What section do I go to in Barnes and Noble? [7th grade]

Carol Cagnoni
Trinity University

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Unit Title: What section do I go to in Barnes and Noble?

Grade Level: 7th

Subject/Topic Area(s): Reading

Designed By: Carol Cagnoni

Time Frame: 12 days; 45 minute period

School District: Northside Independent School District

School: Luna Middle School

School Address and Phone: 200 N. Grosenbacher
                        San Antonio, TX 78253
                        210-397-5300

**Brief Summary of Unit**

The following unit is based upon the 7th grade reading TEKS and College and Career Readiness Standards for TEXAS. In this unit, students will explore a variety of genres. Through group discussion, lectures, and self-discovery, students will be able to better understand how to choose a book in a genre that interests them. The unit ends with students reading a self-selected book based on criteria tailored to them. Finally, after reading a book, the students will create a brochure advertising the book they completed as well as share their opinion with their peers.
Unit: What section do I go to in Barnes and Noble?
Grade: 7th

TEKS:
- Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (7th A- figure 19)
- Make connections between and across texts, including other media and provide textual evidence (7th F- figure 19)
- Compare and analyze how generic features are used across texts (CCRS- Reading A-8)
- Read a wide variety of texts from American, European, and world literatures (CCRS- Reading C-1)

Stage 1: Desired Results

Understanding

Students will understand that...
- Everyone is a reader, but you have to find your “book passion”
  - There are many types of things to read (drama, poetry, fiction, non-fiction, etc.)
- Reading preferences evolve
- Each book has a genre for easy classification

Essential Questions

2. How do genres differ?
3. What’s my section in Barnes and Noble? / Where do I go?

Knowledge

Students will know...
- Different types of genres
- Different reasons for reading
- How libraries/ book stores/ Internet categorize books

Skills

Students will be able to...
- Choose a book based on their interests
- Express why they liked or disliked a book
- Compare/Contrast genres
- Use the library and Internet to create a list of books to read

Stage 2: Assessment Evidence

Performance Task:

#1: Book Preferences
Compile a list of texts to read based on your criteria of a good book. You will be using computers and resources in the library to help you find book titles. Your list must have at least 10 fiction titles and 5 non-fiction titles. (I will have a guiding worksheet that will be on colored paper)
Websites for #1
http://nancykeane.com/booktalks/reviews.htm
www.teenreads.com
www.barnesandnoble.com
www.ala.org/booklist or www.ala.org/valsa
http://www.isomedia.com/homes/jmele/joe.html
www.scholastic.com
www.txla.org
http://www.teachingbooks.net/quicksearch.cgi
http://www.reading.org/Resources/Booklists.aspx

#2: Brochure Book Talk
Choose a book from your compiled list of “Book Preferences.” You will have a month to read the book. Then, we will be completing a Brochure and 3-Step Interview in class. *I will be providing my students two days to work in the computer lab in order to complete the Book Talk*

#3 *Optional* Genre passport
You will get a stamp for a book read from each genre. You will get a prize at the end of the year, if your passport is complete.
Other evidence:
(Quizzes, tests, academic prompts, self-assessments, etc.)
Exit Slips (3-2-1)
Say Something
Post-assessment questionnaire

Stage 3: Learning Activities
(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1-
1. Ask students: how do you choose what music you listen to?
   - Wait for responses…
   - The connection: Just like music, you choose books in the same ways, but there are lots of resources to find out what you would like to read. You have to explore different books to unveil what you like.
   a. Before reading: purpose (how do you choose what to read?), preview, plan
   b. During reading: connect
   c. After reading: reflect, reread, remember
3. **3-2-1 Exit Slip**: 3 sentence summary, 2 key words, 1 question they still have
4. Homework: Students will look at home to jog their memory of books they have read. Then, they will rate each book on a smiley scale.

Day 2-
1. Have students look at the books from their homework list.
2. Blackboard share: there will be 5 minutes on the timer; students will have to silently choose a book they would like to put on the butcher paper (that way it can travel with you to the library) that was their absolute favorite book. As classroom space allows, students will come write the book on the butcher paper.
3. Explain to the students, that they will be responsible for reading a book of their choice by the end of the 6 weeks and sharing a summary/recommendation/opinion of the book with the class. Let them know that more details about the project will be forthcoming.
4. Show the clip

Day 3-
1. Chalk talk with the essential questions.
2. Debrief as a group.
3. Create a Top 10 list to illustrate “what makes a book good?” as a class. Keep a separate list for each class; later on in the unit, you can go back and compare/contrast lists between class periods.
4. Pass out Performance Assessment #1. Have students keep the paper in their classroom folders, so you can use it in the library.
5. Discuss how you preview a book. (provide a book that has been through multiple publications, especially ones with different covers)
Day 4- **How do genres differ?**

1. Mini-Lesson: Define the word *genre*: categories of written material; can be broad or be specific
2. Have students brainstorm things that are categorized. (i.e. Target, HEB, Best Buy- all types of stores & each one categorizes things within the store)
3. Pass out the “What do these things have in common?” worksheet. Give students about 15 minutes to think of a category for each group of words.
4. Preview different genres in Reader XL by skimming
5. **Exit Slip**: Why do we put things in different categories?

Day 5-

1. Revisit the Blackboard Share lists: Categorize their favorite books into genres.
2. Put students in pairs or groups, no more than 4 per group. Each group will come up with “requirements” for a book to be considered part of a genre (what makes a…. biography, children’s book, non-fiction, fiction, fantasy, science fiction, historical fiction, mystery, horror, graphic novel, self improvement, autobiography) *emphasize that Fiction = fake; Non-fiction = not fake*
3. Have students share “requirements.”
4. **I have_______**. **Who has_______**? Game (I have *The Cat in the Hat*. Who has children’s picture book genre?- either with movie titles or book titles)

Day 6-

1. Take an excerpt from a book. As a class model how to determine the genre of a book.
2. **Genre Sort**: Now it is the students’ turn to decide where the excerpts fit. In groups, have students analyze 5 book excerpts. Encourage students to ask questions like: what genre is that passage? Why does it fit in that genre? Could it fit in any other genre? What clues/words suggest that the excerpt will fit in that genre?
3. After about 15 minutes, debrief as a class, did each group fit the excerpts into the correct genre? Did some excerpts overlap?
4. **Say Something Strategy**- What did you learn today? Use the Say Something stems to reflect on today’s lesson.

Day 7-

1. **Mini Lesson: Reading Non-fiction vs. Fiction**- Reader’s handbook (non-fiction pg 273-291 and fiction pg 389-405)  
   a. Is it harder to read non-fiction or fiction? How might you read non-fiction that might be different from fiction? (Living Rating Scale)
   b. Possible option: **Lecture Bingo**
2. Compare/Contrast with Double Bubble Map and Venn Diagram
3. **Exit Slip:**
   a. A summary sentence
   b. 2 pictures that show the difference between non-fiction and fiction genres

Day 8-

1. Buffer Day

Day 9- **What’s my section in Barnes and Noble? / Where do I go in the library?**

1. Complete and debrief Reading Interest Survey
2. If you liked _________ you should check out _______ (teacher created suggestions in order
to give them direction)
3. Hand out performance assessment #1 & 2
4. Teacher example of performance assessment #1 & 2

Day 10-
1. Review library procedures and resources
2. Go to computers; in library, browse for performance assessment #1 & 2

Day 11-
1. Continue with computers in the library
2. Either at the library computers or upon your return to the classroom: As a class, look at www.barnesandnoble.com
3. Students will fill out a graphic organizer on: why Barnes and Noble categorize books differently than the library? (Luna library- fiction, non-fiction, reference, biography; Barnes and Noble- biography, business, children’s books, computing, cooking, entertainment, fiction/literature, graphic novels, history, medicine, mystery, non-fiction, reference, politics, romance, science and nature, science and fantasy, self improvement, sports, teens)

Day 12-
2. Post assessment questionnaire: What did I learn about my reading preferences? How might my reading preferences change when I graduate high school? 10 years from now? 20 years from now? 50 years from now?
3. Homework: Students will have a month to read the book of their choice and then the performance assessment #2.

*Please note that students need time to read the book they choose and that you will have to set aside some time in a few weeks to devote to finishing their performance assessment. You probably need 2-3 days in the computer lab and 1 day for 3-step interviews.
Book Preferences

I think a book has to have

1. 
2. 
3. 
4. 
5. 

TO BE A GREAT BOOK.

I have learned that ___________________________ genre does not interest me. Why?

I would prefer to read ___________________________ genre. Why?

Here are some books that sounded interesting to me:

Fiction:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>What’s it about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
<td></td>
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<td>4.</td>
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<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
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</tr>
</tbody>
</table>
## Non-Fiction:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>What’s it about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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</tr>
</tbody>
</table>
Performance Assessment #2

Name:
Reading-
Date:

Brochure Book Talk

Due:

Part 1:
Complete a brochure using Publisher in computer lab. To enter the computer lab on __________ day, you MUST have a rough draft (attached) completed.

Flap 1: Book Title, Author, Copyright year, Publisher, Total # of pages, genre, and picture
Flap 2: Book Description: 5-8 sentence summary of book, but don’t give away the ending
Flap 3: Quotes: 2 quotes about the book that hook the reader
Flap 4: Characters: who are they?
Flap 5: Setting: where did the story take place and in what time period?
Flap 6: Opinion and Recommendation: what did you think about the book and who would you tell to read it?

Part 2:
Be prepared to share your brochure with the class on _____________________.

*****************************************************************************

Teacher use only:

3-Step Interview (by Spencer Kagan):
*Teacher select groups*

Step 1: Students are in pairs (one is the interviewer)
Step 2: Students switch roles
Step 3: Pairs form a group of 4 and each one shares their partner’s book
*Each round is 2 minutes*

Goal: To use your brochure to convince your partner/group to want to read the book you just completed.
Group Name:

Group evaluation of 3-step interview (by Spencer Kagan)

What one word would you use to describe how the group was today?

What one word would describe the way you like the group to be?

Is everyone participating (Circle one)?
Yes, always   usually   occasionally   rarely   no, never

If no, why not?

Which book(s) sounded like a book you would want to read?

Group Name:

Group evaluation of 3-step interview (by Spencer Kagan)

What one word would you use to describe how the group was today?

What one word would describe the way you like the group to be?

Is everyone participating (Circle one)?
Yes, always   usually   occasionally   rarely   no, never

If no, why not?

Which book(s) sounded like a book you would want to read?
# Rubric of Brochure Book Talk

## Name:  
Period:  

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Book Information 20 points</th>
<th>Characters Flap 20 points</th>
<th>Setting Flap 20 points</th>
<th>Opinion and Recommendation Flap 20 points</th>
<th>Book Description Flap 20 points</th>
<th>Quotes Flap 10 points</th>
<th>Attractiveness &amp; Organization 10 points</th>
<th>Grammar/Spelling 10 points</th>
<th>Participation in 3-Step Interview 20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All book information present. (20)</td>
<td>Gives a clear picture of the characters and why someone would relate to them (20)</td>
<td>Gives the setting and time period of the book. Clear picture of both (20)</td>
<td>Clear and detailed explanation of opinion and recommendation (20)</td>
<td>Clear and detailed summary (5-8 sentences) (20)</td>
<td>Includes 2 quotes that hook the reader with details and powerful language (10)</td>
<td>The brochure has exceptionally attractive formatting and well-organized information. (10)</td>
<td>There are no grammatical or spelling mistakes in the brochure. (10)</td>
<td>Shared book talk brochure with group. Actively participated by being positive and receptive (20)</td>
</tr>
<tr>
<td></td>
<td>Missing 1 of the following: author, copyright year, publisher, # of pages, or genre (15)</td>
<td>Gives a clear picture of the characters, but muddy understanding of why someone would like them (15)</td>
<td>Gives the setting and time period of book. (15)</td>
<td>Clear explanation of opinion and recommendation (15)</td>
<td>Clear summary (5-8 sentences) (15)</td>
<td>Includes 2 quotes that hook the reader with details (8)</td>
<td>The brochure has attractive formatting and well-organized information. (8)</td>
<td>There are no more than 2 grammatical/spelling mistakes in the brochure. (8)</td>
<td>Share book talk brochure with group, actively participated (15)</td>
</tr>
<tr>
<td></td>
<td>Missing 2 of the following: author, copyright year, publisher, # of pages, or genre (10)</td>
<td>Gives minimal information about the characters (10)</td>
<td>Gives either the setting or the time period (10)</td>
<td>No details or depth of opinion and recommendation (10)</td>
<td>No details or depth summary (5-8 sentences) (10)</td>
<td>Includes 2 quotes (5)</td>
<td>The brochure has well-organized information. (5)</td>
<td>There are no more than 3 grammatical/spelling mistakes in the brochure. (5)</td>
<td>Share book talk brochure with group, but with minimal participation (10)</td>
</tr>
<tr>
<td></td>
<td>Missing 3 or more of the following: author, copyright year, publisher, # of pages, or genre (5)</td>
<td>Does not tell about the characters (5)</td>
<td>Does not state both the setting or the time period (5)</td>
<td>One sentence about opinion and recommendation (5)</td>
<td>Less than 5 sentences summary (5)</td>
<td>Includes 1 or no quotes (3)</td>
<td>The brochure's formatting and organization of material are confusing to the reader. (3)</td>
<td>There are several grammatical/spelling mistakes in the brochure. (3)</td>
<td>Did not share book talk brochure with group (5)</td>
</tr>
</tbody>
</table>

Grade: ______ out of 150 = ______ %
Continuation of Reading Preferences Survey

If you like Adventure/Action, check out:
Any book by Anthony Horowitz
Gregor the Overlander by Suzanne Collins
The Adventures of Alfred Kropp by Rick Yancy

If you like Biography/autobiographies, check out:
A Child Called It, Lost Boy, A Man Named Dave by Dave Pelzer
Bite of Mango by Kamara and McClelland
Hole in My Life by Jack Gantos
Life of a Child Soldier by Emmanuel Jal
My Losing Season by Pat Conroy

If you like business, check out:
Babysitting Jobs: the business of babysitting by Barbara Mehlman
The O’Reilly Factor for Kids by Bill O’Reilly

If you like drama books, check out:
Witness by Karen Hesse
Monster by Walter Dean Myers

If you like fantasy books, check out:
Any book by Melissa Marr
Any book by Stephanie Meyer
Any book by L.J. Smith (Vampire Diaries, Nightworld)
The Vampire Academy by Richelle Mead
The Wizard, the Witch and Two Girls from Jersey by Lisa Papedemetriou

If you like graphic novels, check out:
The Bombing of Pearl Harbor by Joeming Dunn
Diary of a Wimpy Kid 1, 2, 3, 4 by Jeff Kinney
If you like history, check out:
Anything by Christopher Paul Curtis
Black Duck by Janet Taylor
Esperanza Rising by Pam Munoz Ryan
The Red Necklace by Sally Gardner
Soldier Boys by Dean Hughes
Non-fiction: Wake Up Our Souls: A Celebration of Black American Artists by Tonya Bolden

If you like horror, check out:
Any book by Christopher Pike
Any book by Darren Shan
Any book by Paul Zindel

If you like humor, check out:
Joey Pigza Swallowed the Key by Jack Gantos
No More Dead Dogs by Gordon Korman
Out of Patience by Brian Meehl
Surviving the Applewhites by Stephanie Tolan

If you like literature, check out:
Any of the Illustrated Classics
The Lord of the Rings or The Hobbit by J.R.R. Tolkien

If you like mystery books, check out:
Any book by Caroline B. Cooney
Any book by Lois Duncan
Murder on the Orient Express by Agatha Christie
The Séance by Joan Lowery Nixon

If you like poetry books, check out:
Here in Harlem: Poems in Many Voices by Walter Dean Myers
Love that Dog/Hate that Cat by Sharon Creech
Poetry after Lunch: Poems to Read Aloud
If you like politics, check out:

Nothing but the Truth by Avi

Non-fiction: Political Manipulation by Philip Steele

If you like romance, check out:

Bridesmaid by Hailey Abbot

Serious Kiss by Mary Hogan

Stargirl by Jerry Spinelli

If you like science, check out:

Any book by Gary Paulsen

Among the Hidden by Margaret Peterson Haddix

The Last Book in the Universe by Rodman Philbrick

Things Not Seen by Andrew Clements

Non-Fiction: High Exposure: An Enduring Passion for Everest and Unforgiving Places by Breashears, David

If you like self improvement/life trials books, check out:

Cut by Patricia McCormick

Pictures of Hollis Woods by Patricia Reilly Giff

Runaway by Wendelin Van Draanen

Speak by Laurie Halse Anderson

You Don’t Know Me by Davd Klass

Non-fiction: Chicken Soup for the Teenage Soul books

If you like sports books, check out:

Any book by Matt Christopher

Any book by Mike Lupica
## Homework from Day 1

Name:
Reading-
Date:

### What have I read?

Try to remember all the books you have read in the last 5 years. Fill in the name of the book and circle your feelings about the book. You can continue on the back if you need more room.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Feelings about the book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☺ ☺ ☺</td>
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<td>☺ ☺ ☺</td>
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</tbody>
</table>
What do these things have in common?

<table>
<thead>
<tr>
<th>Words</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pine, elm, cedar</td>
<td></td>
</tr>
<tr>
<td>2. XBOX, Play Station, Wii</td>
<td></td>
</tr>
<tr>
<td>3. Cowboys, Packers, Bears</td>
<td></td>
</tr>
<tr>
<td>4. Lakers, Spurs, Rockets</td>
<td></td>
</tr>
<tr>
<td>5. Boot, flip-flop, high heel</td>
<td></td>
</tr>
<tr>
<td>6. Shirt, pants, skirt</td>
<td></td>
</tr>
<tr>
<td>7. One, three, five</td>
<td></td>
</tr>
<tr>
<td>8. Two, four, six</td>
<td></td>
</tr>
<tr>
<td>9. Tarantula, daddy long legs, black widow</td>
<td></td>
</tr>
<tr>
<td>10. Lab, terrier, Rottweiler</td>
<td></td>
</tr>
<tr>
<td>11. Lily, daisy, carnation</td>
<td></td>
</tr>
<tr>
<td>12. Pacific, Atlantic, Indian</td>
<td></td>
</tr>
<tr>
<td>13. San Antonio, Houston, Dallas</td>
<td></td>
</tr>
<tr>
<td>14. Austin, Sacramento, Chicago</td>
<td></td>
</tr>
<tr>
<td>15. Alaska, North Dakota, Maine</td>
<td></td>
</tr>
<tr>
<td>16. Diamond, ruby, sapphire</td>
<td></td>
</tr>
<tr>
<td>17. Home Depot, ACE, Lowe’s</td>
<td></td>
</tr>
<tr>
<td>18. Jump drive, monitor, keyboard</td>
<td></td>
</tr>
<tr>
<td>19. Texting, numbers, buttons</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20.</td>
<td>Spine, cover, pages</td>
</tr>
<tr>
<td>21.</td>
<td>Cap, ink, grip</td>
</tr>
<tr>
<td>22.</td>
<td>M&amp;Ms, Snickers, Milky Way</td>
</tr>
<tr>
<td>23.</td>
<td>Skittles, Starburst, Sweet tarts</td>
</tr>
<tr>
<td>24.</td>
<td>Choir, art, band</td>
</tr>
<tr>
<td>25.</td>
<td>Notes, journals, cell phones</td>
</tr>
<tr>
<td>26.</td>
<td>USA, France, Germany</td>
</tr>
<tr>
<td>27.</td>
<td>Bach, Beethoven, Brahms</td>
</tr>
<tr>
<td>28.</td>
<td>Purple, green, yellow</td>
</tr>
<tr>
<td>29.</td>
<td>Magenta, mauve, maroon</td>
</tr>
<tr>
<td>30.</td>
<td>Cantaloupe, watermelon, honeydew</td>
</tr>
<tr>
<td>31.</td>
<td>Grapes, apples, bananas</td>
</tr>
<tr>
<td>32.</td>
<td>Broccoli, celery, carrots</td>
</tr>
<tr>
<td>33.</td>
<td>Hola, Bonjour, Guten Tag!</td>
</tr>
<tr>
<td>34.</td>
<td>Pictures, sculptures, paintings</td>
</tr>
<tr>
<td>35.</td>
<td>Coke, Sprite, Dr. Pepper</td>
</tr>
<tr>
<td>36.</td>
<td>Chicken, veal, pork</td>
</tr>
<tr>
<td>37.</td>
<td>NY strip, T-bone, Tenderloin</td>
</tr>
<tr>
<td>38.</td>
<td>McDonald’s, Burger King, Wendy’s</td>
</tr>
<tr>
<td>39.</td>
<td>Students, desks, lockers</td>
</tr>
<tr>
<td>40.</td>
<td>Blue, orange, longhorns</td>
</tr>
</tbody>
</table>
Day 5
Requirements for Genres
For a book or movie to be considered a _____________, if must have:
Day 6

Group Name:
Reading-
Date:

Genre Sort

Excerpt #1
What genre do you think the passage belongs in?

Why does it fit in that genre? What clues/words suggest that the excerpt will fit in that genre?

Could it fit in another genre? If yes, which one?

Did you guess correctly?

Excerpt #2
What genre do you think the passage belongs in?

Why does it fit in that genre? What clues/words suggest that the excerpt will fit in that genre?

Could it fit in another genre? If yes, which one?

Did you guess correctly?
Excerpt #3
What genre do you think the passage belongs in?

Why does it fit in that genre? What clues/words suggest that the excerpt will fit in that genre?

Could it fit in another genre? If yes, which one?

Did you guess correctly?

Excerpt #4
What genre do you think the passage belongs in?

Why does it fit in that genre? What clues/words suggest that the excerpt will fit in that genre?

Could it fit in another genre? If yes, which one?

Did you guess correctly?

Excerpt #5
What genre do you think the passage belongs in?

Why does it fit in that genre? What clues/words suggest that the excerpt will fit in that genre?

Could it fit in another genre? If yes, which one?

Did you guess correctly?
### Day 7

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Reading Interest Inventory

1. Do you like to read?
2. How much time do you spend reading (remember: 24 hours/day)?
3. What was the last book you read?

4. Circle all the types of books you like to read:
   - Biography
   - Autobiography
   - Business
   - Children’s/picture
   - Horror
   - Politics
   - Humor
   - Drama
   - History
   - Literature
   - Poetry
   - Graphic novels
   - Science
   - Self improvement
   - Sports
   - Adventure
   - Mystery
   - Fantasy

5. Do you like to read the newspaper?
6. If yes, what sections do you like to read?
   - Headlines
   - Sports
   - Comics
   - News
   - Ads
   - Advice Columns
   - Movie Reviews
   - Featured Stories
   - Editorials

7. What is your favorite magazine?

8. List topics or subjects that you might want to read about.

9. What does ‘reading’ mean to you?

10. What is your favorite hobby?
11. What is your favorite TV program? Why?

12. What is your favorite movie? Why?

13. What is your favorite type of music? Why?

14. What is your favorite song? Why?

15. List 3 things you like to do: