**Instructional Lesson Plan**

***Lesson Plan Overview***

Date: October 17-21, 2016

Lesson Title: ***Realistic Fiction PPT***

Lesson Author: Jessica Drinks

Grade Level: 7 and 8

Subject Area: Language Arts

Time Allotted for lesson: one 30-minute class period

***Short Description of Lesson***

* In this lesson, the students will hear examples of books that belong in the realistic fiction genre. The books are from different subgenres so that students with differing interests can find realistic fiction books that they would like to read. A handout of the books from the Power Point presentation is provided to each student along with a “Wish to Read” worksheet for students to fill out with future book selection choices.

***Lesson Plan Standards***

* AASL 2.1.2 Organize knowledge so that it is useful.
* AASL 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning
* Language Arts 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. b) Compare and contrast various forms and genres of fictional text.

***Instructional Objectives***

* **Learning outcome**: Students will demonstrate an increase in knowledge about the realistic fiction genre. Students will explain what factors make a book part of the “realistic fiction” genre. Students will recognize that realistic fiction can include many different topics, such as bullying, death of a family member, or body image.
* **Focus**
	+ - Enduring Understandings—Students should come away with a better understanding of the features in books that make it part of the realistic fiction genre.
	+ **Essential Questions**
		- How do you know that a book belongs in the realistic fiction genre?
		- Which kinds of topics are often covered in realistic fiction?

***Procedures***

* ***Lesson Set:*** The librarian will start the lesson by presenting a Power Point that includes many examples of books that are currently part of the library’s collection. The librarian will focus on one book per slide that relates to a particular topic from the realistic fiction genre. Students will be asked to follow along on their worksheets as well as fill out their “Wish to Read” worksheet with additional book selections.
* ***Rationale:*** Students have been learning about genre of fictional texts for a couple of weeks now and it encompasses a large part of their standardized test at the end of the school year.
* ***Techniques and Activities:***
	+ 1) Hand out “Realistic Fiction” book selection handout sheet.
	+ Hand out “Wish to Read” worksheet and explain how to use the worksheet to remember book selections for future book checkouts.
	+ Hold up book examples from the worksheet and book talk several of the books so that students can hear a synopsis of the book/series plot. Students were asked to take notes on their worksheets to aid in future book selections as the librarian was talking.
* **Lesson Closure**
	+ Students will be released from the lesson in order to find books for check out. Students were asked to take their Realistic Fiction handout with them and to try out a realistic fiction book in the next couple of weeks.

***Assessment/Evaluation***

* The Language Arts teacher is not grading an assignment specifically related to the Realistic Fiction Book Talk, but the teacher is requiring that students read from different genres as part of their required reading assignment. The “Wish to Read” worksheet can be included with their required reading list.
* **Student products:** Students are responsible for turning in a required reading log each quarter (9 weeks period) which must include several genres.
* **Remediation:** Extended learning time will be available for students during Foxes Den time and will be arranged by the Language Arts teacher.
* **Adaptations for diverse special learners**: Because this is an inclusion class, two collaborative teachers will be available to assist students in addition to the librarian. The special education teacher will work closely with one or two pairs of students to ensure they are actively listening to the book talk.