**Instructional Lesson Plan**

***Lesson Plan Overview***

Date: September 26-30, 2016

Lesson Title: Genre Scavenger Hunt

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 find real examples of different genres within the library’s collection. The students will work in pairs in order to find examples of fantasy, realistic fiction, etc. and also indicate the vocabulary clues that led them to their genre choice. This lesson also includes a short matching assignment with book “blurbs” and genre titles.

***Lesson Plan Standards***

* AASL 1.1.2 Use prior and background knowledge as context for new learning.
* AASL 3.2.3 Demonstrate teamwork by working productively with others.
* 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 genres of fictional text by correctly and completely their genre scavenger hunt worksheet. Learning outcome: Students will show an increase in their genre post-test scores after completing their genre scavenger hunt and other genre activities/lessons.
* **Focus**
  + - Enduring Understandings—Students should come away with a better understanding of the vocabulary clues that indicate which genre a book belongs to and greater efficiency in finding specific books with the genre sections of the library’s fiction collection.
  + **Essential Questions**
    - To what extent do vocabulary clues inform the reader of the book’s genre?
    - How might you prove that a particular book belongs to a specific genre?

***Procedures***

* ***Lesson Set:*** The librarian will start the lesson by reading a short passage from a selected book and asking the students to identify which genre the book belongs to based on clues from the reading.
* ***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) Read a short passage from a fantasy book and ask students which genre this book would belong to; field answers and answer questions
  + Hand out Genre Scavenger Hunt worksheet and go over directions.
  + Divide up half the class to start working on the front of the worksheet as partners and have the second half of the class work on the scenarios on the back of the worksheet.
  + As students finish the back, they can get up and start looking for answers for the front of the worksheet.
  + Call time after 15-20 minutes and come back together to discuss strategies for finding answers (vocabulary clues, etc.)
* **Lesson Closure**
  + Together, we will summarize the lesson content through open ended questions—What did we accomplish today? What was the objective of the lesson? Did we learn a new way to distinguish one genre from another? Did we communicate effectively and efficiently to our partners in order to accomplish the task?

***Assessment/Evaluation***

* I will be evaluating the students’ worksheets for complete and correct answers. I will be monitoring students’ progress informally as I circulate around the library during the scavenger hunt. By listening to their discussions and being available for questions, I hope to assist the students in finding the correct information.
* The scavenger worksheets will be graded and include corrections/feedback. The worksheets will be returned to the students in a timely manner.
* **Student products:** The students will complete their worksheets during this lesson. However, this one lesson is part of a larger genre unit that will include several artifacts and projects that will be produced both in the Language Arts classroom and the library.
* **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 completing their assignment correctly. Consideration will also be given to *tiering* the partners for the activity (pairing special education students with regular education students or pairing special education students with the collaborative teacher).