



CHILDREN'S LITERATURE (EDU291)

Presentation: Genre Study

ASSIGNMENT AND PURPOSE

Have you heard the old saying, "To teach is to learn twice? That's exactly what you and your partner will do when you present a literary genre to the class. You will learn and you will teach – the best of both worlds!

It is important to know about the variety of genres of children's literature to provide a varied and balanced reading and literature program in your curriculum and in children's lives.

This project requires independent and collaborative work, decision-making and consensus building partners. Although you plan and rehearse your part of the presentation on your own, you will eventually need to work together for a fluent presentation (like team teaching) and a cohesive written document.

You will:

- **Read** information about a genre from *Children's Books in Children's Hands* (on reserve in CGCC library)
- **Present** to the class
- **Find and read** books – lots of books – that represent your genre
- **Perform** 6 book talks on exemplars of your genre (the booklist at the end of the chapter can help)
- **Create** a teacher resource handout (this will also become a portfolio artifact)

PARTNER CONTACT INFORMATION

Name

Email

Phone

GENRES AND PRESENTATION DATES

(due dates are non-negotiable; no make-up is available)

Genre	Information	Presentation Date
Traditional Literature: Multicultural Folktales/Legends/Myths	<ul style="list-style-type: none"> • Definitions • Categories: Myths and Religious Stories, Fables, Folktales of Many Kinds 	
Traditional Literature: Classic and Derivative Fairy Tales	<ul style="list-style-type: none"> • Definitions • Brothers Grimm • Folktales from Everywhere • Derivatives 	
Fantasy and Science Fiction	<ul style="list-style-type: none"> • Definitions of both • Distinction • Categories of Fantasy • Categories of Science Fiction 	
Historical Fiction	<ul style="list-style-type: none"> • Definitions • Vales of Historical Fiction • Categories 	
Realistic Fiction	<ul style="list-style-type: none"> • Definitions • Realistic Fiction Defined • Value of Realistic Fiction • Categories 	
Nonfiction: Informational Books (Concept, Nature, History)	<ul style="list-style-type: none"> • Definitions • Categories 	
Nonfiction: Informational Books (Math, The Arts, Peoples and Culture)	<ul style="list-style-type: none"> • Definitions • How Informational Books Work 	
Nonfiction: Biography and Autobiography	<ul style="list-style-type: none"> • Definitions • Categories of Each 	

STEPS TO SUCCESS (a.k.a. DIRECTIONS)

1. **Read and learn** about your genre, its categories and other required information using information from *Children's Books in Children's Hands*. You could read independently or together, but discuss with your partner to ensure both of you understand the genre and its information completely.
2. **Plan your presentation of the information** from *Children's Books in Children's Hands*. Divide the labor and information as evenly as possible so each partner gets to teach. Be sure you are S-E-X-I with the information so the class *learns* it.
 - Definition of the genre
 - Some combination of: key features and important facets of the genre, categories within the genre, familiar or popular themes within the genre, etc.
 - Book talks of exemplary titles that represent a variety of grade ranges and categories within the genre.
3. **Research exemplary picture book titles in your genre independently**. You should find and read many more than the 6 titles you will include in your presentation. After all, you are finding the best of the best! Your final selections should align with our "Features of Quality" document and/or be recommended by a credible source (even the booklists at the end of the chapter in *Children's Book sin Children's Hands* will help).

Each partner must **find 3 picture books** representative of the genre and:

- a variety of categories/themes within the genre
 - a variety of grade ranges (primary and intermediate)
 - with a post 1990 publication date (Any exceptions must be approved by S. Fagan beforehand!)
 - appropriate for use in a K-6 classroom
4. **Communicate and work together** ... after all, you are team teaching! You should use each other as colleagues to help each of you understand the information and to decide on the best books to share. I assume that as future teachers, you are able to manage yourselves ... if not, this process will help teach you that. Please resolve conflicts – and I hope there are none -- with each other.

Each partner will **perform** book talks on his or her 3 selections. Practice with each other!

- Display book cover
- Tell book information (title, author, illustrator)
- Identify the category/theme within the genre
- Give motivational summary (setting + character + conflict summary + resolution)

5. **Draft Your Teacher Resource Handout** to include:

- Creative and colorful cover page (title, byline, passage defining and explaining the genre).
- Annotated book summaries that include: Cover image (google images) and book information as heading for each entry, plot and theme(s) summary (unlike your book talk, you tell the whole plot summary briefly), and one teaching idea/reader response activity that directly aligns with the story, theme, or genre. Check out the mode below for format and content.
- Each document will be presented to the class on Canvas so that you may collect some teaching resources and activity ideas for your future classroom!

6. **Plan materials and details** for the presentation.

- Work together to collect the 6 best examples of your genre.
- Practice book talks – give each other feedback.
- Plan your teacher resource handout together. Divide the labor. Who will actually desktop publish it?
- Revise and edit your draft of the handout for accuracy, thoroughness, and flawlessness.
- Collect all books to bring to class.

7. **Rehearse** together how to “teach” the class. Presentations should not exceed 30 minutes, so planning, focus, and practice are essential! There is no need to prepare PPT – frankly, it would take up too much time. You are welcome to use notes, but please, please – teach us, do not read to us from your notes. You must “look like you know what you are talking about” and gain that confidence in your audience. Oh, also: Dress like a teacher! ☺

8. **Check yourselves**

Use the grading criteria in the rubric as a “checklist” for success. Revise and edit as needed to assure you plan, create, and present the highest quality work. After all, you are *teachers*!

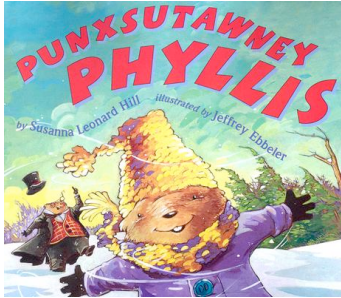
9. **Be ready!**

On the day of your presentation:

- Dress like a teacher
- Have all books and materials
- Be rehearsed!
- On the day of your presentation hand in to me PRIOR to your presentation:
 - One color copy of your teacher resource handout
 - Two copies of the rubric (attached) for each of you
 - Two signed copies of the “Honesty Statement” (attached)
 - Email a .pdf version of your teacher resource handout

CAUTION: The intention of this project (indeed, of the entire course!) is that you investigate, find, and become familiar with new contemporary and multicultural literature for children. This project requires you to find, read, and write about the books on your own and in your own words. The “Statement of Honesty” that you sign at the undertaking of this assignment provides detailed information of how important it is to avoid the temptations of plagiarism. ☺

MODEL ENTRY FOR THE TEACHER RESOURCE HANDOUT



Punxsutawney Phyllis

Author: Susanna Leonard Hill

Illustrator: Jeffrey Ebbeler

Genre: Traditional Literature (derivative folktale)

Grade Range: Primary and Intermediate

Plot Summary: We learn right away that “Phyllis was not like the other groundhogs.” Indeed, Phyllis is an independent, capable, and enthusiastic **character** in this gender spin-off story of the familiar folktale of Punxsutawney Phil, the famous groundhog who predicts spring weather for farmers. Because Phyllis so liked to be outdoors, she develops an uncanny ear, eye and nose for the weather. When February comes and Uncle Phil tries to teach Phyllis the tricks of the trade, the **plot** takes a turn and Phyllis gets to show Uncle Phil a thing or two. **Set** at the end of winter in Punxsutawney, Pennsylvania, home of Ground Hog Day, this story exhibits **themes** of perseverance, gender role reversal, and good old fashion self-determination.

Reader Response Activity: The connection to Ground Hog Day is obvious, so this could be a good read-aloud simply for that connection. However, because the author turns the traditional story on its head by presenting a female character, it might be fun for students to write (and illustrate) their own version of gender tale twists, for example: *The Little Engine That Could* could be a girl! Students can brainstorm in class possible stories to use and then write their version with a main character of the opposite sex.

GRADING CRITERIA AND RUBRIC

Presentation of Information (Individual Grade): 50 pts.

Criteria	Exceptional 45-50 pts.	Competent 42-44 pts.	Less Than Expected 41-0 pts.
Information: Definition Features/categories/themes Other:	Topic and information are articulated clearly. Information is focused, on task, coherent, relevant, accurate, sophisticated, complete yet concise.	Information is understandable, but not always clear or concrete. It may be general and non-specific, simple.	Lacks clarity, coherence, does not “teach” adequately or accurately. Information is sparse or incomplete in part(s).
Presentation: Professional demeanor, dress Rehearsed, fluent, coherent “Team teaching.” Confidence, preparedness, speech, teacher “presence.”	Presenters look and act like teachers. Everything is planned, focused, and rehearsed for fluency with easy transitions between parts/presenters.	Presenters look and act like teachers. It is mostly planned, focused; may have benefited from more rehearsal. Hesitant or awkward in places.	Presenters lack professionalism, in some way. May not be well versed in material, planned or rehearsed.

Literary Selections and Book Talks (Individual Grade): 50 pts.

Criteria	Exceptional 45-50pts.	Competent 42-44 pts.	Less Than Expected 41- 0 pts.
Varied selection: <ul style="list-style-type: none"> Accurate to genre Minimum of 3 per partner Post 1990 Titles/categories/themes Authors Grade Levels 	Selection meets all the criteria and presents an outstandingly varied collection of quality literature, including all required features.	Selection meets all the criteria and generally presents an outstanding, credible collection of quality literature	Important criteria have been overlooked in the collection.
Book talks: <ul style="list-style-type: none"> Cover display Book information Literary summary Enthusiastic expression 	The book talk not only includes all required information, but is delivered with enthusiasm and fluency. It motivates listeners!	The book talk includes all required parts, but may not be as fluent or fluid as necessary to truly spark interest. Delivery may be hesitant or awkward.	The book talk is not delivered thoroughly or fluently. Information may be missing; delivery may be choppy and hard to listen to.

Teacher Resource Handout (Collaborative Grade): 100 pts.

Criteria	Exceptional 92-100 pts.	Competent 84-91 pts.	Less Than Expected 76 – 0 pts.
Professional content and appearance <ul style="list-style-type: none"> visually appealing & complete cover and correct entry format professional language plot/theme summary features of quality varied response ideas 	The handout serves future teachers really well as a resource. It includes all criteria presented very professionally – just like a teacher-made publication. It is meticulous in content, presentation, and writing.	The handout serves future teachers really well as a resource. There may be minor lapses in presentation or content. Any errors are minor enough so as not to detract from the quality.	The handout is sparse in information, incomplete, or not as helpful as a future resource as intended. There may be errors that detract from its overall quality.



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Statement of Academic Honesty and Ethical Behavior

As a follow-up to policies concerning plagiarism, academic honesty and integrity, ethical behavior, dispositions of future teachers, and misrepresentation of work outlined in the "Syllabus and Guidelines for Success" for this course, the following document is required prior to final portfolio grading and assessment of the final grade for this course. Please read it carefully, sign it, and submit it in class.

- I. I understand that policies and consequences for misrepresentation of my work or lapses in ethical behavior related to my work apply through the final grading of my portfolio and in the determination of my final grade. Such misrepresentation includes but is not limited to the following:
- Any misrepresentation of information of document related to my service learning placement
 - Plagiarizing (copying or paraphrasing) work from another source, including online and print sources
 - Failure to correctly utilize APA citation and documentation when needed for researched/found information (only as directed by assignment instructions)
 - Use of images that are not copyright free
 - Failure to correctly cite sources of copyright free images
 - Using any part of an online or print book sales or book review sources as a substitute for writing plot summaries or other information in your own words as a result of reading literary selections:
 - Book sales websites include sources such as Amazon.com, barnesandnoble.com, etc.
 - Book reviews sites refers to any website on which children's literature information is contained
 - Book review information includes book jackets, leaf pages, introductions or prefaces
- II. I understand that my work may be "spot checked" randomly at anytime for violations to the above policies and others pertaining to acts of plagiarism, academic dishonesty, or are breaches of ethics in academic work.
- III. I further understand that any violations of the aforementioned policies will result in consequences as recorded in the "Syllabus and Guidelines for Success" for the course, and in conjunction with MCCC and CGCC policy statements. Such consequences may include but are not limited to: a reduction in points or a grade of "0" on a single assignment, point deduction or grade of "0" on a portfolio grade, and/or negative impact on final course grade for the semester.

Signature

Date

Printed Name

Section/Course