help.
4. As students browse and choose titles assist when necessary. When students begin to sit down circulate around the room. Ask why they choose that Fantasy title. What about it captivated them, was it the illustrations, or the subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - Now that you have had a chance to browse your new Fantasy title there is a form for you to fill out in your genre log so you can keep track of what genres and books you have read.
  - Fill in today's date, the title and author of the book you have chosen, and what genre the book belongs to.
  - Remember to check your last log entry for my comments and then complete your log entry for today.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. As students fill out the Genre Log assist as necessary.

#### Conclusion:

After students complete the Genre Log entry they may find a partner to discuss the Poetry title they have chosen. When partners have shared with each other, then begin a short share-aloud with the class.

### Activity 5 – Genre Review Form

Time: 30 minutes

Materials: Fantasy genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

#### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Fantasy text you have already read you are going to fill out a Genre Review form. This form that you fill out will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and inform students what they need to fill out.
5. Allow students sufficient time to complete the form.
6. Students 3-hole punch forms and place forms in the 3-ring binder kept in the classroom library.

#### Conclusion:

Choose a suggested Fantasy title from the binder to read aloud to the class. During the read aloud ask the class for reasons why the title fits the Fantasy genre and not Poetry or Realistic Fiction.



## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.

## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

---

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---

---

Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## Unit 4 – Folktales

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Folktales titles in tubs, chart paper posted on board or available space with title “Folktales can be...” note cards to be used for labeling tubs with main genre Folktales

## Procedure:

1. Begin with a review of the genre terms poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Folktales titles, as you are distributing the tubs give the directions for the activity:
  - As you look through these titles/stories, think of what kind of groups you could put these in. They are all Folktales, but are there some that can go together better than others? Do some of these books have similarities? Work with your partners and come up with different categories for the books in your tub.
4. As students are working together, circulate around the room and observe how students are working together. If groups seem to be struggling, question them:
  - Are there clues in the pictures to help you decide?
  - Are there clues in the words of the title?
5. When groups complete sorting the titles, bring the attention to the Folktales poster and ask each group how they sorted their titles. List any terms students use, for example if students group books by “animals” or “people” or “different cultures”.
6. When all categories have been shared and listed have students help put the titles into tubs according to the new categories, which could be some of the following:
  - Folktales – Animals
  - Folktales – People
  - Folktales – Different Cultures
7. Place books into tubs with new labels (Folktales and sub-genre) and into the book nook.
8. Place genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Choose a title from one of the Folktales tubs and read-aloud. As you read facilitate a class discussion about the similarities/differences between Folktales and Realistic Fiction, Poetry, or Fantasy.

## Unit 4 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Folktales genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Folktales genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Folktales tubs to find a title that catches your attention. When you find the title that ‘grabs you’ take that book, find a safe spot by yourself in the room, and read your selection. If you need help with a word or the title remember to ask for help.
4. As students browse and choose titles assist when necessary. As students find titles and begin to sit down, circulate around the room. Ask students why they choose that Folktale title: What about it captivated them? Was it the illustrations? The author? Or the subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - Now that you have had a chance to browse your Folktale title there is a form for you to fill out in your genre log, so you can keep track of what genres and books you have read.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - At the bottom of the page is a spot for comments from me. You will be able to check my reply before the next genre log entry task.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. Assist students when filling out the Genre Log as necessary.

### Conclusion:

Before students turn in the log for teacher comments, allow time for students to partner and share the title he/she has chosen for the activity. As a whole group ask for volunteers to share aloud the form and why they had chosen that particular title for this activity.

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

---

---

Here's why I liked it:

---

---

---

---

---

My Note to You!

### Unit 4 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Folktale title from school library, Folktale genre poster

#### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class:
  - I am going to read this book out loud to you. As I read think of what genre this book will fit into. Will the illustrations or words of the text help you to make a decision? When I am done reading this book, you will tell me what it would fit in our class library.
2. Read the book aloud. Begin with title, author and illustrator.
3. When finished reading the book facilitate a class discussion:
  - What do you think? Where should this book go if it is part of our classroom library?
4. Allow students time to discuss with each other where the book should be placed and why.
  - A Think/Pair/Share strategy would work before bringing students back to a whole group discussion.
5. As students share thoughts/opinions with you refer the class to the genre poster and ask them if there are clues on the poster that helped them decide the genre.

#### Conclusion:

This activity can be repeated as many times as needed throughout the entire unit.

## Unit 4 Activity 4 – Tub Browse & Genre Log Part 2

Time: 45 minutes

Materials: Folktale genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students have access.
2. Begin with review of the Folktale genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time again to browse the Folktale tubs. Find a different title that catches your attention. When you find the title that 'grabs you' take that book find a safe spot in the room and read the book to yourself. If you need help with a word or the title remember to ask for help.
4. As students browse and choose titles assist when necessary. As students find titles and begin to sit down, circulate around the room. Ask students why they choose that Folktale title: What about it captivated them? Was it the illustrations? Or the author? Or the subject?
5. After allowing students at least 15 minutes to browse, introduce the Genre Log:
  - Now that you have had a chance to browse your new Folktale title there is a form for you to fill out in your genre log so you can keep track of what genres and books you have read.
  - Fill in today's date, the title and author of the book you have chosen, and what genre the book belongs to.
  - Check for comments from me before you begin your new log entry.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. As students fill out the Genre Log assist as necessary.

### Conclusion:

When students complete the log entry for this activity allow time for whole group sharing of the titles they had chosen for the day's activity.

## Unit 4 Activity 5 – Genre Review Form

Time: 30 minutes

Materials: Folktale genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Folktale text you have already read you are going to fill out a Genre Review form. This form that you fill out will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and inform students what they need to fill out.
5. Allow students sufficient time to complete the form.

### Conclusion:

Choose a suggested Folktale title from the binder to read aloud to the class. During the read aloud ask the class for reasons why the title fits the Folktale genre and not Poetry, Realistic Fiction or Fantasy.



## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.

## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

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Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## Unit 5 – Myths &amp; Legends

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Myths & Legends titles in tubs, chart paper posted on board or available space with title “Myths & Legends can be about...” note cards to be used for labeling tubs

## Procedure:

1. Begin with a review of the genre poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Myths & Legends titles, as you are distributing the tubs give the directions for the activity:
  - As you look through these titles/stories, think of what kind of groups you could put these in. They are all Myths & Legends, but are there some that can go together better than others? Do some of these books have similarities? Work with your partners and come up with different categories for the books in your tub.
4. As students are working together, circulate around the room and observe how students are working together. If groups seem to be struggling, question them:
  - Can the illustrations help you decide?
  - Do the words of the title make it easier?
  - What if you read the first few pages?
5. When groups complete sorting the titles, bring the attention to the Myths & Legends poster and ask each group how they sorted their titles. List any terms students use, for example if students group books by “animals” or “people” or “different cultures” or “Native American/Indian”.
6. When all groups have given categories and categories have been listed have students help put the titles into tubs according to the new categories, which could be some of the following:
  - Myths & Legends – Animals
  - Myths & Legends – People
  - Myths & Legends – Native Americans
  - Myths & Legends– Different Cultures
7. Place books into tubs with new labels (Myths & Legend and sub-genre) and into the book nook.
8. Place genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Choose a title from one of the Myths & Legends tubs and read-aloud. As you read facilitate a class discussion about what makes Myths & Legends different from Realistic Fiction.

## Unit 5 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Myths & Legend genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Myths & Legend genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Myths & Legend tubs. Find a title that catches your attention. When you find the title that 'grabs you' take that book find a safe spot by yourself in the room and read your selection. If you need help with a word or the title, remember ask for help.
4. As students browse and choose titles assist when necessary. As students find titles and begin to sit down, circulate around the room. Ask students why they choose that Myths & Legend title: What about it captivated them? Was it the illustrations? The colors? The author or the subject?
5. After allowing students at least 15 minutes to browse, introduce the Genre Log:
  - Now that you have had a chance to browse your Legend title there is a form for you to fill out in your genre log, so you can keep track of what genres and books you have read.
  - Fill in today's date, the title and author of the book you have chosen, and what genre the book belongs to.
  - I will read your entry and make a response comment at the bottom. You will be able to read my response before you make your next log entry.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. Assist students when filling out the Genre Log as necessary.

### Conclusion:

Before students turn in the log for teacher comments, allow time for students to partner and share the title he/she has chosen for the activity. As a whole group ask for volunteers to share aloud the form and why they had chosen that particular title for this activity.

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

---

---

Here's why I liked it:

---

---

---

---

---

My Note to You!

### Unit 5 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Myths & Legend title from school library, Myths & Legend genre poster

#### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class:
  - I am going to read this book out loud to you. As I read think of what genre this book will fit into. Use the illustrations and the words of the text to help you make a decision. When I am done reading this book, you will tell me what it would fit in our class library.
2. Read the book aloud. Begin with title, author and illustrator.
3. When finished reading the book facilitate a class discussion:
  - What do you think? Where should this book go if it is part of our classroom library?
4. Allow students time to discuss with each other where the book should be placed and why.
  - A Think/Pair/Share strategy would work before bringing students back to a whole group discussion.
5. As students share thoughts/opinions with you refer the class to the genre poster and ask them if there are clues on the poster that helped them decide the genre.

#### Conclusion:

This activity can be repeated as many times as needed throughout the entire unit.

## Unit 5 Activity 4 – Tub Browse & Genre Log Part 2

Time: 45 minutes

Materials: Myths & Legend genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students have access.
2. Begin with review of the Myths & Legend genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time again to browse the Myths & Legend tubs. Find a title that catches your attention. When you find the title that ‘grabs you’ take that book find a safe spot in the room and read the book to yourself. If you need help with a word or the title, remember ask for help.
4. As students browse and choose titles assist when necessary. As students find titles and begin to sit down, circulate around the room. Ask students why they choose that Myths & Legend title? What about it captivated them, was it the illustrations, the author or the subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - Now that you have had a chance to browse your new Myths & Legend title there is a form for you to fill out in your genre log, so you can keep track of what genres and books you have read.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - Before you begin, read the teacher comments in your log from the last entry you made.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. As students fill out the Genre Log assist as necessary.

### Conclusion:

When students complete the log entry for this activity allow time for whole group sharing of the titles they had chosen for the day’s activity. Facilitate a discussion of the similarities/differences between Myths & Legends and Folktales.

## Unit 5 Activity 5 – Genre Review Form

Time: 30 minutes

Materials: Myths & Legend genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Myths & Legend text you have already read you are going to fill out a Genre Review form. This form that you fill out will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and inform students what they need to fill out.
5. Allow students sufficient time to complete the form.

### Conclusion:

At the end of this unit it would make a wonderful connection between school-community to invite a local storyteller to the class (or grade level) to tell some local Myths & Legends.

~~At the end of this unit it would make a wonderful connection between school-community to invite a local storyteller to the class (or grade level) to tell some local Myths & Legends.~~



## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.

## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

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---

---

---

---

Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## Unit 6 – Non-fiction (Information Books)

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Non-fiction titles in tubs, chart paper posted on board or available space with title “Non-fiction can be about...” note cards to be used for labeling tubs

## Procedure:

1. Begin with a review of the genre terms poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Non-fiction titles. As you are distributing the tubs give the directions for the activity:
  - As you look through these titles/stories, think of what kind of groups you could put these in. They are all Non-fiction, but are there some that can go together better than others? Do some of these books have similarities? Work with your partners and come up with different categories for the books in your tub.
4. As students are working together circulate and observe the students are working together. If groups seem to be struggling guide them:
  - Can the illustrations help you decide?
  - Do the words of the title give you any ideas?
5. Bring the attention to the Non-fiction poster and ask each group how they sorted their titles. List any terms students use for example, if students group books by “animals” or “people” or “jobs/work” or “science”.
6. When the categories have been listed students help put the titles into tubs according to the new categories, which could be some of the following:
  - Non-fiction – Animals
  - Non-fiction – People
  - Non-fiction – Science
  - Non-fiction – Jobs/Work
7. Place books into tubs with new labels (Non-fiction and sub-genre) and into the book nook.
8. Place genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Choose a title from one of the Non-fiction tubs and read-aloud. As you read facilitate a discussion with students about how the title fits the genre or sub-genre.

## Unit 6 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Non-fiction genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Non-fiction genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Non-fiction tubs. Find a title that catches your attention. When you find the title that ‘grabs you’ take that book, find a safe spot by yourself in the room, and read your selection. If you need help with a word or the title remember to ask.
4. As students browse and choose titles assist when necessary. When students find titles and begin to sit down circulate around the room. Ask students why they choose that Non-fiction title: What about it captivated them? Was it the illustrations? The author? Or the subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - Now that you have had a chance to browse your Non-fiction title there is a form for you to fill out in your genre log. You can keep track of what genres and books you have read this year.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - At the bottom is a spot for my comments on your genre log entry. You will be able to check your genre log entry before the next log assignment.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. Assist students when filling out the Genre Log as necessary.

### Conclusion:

After students have completed the log entry they partner up and discuss which non-fiction title chosen for this activity. What interesting facts or information did they find out while reading? Is there information they will share with a friend or someone at home?

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

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---

Here's why I liked it:

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My Note to You!

### Unit 6 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Non-fiction title from school library, Non-fiction genre poster

#### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class:
  - I am going to read this book out loud to you. As I read think of what genre this book will fit into. Use the illustrations/pictures and listen to the text to help you decide what genre. When I am done reading this book, you will tell me what it would fit in our class library.
2. Read the book aloud beginning with title, author and illustrator.
3. When finished reading the book facilitate a class discussion:
  - What do you think? Where should this book go if it is part of our classroom library?
4. Allow students time to discuss with each other where the book should be placed and why.
  - A Think/Pair/Share strategy would work before bringing students back to a whole group discussion.
5. As students share thoughts/opinions with you refer the class to the genre poster and ask them if there are clues on the poster that helped them decide the genre.

#### Conclusion:

This activity can be repeated as many times as needed throughout the entire unit.

## Unit 6 Activity 4 – Tub Browse & Genre Log Part 2

Time: 45 minutes

Materials: Non-fiction genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Non-fiction genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time again to browse the Non-fiction tubs. Find a new title that catches your attention. When you find the title that 'grabs you' take that book, find a safe spot in the room, and read the book to yourself. If you need help with a word or the title remember ask.
4. As students browse and choose titles assist when necessary. When students find titles and begin to sit down circulate around the room. Ask students why they choose that Non-fiction title: What about it captivated them? Was it the illustrations/pictures? Was it the author or the subject?
5. After allowing students at least 15 minutes to browse, introduce the Genre Log:
  - Now that you have had a chance to browse your new Non-fiction title there is a form for you to fill out in your genre log, so you can keep track of what genres and books you have read.
  - Fill in today's date, the title and author of the book you have chosen, and what genre the book belongs to.
  - Read my response before you make your new genre log entry.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. As students fill out the Genre Log assist as necessary.

### Conclusion:

When students complete the log entry, ask for specific facts or information found from today's reading. List those new facts on a separate poster for the whole class to reference.

## Unit 6 Activity 5 – Genre Review Form

Time: 30 minutes

Materials: Non-fiction genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Non-fiction text you have already read you are going to fill out a Genre Review form. This form you fill out will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and inform students what they need to fill out.
5. Allow students sufficient time to complete the form.

### Conclusion:

Using the Genre Review form, choose a suggested title for a read-aloud. As you are reading, list any new facts on the 'fact poster' started during the previous lesson.



## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.

## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

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Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## Unit 7 – Biographies

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Biography titles in tubs, chart paper posted on board or available space with title “Biographies can be...” note cards to be used for labeling tubs

## Procedure:

1. Begin with a review of the genre poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Biography titles. As you are distributing the tubs give the directions for the activity:
  - ❑ As you look through these titles/stories, think of what kind of groups you could put these in. They are all Biographies, but are there some that can go together better than others? Do some of these books have similarities? Work with your partners and come up with different categories for the books in your tub.
4. As students are working together circulate around the room. Observe how students are working together. If groups seem to be struggling guide them:
  - ❑ Can the illustrations/pictures help you decide?
  - ❑ Do the words of the title help you?
5. Bring the attention to the Biographies poster when students are finished categorizing. Ask each group how they sorted their titles. List any terms students use. For example, if students group books by “famous people” or “kids” or “families” or “important people”.
6. When all categories have been listed, students help put the titles into tubs according to the new categories which could be some of the following:
  - ❑ Biographies – Famous People
  - ❑ Biographies – Kids
  - ❑ Biographies – Important People
  - ❑ Biographies – Families
7. Place books into tubs with new labels (Biographies and sub-genre) and into the book nook.
8. Place genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Display a book from any of the previous units. Facilitate a class discussion on the similarities/differences between that genre and Biographies.

## Unit 7 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Biography genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Biography genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Biography tubs. Find a title that catches your attention. When you find the title that ‘grabs you’ take that book, find a safe spot by yourself in the room, and read your selection. If you need help with a word or the title remember to ask.
4. As students browse and choose titles assist when necessary. When students find titles and begin to sit down circulate around the room. Ask students why they choose that Biography title: What about it captivated them? Was it the illustrations/pictures? Or the subject?
5. After allowing students at least 15 minutes to browse re-introduce the Genre Log:
  - Now that you have had a chance to browse your Biography title there is a form for you to fill out in your genre log. You can keep track of what genres and books you have read this year.
  - Fill in today’s date, the title and author of the book you have chosen, and what genre the book belongs to.
  - I will be reading and responding to your genre log. If you have any questions about this genre, write it in your log and I will do my best to find the answers to your questions.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. Assist students when filling out the Genre Log as necessary.

### Conclusion:

When students complete the log entry for today’s activity, have the group discuss any new facts they have learned from the Biographies to add to the ‘fact poster’.

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

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Here's why I liked it:

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My Note to You!

### Unit 7 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Biography title from school library, Biography genre poster

#### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class:
  - I am going to read this book out loud to you. As I read think of what genre this book will fit into. Look in the pictures for clues and listen to the words of the text for clues. When I am done reading this book, you will tell me what it would fit in our class library.
2. Read the book aloud beginning with title, author and illustrator.
3. When finished reading the book facilitate a class discussion:
  - What do you think? Where should this book go if it is part of our classroom library?
4. Allow students time to discuss with each other where the book should be placed and why.
  - A Think/Pair/Share strategy would work before bringing students back to a whole group discussion.
5. As students share thoughts/opinions with you refer the class to the genre poster and ask them if there are clues on the poster that helped them decide the genre.

#### Conclusion:

- This activity can be repeated as many times as needed throughout the entire unit.

## Unit 7 Activity 4 – Genre Review Form

Time: 30 minutes

Materials: Biography genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Biography text you have already read you are going to fill out a Genre Review form. This form that you fill out will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and inform students what they need to fill out.
5. Allow students sufficient time to complete the form.

### Conclusion:

When the review forms are complete, as a class come up with a list of interview questions that could be used to make a 'class biography'. Students may find partners to write short biographies about each other. Create the interview forms cooperatively and then publish any biographies in the proper genre tubs.

## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.



## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

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Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## Unit 8 – Fairytales

## Activity 1 – Book Sort

Time: 45 minutes

Materials: Fairytale titles in tubs, chart paper posted on board or available space with title “Fairytales can be...” note cards to be used for labeling tubs

## Procedure:

1. Begin with a review of the genre poster completed in the unit introduction lesson.
2. Arrange students into groups of 3 or 4.
3. Distribute tubs with Fairytale titles. As you are distributing the tubs give the directions for the activity:
  - As you look through these titles/stories think of what kind of groups you could put these in. They are all Fairytales, but are there some that can go together better than others? Do some of these books have similarities? Work with your partners and come up with different categories for the books in your tub.
4. As students are working together circulate around the room. Observe how students are working together. If groups seem to be struggling guide them:
  - Can the illustrations/pictures to help your group make a decision?
  - Do the words of the title help you?
5. Bring the attention to the Fairytales poster and ask each group how they sorted their titles. List any terms students use. For example, if students group books by “animals” or “kids”.
6. When all categories have been listed have students help put the titles into tubs according to the new categories, which could be some of the following:
  - Fairytales – Animals
  - Fairytales – Kids
7. Place books into tubs with new labels (Fairytales and sub-genre) and into the book nook.
8. Place genre poster in a place where it can be seen and accessed easily for the rest of this unit.

## Conclusion:

Choose a title from one of the Fairytale tubs and a title from the Fantasy tub. Facilitate a class discussion about the similarities/differences between the two genres. Use guiding questions like, “how can we keep from mixing these types of genres up?”

## Unit 8 Activity 2 – Tub Browse & Genre Log Entry

Time: 45 minutes

Materials: Fairytales genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Fairytales genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - You will now have some time to browse the Fairytales tubs. Find a title that catches your attention. When you find the title that 'grabs you' take that book, find a safe spot by yourself in the room, and read your selection. If you need help with a word or the title remember to ask for help.
4. As students browse and choose titles assist when necessary. As students find titles and begin to sit down circulate around the room. Ask students why they choose that Fairytale title: What about it captivated them? Was it the illustrations/pictures? The author? The subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - Now that you have had a chance to browse your Fairytale title there is a form for you to fill out in your genre log. You can keep track of what genres and books you have read this year.
  - Fill in today's date, the title and author of the book you have chosen, and what genre the book belongs to.
  - Remember, I'll write a response to your log entry that you will be able to check before you add your next log entry.
  - This form will go in your Homeroom Folder to help you keep track of what you have read.
6. Assist students when filling out the Genre Log as necessary.

### Conclusion:

Allow time for students to partner and share the title he/she has chosen for the activity before students turn in the log for teacher comments. As a whole group ask for volunteers to share aloud the form and why they had chosen that particular title for this activity.

Genre Log Entry#\_\_\_\_\_

Name\_\_\_\_\_

Date\_\_\_\_\_

This week I really liked the book:

---

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Here's why I liked it:

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My Note to You!

### Unit 8 Activity 3 – What Do You Think?

Time: 30 minutes

Materials: Fairytale title from school library, Fairytale genre poster

#### Procedure:

1. Do not inform class what genre the title fits. Explain the activity to the class:
  - I am going to read this book out loud to you. As I read think of what genre this book will fit into. Look in the pictures for clues and listen to the words of the text for clues. When I am done reading this book, you will tell me what it would fit in our class library.
2. Read the book aloud beginning with title, author and illustrator.
3. When finished reading the book pose the questions to the group:
  - What do you think? Where should this book go if it is part of our classroom library?
4. Allow students time to discuss with each other where the book should be placed and why.
  - A Think/Pair/Share strategy would work before bringing students back to a whole group discussion.
5. As students share thoughts/opinions with you refer the class to the genre poster and ask them if there are clues on the poster that helped them decide the genre.

#### Conclusion:

This activity can be repeated as many times as needed throughout the entire unit.

## Unit 8 Activity 4 – Tub Browse & Genre Log Part 2

Time: 45 minutes

Materials: Fairytale genre tubs, Genre Log, Genre Log basket, Homeroom/Reading Folder

### Procedure:

1. Place genre tubs in places around the room where all students will have access.
2. Begin with review of the Fairy Tale genre poster and names of the sub-genre groups.
3. After reviewing the poster and tubs give students the directions for the tub browse:
  - ☐ You will now have some time again to browse the Fairytale tubs. Find a new title that catches your attention. When you find the title that 'grabs you' take that book, find a safe spot in the room, and read the book to yourself. If you need help with a word or the title remember to ask for help.
4. As students browse and choose titles assist when necessary. When students find titles and begin to sit down, circulate around the room. Ask students why they choose that Fairytale title. What about it captivated them? Was it the illustrations/pictures? Or the colors? The author or the subject?
5. After allowing students at least 15 minutes to browse, re-introduce the Genre Log:
  - ☐ Now that you have had a chance to browse your new Fairytale title there is a form for you to fill out in your genre log. You can keep track of what genres and books you have read.
  - ☐ Fill in today's date, the title and author of the book you have chosen, and what genre the book belongs to.
  - ☐ Be sure to check my response from your last log entry before you add the new entry.
  - ☐ This form will go in your Homeroom Folder to help you keep track of what you have read.
6. As students fill out the Genre Log assist as necessary.

### Conclusion:

As students finish his/her Genre Log entries, they may explore putting themselves in a Fairytale. Relating his or herself into a Fairytale story will create a connection to the genre. These stories, when published can go into the genre tub for the classroom library.

## Unit 8 Activity 5 – Genre Review Form

Time: 30 minutes

Materials: Fairytale genre tubs, Genre Log, Genre Review: Here's What I Read This Week, 3-ring binder (to be kept in the classroom library for students to use)

### Procedure:

1. Place genre tubs in areas students can easily access them.
2. Students use Genre Log to locate a title they have already read.
3. Give students the directions for the activity:
  - Now that you have the title of a Fairytale text you have already read you are going to fill out a Genre Review form. This form that you fill out will be kept in a binder for all of the class to use when they need advice on which genre to choose or which book to try.
4. Go through the Genre Review form together, read each section, and inform students what they need to fill out.
5. Allow students sufficient time to complete the form.

### Conclusion:

Choose a suggested Fairytale title from the binder to read aloud to the class. During the read aloud ask the class for reasons and discussions why the title fits the Fairytale genre and not Poetry, Realistic Fiction, Fantasy, Biography, or Non-fiction.

## Genre Review Form Teacher Guide

### Purpose of the Genre Review

The purpose of this form is for students to be able to share his or her personal interests in different genres with the class. Also the form is to be collected during the entire year and students can refer to this form when choosing from the genre boxes.

### Using the Genre Review

Introduce this form after the introduction of the first genre box to your classroom library. Refer to this form after sharing a book from the genre box aloud. Complete the form as a class for those first introductory lessons.

As students become independent with the classroom library they may complete the form each week as they choose from the genre box. The forms should be kept in a 3-ring binder for the class to peruse when making a decision about what genre they would like to explore that week.



## Genre Review:

Here's what I read this week!

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like this book?

Yes

No

What was your favorite part?

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Will you read from this genre again?

Yes

No

Are you going to tell a friend to read a book from this genre?

Yes

No

## CHAPTER V

### *Summary, Conclusions, and Recommendations*

#### *Summary*

Based upon the research, classroom libraries can become a functional part of reading instruction through book genre sorting activities, read-alouds, book talks (Jones, 2006). The purpose of this project was to improve second graders' understanding and use of genre through the classroom library. The research has shown the importance of the classroom library, using the classroom library to introduce non-fiction text, and developing students' understanding of genre using the classroom library as a tool.

The project was designed using mini-lessons covering eight genre units, based upon the author's research findings.

#### *Conclusions*

The project focused on improving second grade students' understanding and use of genre through the classroom library was begun to address the misunderstandings or preconceived ideas second grade students have about genre. The author used the research on classroom libraries, importance of using nonfiction in the classroom library, and the relationship between genre and the classroom library, to develop a way to introduce students to both while working towards a student maintained and valued classroom library.

The project was only designed for the classroom teacher and for specific lessons to be presented during the school day. The units can be adjusted to meet any accommodations needed for any elementary level student. The project is also dependant upon the number of

classroom library books available to the teacher and the variety of genres available from the school library to supplement the classroom library.

### *Recommendations*

The recommendations by the author are three fold:

- Keep stock of the classroom library contents and continually update the classroom library to ensure students are receiving the highest quality children's literature in a variety of genres.
- Find a way to keep the genre posters available to students throughout the year, not only when working through the project units.
- Allow for sufficient time to work through the lessons, be flexible enough to adjust the lessons while keeping the goal of improving genre understanding and use.
- Create a class or individual list of books that students want to read or find either in the classroom, school, or local public library.

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