

PRINT FORMAT

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Recognition of various print formats based on purpose and genre e.g. formats of prose, drama, poetry, letters, newspapers, technical manuals etc.

Objectives

Students should be able to;

- Recognize the various print formats

Assessment Activity

1. Administer different texts to the students.
2. Have them read the passages and determine the genre the author used in the passages.

Summary.

1. Filling your classroom bookshelves with a collection of titles and series from a broad spectrum of genres is important.
2. However, that alone may not be enough. You need to also provide your students with lessons, activities, and

Activity Starter/Instruction

1. The identification of genre through literature can often be a difficult concept for young readers to grasp.
2. Therefore to gain a better understanding of the students' prior knowledge of genre, hand out an activity sheet asking students to write down any words that come to mind when they think of the term genre for evaluation.
3. Students are also asked to create a working definition that could possibly aid the class into a better understanding of the Book Club unit.
4. They will also attempt to identify the characteristics of a genre of their choice.
5. Next, the students are asked to create a semantic web that lists any type of genre they have read or are familiar with.
6. Lastly, learn about the interests of the students by asking them to list their favorite type or types of genre to read and explain why.

Teacher Guide

Day 1/ Lesson 1: 30 Mins

1. For the students to understand the idea of the topic, give a brief explanation
2. Genre means a type of art, literature, or music characterized by a specific form, content, and style.
3. For example, literature has four main genres: poetry, drama, fiction, and non-fiction. All of these genres have particular features and functions that distinguish them from one another.
4. Hence, it is necessary on the part of readers to know which category of genre they are reading in order to understand the message it conveys, as they may have certain expectations prior to the reading concerned.
5. There are five types of genres in literature, which include: Poetry, Drama, Prose, Fiction, Non-Fiction

Teacher Guide

Day 3/ Lesson 3: 35mins

1. Tell the students that they will carry out activities or exercises to help reinforce the

Materials Required

- Flashcards
- Course Book
- Sentence Strips
- Charts

Additional Resources

- http://www.teach-nology.com/themes/lang_arts/typesofwriting/
- <https://www.brighthubeducation.com/help-literature/100292-the-five-main-genres-literature/>
- <https://digitalcommons.pace.edu/elementary/>
- <https://www.scholastic.com/teachers/lesson-plans/teaching-content/genres-genres-everything/>

Additional Notes

resources to inspire and motivate them to explore all different types of genres.

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Guided Practice

Day 2/ Lesson 2: 50 Mins

1. Continue the teaching on genres by giving explanation on the meaning of the different types of genres and their functions.
2. Poetry is the first major literary genre. Poetry is a form of text that follows a meter and rhythm, with each line and syllable. It is further subdivided into different genres, such as an epic poem, narrative, romantic, dramatic, and lyric. Dramatic poetry includes melodrama, tragedy, and comedy, while other poems include ode, sonnet, elegy, ballad, song, and epic.
3. Drama is a form of text that is performed in front of an audience. It is also called a play. Its written text contains dialogues, and stage directions. This genre has further categories such as comedy, tragedy, and tragicomedy.
4. Prose is a type of written text which is different from poetry in that it has complete sentences organized into paragraphs. Unlike poetry, prose focuses on characters and plot, rather than focusing on sounds. It includes short stories and novels, while fiction and non-fiction are its sub genres. Prose is further categorized into essays, speeches, sermons, and interpretations.
5. Fiction has three categories that are, realistic, non-realistic, and semi-fiction. Usually, fiction work is not real and therefore, authors can use complex figurative language to touch readers'

concepts and skills developed in the lesson?

2. Have the class review the genre characteristics chart and then roll it up.
3. In class, have the students choose a partner and get together.
4. Tell them to take paper, pencil, and anything else they think they might need to do an assignment on genres. (They'll ask a ton of questions. Don't answer.)
5. Then explain that they are going to become genre sleuths.
6. With their partner, they are to write what they would consider a typical sentence showing a specific genre's characteristics.
7. They may make one up or use books they have with them. They may only use what they have with them.
8. They are to write both the sentence and the specific genre that it represents.
9. Challenge them to do as many as they can. Give them an appropriate amount of time.
10. When the time is up, they can "challenge" the class. Each group can read one of their sentences and the other students can try to guess what genre is being read.
11. Ask students to explain how they came to their answer. If they guess correctly, they are the next to read.
12. In a large class divide the group in half and have each half conduct the challenge within their half-group.

Guided Practice

Day 2/ Lesson 2: 30 Mins

1. Knowing that just discussions about the
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imaginations. Unlike poetry, it is more structured, follows proper grammatical pattern, and correct mechanics.

6. Non-fiction is a vast category that also has sub-genres; it could be creative like a personal essay, or factual, like a scientific paper. Sometimes, non-fiction may tell a story, like an autobiography, or sometimes it may convey information to readers.
7. Other examples of non-fiction include biographies, diaries, memoirs, journals, fantasies, mysteries, and romances.
8. To explain the function of genres, make the students understand that different genres have different roles. For example, fiction and dramatic genres help students and writers learn and improve their communication skills. A poetic genre, on the other hand, enhances imaginative and emotional power of the readers. Non-fictional texts and essays help readers develop analytical and persuasive capabilities. However, the major function of genre is to establish a code of behavior between the writers and audience, and keep the readers informed about the topics discussed or the themes presented.

topic is not enough, carry out this 'blind date' activity to know their level of knowledge in the topic.

2. Remove the title and author from a text.
 3. You can use a few paragraphs from a short story, an excerpt from a novel, or a portion of a nonfiction text.
 4. Tell the students you want them to get to know this excerpt, as if they were trying to learn about a potential girlfriend or boyfriend (it's just a fun analogy...you can leave this part out if you prefer).
 5. This practice activity encourages students to analyze the information available in the excerpt to determine possible genres that would apply.
 6. When selecting excerpts, make sure to choose texts that have obvious traits of a particular literary genre (ex. – aliens, fairies, morals, etc.).
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