Title:	Favorite Kinds of Books
Grade(s):	4th Grade
Subject(s):	English Language Arts, Technology Education
Author:	
Overview:	

Content Standards:	ELA (4)	3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres.
	TC (3-5)	1. Use input and output devices of technology systems.
	TC (3-5)	2. Use various technology applications, including word processing and multimedia software.
	TC (3-5)	9. Use technology tools to organize, interpret, and display data.
	TC (3-5)	10. Use digital environments to collaborate and communicate.

Local/National Standards:	
Primary Learning Objectives:	Students will be able to identify and distinguish various genres of literature. Students will create a bar graph representing data collected concerning class members' preferred library books.
Additional Learning Objectives:	
Approximate Duration of Lesson:	4 days- 45 minutes per day Day 1- Introduce topic to students (Prezi), Apply Knowledge with Genre Cards, Fill in Data Sheets and Discuss Answers with Peers Day 2- Collect data on Favorite Genres of Books, Create Microsoft Excel Graph Day 3- Divide Students into Groups, Create Presentations Day 4- Present Group Presentations
Materials and Equipment:	Paper, pencil, chart paper, data sheets, sticky notes
Technology Resources Needed:	Laptop or desktop computer with Microsoft Excel, Promethium Board, jump drive
Background/ Preparation:	The class should have a basic understanding of charts and graphs, and how to create a graph in Microsoft Excel.
Procedures/Activities:	Step 1	The teacher will use Prezi to introduce different genres of literature. Brainstorm a list of genres and discuss each. Examples: Biography, Mystery, Science Fiction, Plays, Fairy Tales, Fantasy, Folk Tales, Adventure, Informational, and Poetry.

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Step 2	To apply their knowledge of the different literature genres, students will be given genre cards and asked to hold them up as the teacher introduces and describes the features of pre-selected books from the classroom library. Genre cards are large index cards that list the name of different genres of literature (ex: Poetry, Fantasy, Sci-Fi).
Step 3	Individually, students will fill in the data sheet to determine their favorite genre of literature and why it is their favorite. When they are complete, students will discuss their favorite genres in groups.
Step 4	Students will be given a sticky note and asked to write on it the title of their favorite book and what genre of literature it is.
Step 5	After data is collected, the teacher will write a tally chart on the board of which genres of books the students chose as their favorite. The tally chart will show the favorite genre and the number of students who enjoy each genre. Students will record the data on their data sheets and proceed to the computer lab. The teacher will show the students an example of the type of Excel graph they will be making (example is attached). Students will individually create a bar graph to display the data that was collected.
Step 6	Students will be divided into groups and asked to construct a presentation to reflect on a specific genre of literature. Students will be given choices of what role, audience, format and topic to use for their presentation. They will use Prezi, Kid Blogs, or British Comic Strip Maker to create a presentation focused on the genre of literature they are assigned. The students will save the presentation on their jump drives. It will include a definition of the genre, examples of different literary works in that genre, and its purpose. Students will show their presentations to the class on the Promethium board to explain what they have learned.

Attachments:	Prezi The Genres of Reading Favorite Kinds of Books Data Sheet Favorite Kinds of Books Excel Example.xlsx
Assessment Strategies:	Rubric (see below)

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Extension: Have the students write a book report on their favorite book with the following included: summary, genre, characters, setting, and themes.

Remediation: Write a list of characteristics and definitions of different genres of literature to help students identify them.

RAFT MODEL

Roles	Audience	Format	Topic
• Blogger • News Anchor • Character • Journalist	• Peers • Self • Judge	• Blog • Cartoon • Prezi	• Genre of Literature

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Rubric for Favorite Kinds of Books Graph

CATEGORY	4	3	2	1
Type of Graph Chosen	Graph fits the data well and makes it easy to interpret.	Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.	Graph distorts the data somewhat and interpretation of the data is somewhat difficult.	Graph seriously distorts the data making interpretation almost impossible.
Title	Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph.	Title clearly relates to the problem being graphed (includes dependent and independent variable) and is printed at the top of the graph.	A title is present at the top of the graph.	A title is not present.
Labeling of X axis	The X axis has a clear, neat label that describes the units used for the independent variable (e.g., days, months, participants\' names).	The X axis has a clear label that describes the units used for the independent variable.	The X axis has a label.	The X axis is not labeled.
Labeling of Y axis	The Y axis has a clear, neat label that describes the units and the dependent variable (e.g., % of dog food eaten; degree of satisfaction).	The Y axis has a clear label that describes the units and the dependent variable (e.g., % of dog food eaten; degree of satisfaction).	The Y axis has a label.	The Y axis is not labeled.
Neatness and Attractiveness	Exceptionally well designed, neat, and attractive. Colors that go well together are used to make the graph more readable. A ruler and graph paper (or graphing computer program) are used.	Neat and relatively attractive. A ruler and graph paper (or graphing computer program) are used to make the graph more readable.	Lines are neatly drawn but the graph appears quite plain.	Appears messy and "thrown together" in a hurry. Lines are visibly crooked.

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Oral Presentation Rubric

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

*See rubistar.4teachers.org for rubric design program

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