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

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

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

Grade Level: 7<sup>th</sup>

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

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San Antonio, TX 78253  
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### **Brief Summary of Unit**

The following unit is based upon the 7<sup>th</sup> 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: 7<sup>th</sup>**

**TEKS:**

- Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (7<sup>th</sup> A- figure 19)
- Make connections between and across texts, including other media and provide textual evidence (7<sup>th</sup> 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**

**Understandings**

*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**

1. What makes a book good?  
Why do you like a book? / What makes you want to read a book?
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](http://www.teenreads.com)
- [www.barnesandnoble.com](http://www.barnesandnoble.com)
- [www.ala.org/booklist](http://www.ala.org/booklist) or [www.ala.org/yalsa](http://www.ala.org/yalsa)
- <http://www.isomedia.com/homes/jmele/joe.html>
- [www.scholastic.com](http://www.scholastic.com)
- [www.txla.org](http://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.
2. Mini-lesson: The Reading Process (Reader's Handbook pg 30-36)
  - 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  
[http://teachertube.com/viewVideo.php?video\\_id=79083&title=Are\\_you\\_my\\_mother\\_A\\_booktalk](http://teachertube.com/viewVideo.php?video_id=79083&title=Are_you_my_mother_A_booktalk) \*if time\* OR invite another teacher/librarian to come give a book talk to your classes.

Day 3-

***What makes a book good? / Why do you like a book? / What makes you want to read a book?***

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](http://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-

1. **Performance Assessment #1** Due! Choose Book Talk book by signing a book contract for the six weeks.
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.

**Performance Assessment #1**

Name:

Reading-

Date:

**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:

---

Title	Author	What's it about?
1.		
2.		
3.		
4.		
5.		
6.		

---

7.

8.

9.

10.

---

Non-Fiction:

---

<b>Title</b>	<b>Author</b>	<b>What's it about?</b>
--------------	---------------	-------------------------

1.		
----	--	--

2.		
----	--	--

3.		
----	--	--

4.		
----	--	--

5.		
----	--	--

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**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: \_\_\_\_\_

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

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 Papademetriou

### 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 David 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.

Book Title	Feelings about the book		
			
			
			
			
			
			
			
			
			
			
			
			
			
			

## Day 4

Name:

Reading-

Period

### What do these things have in common?

Words	Category
1. Pine, elm, cedar	
2. XBOX, Play Station, Wii	
3. Cowboys, Packers, Bears	
4. Lakers, Spurs, Rockets	
5. Boot, flip-flop, high heel	
6. Shirt, pants, skirt	
7. One, three, five	
8. Two, four, six	
9. Tarantula, daddy long legs, black widow	
10. Lab, terrier, Rottweiler	
11. Lily, daisy, carnation	
12. Pacific, Atlantic, Indian	
13. San Antonio, Houston, Dallas	
14. Austin, Sacramento, Chicago	
15. Alaska, North Dakota, Maine	
16. Diamond, ruby, sapphire	
17. Home Depot, ACE, Lowe's	
18. Jump drive, monitor, keyboard	
19. Texting, numbers, buttons	

20. Spine, cover, pages	
21. Cap, ink, grip	
22. M&Ms, Snickers, Milky Way	
23. Skittles, Starburst, Sweet tarts	
24. Choir, art, band	
25. Notes, journals, cell phones	
26. USA, France, Germany	
27. Bach, Beethoven, Brahms	
28. Purple, green, yellow	
29. Magenta, mauve, maroon	
30. Cantaloupe, watermelon, honeydew	
31. Grapes, apples, bananas	
32. Broccoli, celery, carrots	
33. Hola, Bonjour, Guten Tag!	
34. Pictures, sculptures, paintings	
35. Coke, Sprite, Dr. Pepper	
36. Chicken, veal, pork	
37. NY strip, T-bone, Tenderloin	
38. McDonald's, Burger King, Wendy's	
39. Students, desks, lockers	
40. Blue, orange, longhorns	

## Day 5

### Requirements for Genres

For a book or movie to be considered a \_\_\_\_\_,

it 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**

Name:

Reading-

Date:

**Exit Slip**

Summary sentence:	
Picture about lecture	Picture about lecture

Name:

Reading-

Date:

**Exit Slip**

Summary sentence:	
Picture about lecture	Picture about lecture

## Day 9

Name:

Reading-

Date:

### 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:

