

Genre Journeys 2

An independent reading program
exploring science fiction, mystery,
drama, and historical fiction

Also available: *Genre Journeys 1*, featuring fantasy, realistic fiction,
biography, and sports fiction.



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Special Thanks to:

Annette Thomas, Emily Rash, and their eighth grade students at Dallas Center–Grimes Middle School in Dallas Center, IA, for putting these materials to the test.

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10200 Jefferson Boulevard • Culver City, CA 90232
Phone: (800) 359-0961 • www.teachinteract.com
ISBN 978-1-56004-380-5

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Components

The *Genre Journeys* Package

The *Genre Journeys* package consists of this Teacher Guide, a set of Passports, and a set of Passport Stickers. This package includes everything you need to run the program, including reproducible genre activity cards, reproducible worksheets, assessment rubrics, and Book Circle materials. The Passports and Passport Stickers are tools to help you turn this learning experience into an exciting adventure for individual students or the whole class.

Genre Journeys 2 is organized as four separate chapters. Each chapter is a complete journey that explores one of the following genres—science fiction, mystery, drama, or historical fiction.

Each genre includes:

- An **Essay** introducing the genre
- A reading contract called a **Travel Itinerary**
- A **Recommended Reading List**
- A **Vocabulary List** of words related to the genre
- A set of reproducible **Activity Cards** for each of these four categories: **Vocabulary, Comprehension, Writing, and Challenge**
- Reproducible **Masters**

Essay — Each expedition begins with an **Essay** that introduces the genre by identifying basic terms, typical elements, and subgenres. The essay will help students get the most from their reading and prepare for the activities to follow. When new or challenging literary terms are introduced, they appear in boldface type and are accompanied by a definition in italics. This treatment of key words carries through all activities.

Travel Itinerary — The **Travel Itinerary** is the actual reading contract that you and each student will fill out together to begin any Genre Journey. Here you will document the student’s chosen book, vocabulary words, activities, and target dates. You and your student will sign this agreement.

Recommended Reading List — Each **Recommended Reading List** is divided into three reading levels. “Commuter” titles are a grade level or two below the program’s target grades (six through eight), and are chosen to engage reluctant or less-skilled readers. “Frequent Flyer” titles fall within the target grade range. Titles on the “Jet-Setter” lists are selected to challenge more advanced readers. Grade levels for each book are noted in the margin so you may omit them if you copy the lists for student use. You might direct students to appropriate lists or suggest other titles from among your own favorites.

Encourage students to move to the next reading level as they gain skill and confidence within a particular genre.

Each of the three reading level lists includes a variety of styles and subgenres; each combines perennial favorites with fresh new titles. When we include titles that are part of a series, we usually list the first book of the series. We hope students who enjoy these books will go on to read the entire series in sequence.

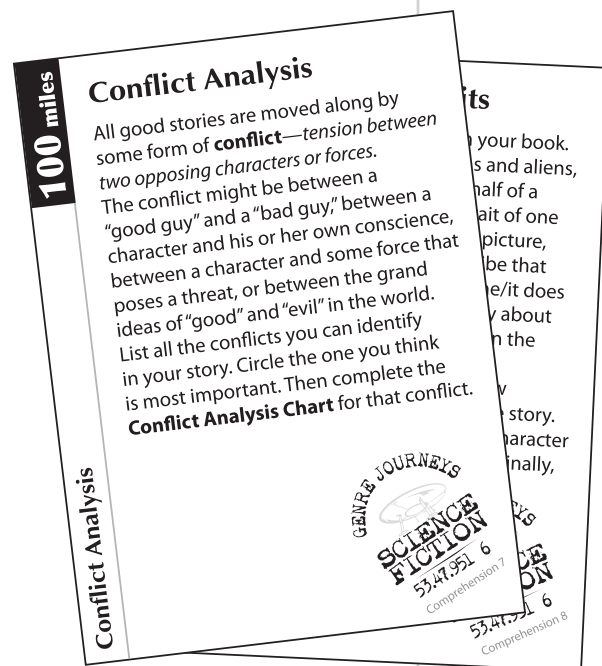
Some students will focus their reading within one genre. Help these students use their subjects of interest to make bridges into other genres. For example, a student who only reads contemporary mysteries might be convinced to try a science fiction book with an element of mystery, or a murder mystery written for the stage. We've made an effort to cross-pollinate the Recommended Reading Lists with titles that relate to other genres for just this reason. Look for links between genre lists as you guide students in their genre and title choices.

Each **Vocabulary List** contains 50 words that relate to the genre. We have included words that represent various parts of speech, which will help students when completing vocabulary-related activities. Some genres are very broad and offer endless vocabulary options. Feel free to add to or remove words from any vocabulary list. New words might relate to the genre or the particular books your students are reading.

Each genre features a set of reproducible **Activity Cards** in each of the four categories—Vocabulary, Comprehension, Writing, and Challenge. These activities accommodate a variety of learning styles and call on several of Gardner's Multiple Intelligences. Vocabulary Activities help students learn to define, spell, understand, and use new words associated with the genre. Comprehension Activities allow them to demonstrate understanding of their book's plot, setting, characters, and themes, structure and style. Writing Activities use ideas from students' reading to practice different kinds of writing. And Challenge Activities provide opportunities to extend ideas from the reading into creative expression, research, and cross-curricular applications. Starting points or sample responses are provided as needed. You may remove cards or use the blank cards provided to add your own activities to any category.

● Vocabulary List

● Activity Cards



Teaching tip



Adjust the number of travel miles based on rubric performance. Increase miles earned if the student exceeds expectations, and decrease miles earned if improvements are needed. Reassign or average miles for work that is redone or resubmitted. Consider awarding miles for good behavior or highlighting specific activities by assigning double miles.

Activity Cards are valued at 50, 100, 150, or 200 travel miles and are arranged in ascending order of difficulty, based on Bloom's Taxonomy, the particular combination and complexity of skills involved and the time required. You decide how many travel miles a student must earn to complete the expedition based on your educational goals and the time you want to spend. Adjust the total and amounts in each section as appropriate. You might allow students to choose any activities within any category as long as they reach the required total. Or you may require a particular number of travel miles per category. Use the same approach with all students or change your expectations based on student need or ability. For example, you could require a gifted student to complete more Challenge Activities while instructing a reluctant reader to focus more on vocabulary building or writing skills. Or you might require students to complete a certain number of activities per category to earn a Passport Sticker and ignore travel mile values altogether.

Masters

All documents that may be reproduced from this Teacher Guide are labeled as **Masters**, including the Essays, Travel Itineraries, Recommended Reading Lists, and Activity Cards. Most activities can be completed on regular notebook paper or require common classroom or craft materials. Some activities require students to use additional information, worksheets, or graphic organizers that are also provided as reproducible Masters. Master worksheets are located at the end of each genre chapter and are organized by activity card number (found in the lower right corner of each card.)

Answer Keys

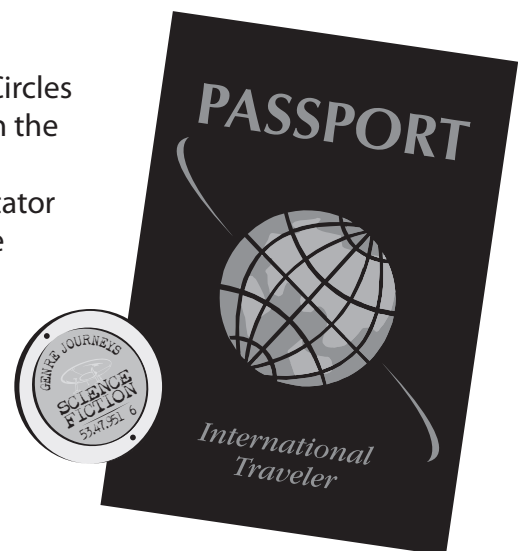
You will not find answer keys for the activities, as many call for responses to specific books and answers vary. Starting points, examples, or sample responses are provided as needed.

Book Circle Role Sheets

Students participating in the Book Circles option of *Genre Journeys* will take on the roles of Discussion Leader, Literary Analyst, and Connections Commentator for their groups. These sheets define those roles, aid preparation, and clarify expectations.

Passports and Passport Stickers

Students earn travel miles by completing activities. As they earn miles, they can add them up



on a page of their Passports. Once a Genre Journey is complete, you can give the student the appropriate Sticker for the Passport page. Earning and tracking miles will help motivate students to continue working toward their goals.

Travel Miles Chart

This chart allows you to add interest and motivation by tracking total travel miles earned collectively by all program participants toward whatever goal you choose to set. Enlarge the Master chart to create a wall-size display for your classroom.

Bookmarks

Each student will receive a bookmark that corresponds to the genre he or she is reading. Students may want to personalize their bookmarks with color or other decoration.

Lesson Plan

Gather all student travelers who are starting *Genre Journeys* for the first time so you can introduce the program and explain how it works. If you are introducing this program to only one student, combine the activities listed in Day One and Week One.

Day One

Introduce Genre Journeys to Participating Students

1. Introduce yourself as the Travel Advisor who is about to take student travelers on a learning adventure through the world of literature.
2. Explain the purpose of the program, your goals for the group, and your expectations for their performance.
3. Hand each student a file folder, which will become his or her travel dossier. Encourage students to personalize their dossiers with their names and any decorations they choose before their individual consultations. Explain that all journey-related papers must be kept in the dossier. This includes notes, worksheets, and projects the students create during their journeys.
4. Hand out Passports. Have students write their names on their Passports and explain their use. Show the Passport Stickers they will earn as they complete their journeys.
5. Introduce the genre you selected. If students are choosing their own, introduce each genre by highlighting a few key elements from each Essay. Encourage students to read one or more of the Essays and select a genre before their individual consultations.

If all students are being assigned to work with the same genre, hand out the Essay and Travel Itineraries as part of this introductory meeting. Inform students if they will receive travel miles for reading the Essays.

6. Explain how students will select and access their books. Show the Recommended Reading Lists and point out the area of the classroom where books are organized or tell students how they will get books from the library.
7. Explain the project file area, including the Activity Card file, the storage space for travel dossiers, and the area for oversized projects. Clarify how you want the dossiers organized (alphabetically by first or last name works well).
8. Explain how Activity Cards are organized and used. Show the box and explain how you want each student to use the cards, maintain the file, and record information about the activities they choose. Encourage students to look through the Activity Cards and list the activities they are interested in before their individual consultations.

9. Explain the presentation piece of the journey. Tell students they can choose to share a favorite activity or project or they can present a summary of their entire journey.
10. If you plan to include Book Circles as part of your contracts, explain how they work and assign students to their Book Circle groups.
12. Show a sample copy of the Travel Itinerary. Explain how you will work with each student to complete the form and how the form is used to track progress.
13. Clarify what resources students may use and how to access them. Be sure to cover use of the classroom (including classroom supplies and materials), school library, Internet, home, and/or public library.
14. If you plan to use the Travel Miles Chart to track progress toward a class total, explain its use and your target total.
15. Hand out the Activity Card, Presentation, Book Circle (if needed), and Journey Rubrics and explain how you will assess student performance.
16. Tell each student when you plan to hold individual consultations so he or she can prepare.

Week One

Individual Student Consultation, Complete the Travel Itinerary

1. Meet with each individual student to consult on book and activity selection, complete the Travel Itinerary, and answer questions.
2. Explain your goals for this particular student. Set the total travel miles the student must earn to complete his or her journey.
3. Discuss the student's chosen genre, reviewing key elements from the Essay. If the student is still undecided, help choose an appropriate genre based on your goals and the student's interests. Then provide the Essay and review the key elements.
4. Help the student choose an appropriate book within the genre. You might allow the student to choose any book from the Recommended Reading List, including any titles you have added, or steer the student to the appropriate reading level list. Provide the student with his or her book or plan a time for the student to retrieve the book from the library. Make sure the student will have access to the book throughout the journey.
5. Using the selected book and the Vocabulary List for the chosen genre, work with the student to pick 10 to 15 words that are new to the student and appropriate to his or her reading and comprehension levels.
6. Clarify how many miles you expect the student to earn per category and what types of activities you would like the student to work on.



Teaching tip

If participating students have already completed one or more journeys and are familiar with the process, provide the Recommended Reading Lists, access to books, and activity options for a new genre so each student can suggest what he or she wants to read and do.

Teaching tip

You might choose to adjust the number of travel miles awarded for activities, based on the skills of your student and the time available. You might choose to award miles for other completed tasks, such as reading the Essay, exceptional independent or cooperative work, or student initiative in creating original activities to include in the contract.



Teaching tip

Set up benchmark dates for each category of activities with students who have trouble taking initiative or budgeting time wisely.



7. Use the Activity Card files you created to review activity options. You may also need to refer to worksheets that accompany some activities, as they offer more detailed instructions. Together, choose activities from the four categories—Vocabulary, Comprehension, Writing, and Challenge—to accomplish your goals and meet student needs. Encourage the student to challenge him or herself by selecting a variety of activities. Make sure to select a combination of activities that meets or exceeds the required number of miles. The point value of each activity is shown on the Activity Card.
8. Record the activity categories, numbers, and point values on the Travel Itinerary. Activity categories and numbers appear in the lower right corner of each card.
9. Help the student identify and locate any worksheets and instruction pages that accompany the selected activities. Worksheet names appear in bold type on the Activity Cards.
10. Work with the student to fill in the remaining blanks on the Travel Itinerary. Detail the activities to be done and set a date for completing the contract. Be sure to record when the student may work on his or her activities, both inside and outside of school.
11. Have the student write down the directions for his or her chosen activities on index cards, on blank sheets of paper, or in a notebook, using the Activity Card Form as a guide. He or she may do this in advance or write down a new activity each time one is completed.
12. Clarify what resources the student may use—classroom, school library, Internet, home, and/or public library.
13. Remind the student to keep all journey-related papers in his or her travel dossier when not actively working on them, so papers don't get lost and you can check the file for progress from time to time.
14. Remind the student that as activities are finished and travel miles earned, he or she will track progress in his or her Passport until the journey is completed.
15. If you are using Book Circles, schedule the first meeting of each circle and assign page/chapter ranges and roles for that meeting.
16. Plan to meet with the student toward the end of the journey to discuss and schedule his or her presentation.

Ongoing Review and Final Evaluation

1. Encourage the student to work independently, but offer guidance as needed. Students using the program for the first time and not used to self-directed learning may need more support and guidance.

2. Start with weekly check-ins. Evaluate work as it is completed. Consider evaluating each category of activities separately, if you want to focus attention on both strengths and weaknesses. Provide feedback and suggestions for improvement as required.
3. Return unsatisfactory work to be redone. Because the Activity Card tasks and the concept of self-directed learning may be new, you might allow students to redo unsatisfactory work without penalty for the first few weeks.
4. If you're using the Travel Miles Chart, arrange to collect accumulated miles from students periodically and add them to the chart. Students can see their collective progress toward the group goal you set.
5. If you are using Book Circles, observe and guide meetings as needed.
6. Remind the student that he or she is required to present at least one completed activity to the class. Use the Presentation Rubric to guide the student about your expectations. Work with the student to schedule class time for the presentation. Provide coaching as needed.
7. On the Return/Completion Date recorded on the Travel Itinerary, conduct a final review and evaluation of the student's dossier using the Expedition Rubric.
8. When the student completes one Genre Journey, mark his or her Passport with the appropriate Passport Sticker. Encourage the student to begin another Genre Journey.

**Teaching tip**

When students complete their first Genre Journey, try motivating them by offering an additional 50 miles on their next contract for choosing a book from the next level reading list.

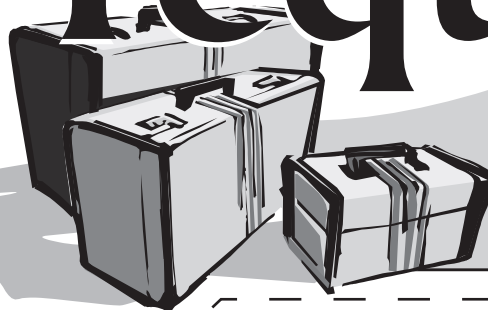
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Commuter



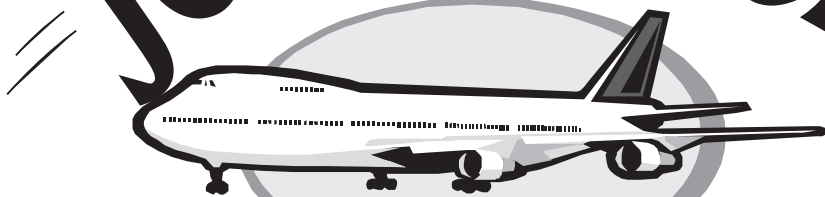
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Frequent
Flyer



cut

Jet-Setter



Activity Card Rubric

4 Exceeds Expectations – I did a great job!

- I have followed all the directions described on the Activity Card and have gone significantly beyond what was expected.
- My work is very neat and legible.
- I have very few, if any, errors in spelling or grammar.

3 Meets Expectations – I did a good job!

- I have followed all the directions described on the Activity Card and have done what was expected.
- My work is neat and legible.
- I have few, if any, errors in spelling or grammar.

2 Nearly There – Oops, not quite ready.

- I have completed almost all the directions described on the Activity Card, but I am missing some information.
- My work is almost always neat and legible.
- I have some errors in spelling or grammar to correct.

I need to finish or correct my work as soon as possible and resubmit it!

1 Incomplete – I must correct my work.

- I have not completed the directions on the Activity Card.
- My work could be much neater and more legible.
- I have made significant errors in spelling or grammar.

I need to talk with my teacher immediately to make a plan of action for improving my work!

REMINDER:

When completing activities, use examples from the book to support your answers whenever possible. Note the page number of each example in parentheses. If your book is a collection of stories, identify which story you use to answer each question.

Presentation Rubric

4 Exceeds Expectations – I did a great job!

- My presentation was very well organized.
- I clearly explained what I did and why.
- My voice was loud and very clear.
- I maintained eye contact with my audience.
- Any visual aids I used added interest and clarity to my presentation.

3 Meets Expectations – I did a good job!

- My presentation was organized.
- I explained my work so others could understand the most important points.
- My voice was loud and clear.
- I made eye contact with my audience from time to time.
- Any visual aids I used added clarity to my presentation.

2 Nearly There – Oops, I forgot something!

- My presentation was somewhat organized.
- I explained my work so others could understand a few of the most important points. My explanation was difficult to understand at times.
- My voice was sometimes difficult to hear or understand.
- I made eye contact with my audience a few times.
- Any visual aids I used added clarity to my presentation.

1 Ineffective – Next time I will prepare and practice more.

- My presentation was disorganized and difficult to understand.
- My audience could not understand my presentation.
- My voice was difficult to hear.
- I made little or no eye contact with my audience.
- Any visual aids I used were ineffective or were distracting.

Journey Completion Rubric

4 Exceeds Expectations – I had a successful journey!

- I earned more than the required number of travel miles within the time specified.
- I worked on my projects and asked questions during appropriate times. My efficient use of time is evident in the quality and quantity of my work.
- I understood and followed written and verbal instructions. I worked independently and required little guidance.
- I worked quietly and courteously. I offered assistance to others appropriately.
- Overall, my work exceeded expectations for creativity, organization, and completeness.

3 Meets Expectations – I was responsible for my journey.

- I earned the required number of travel miles within the time specified.
- I worked on my projects and asked questions during appropriate times. I used my time efficiently most of the time.
- I followed written and verbal instructions. I worked independently and asked questions from time to time when needed.
- I worked quietly and was courteous of others.
- Overall, my work was neat, organized, and complete.

2 Inconsistent – My journey had ups and downs.

- I earned the required number of travel miles.
- I usually worked on projects and asked questions during appropriate times.
- I worked independently most of the time. I sometimes did not follow instructions, stay on task, or ask for help when needed.
- I worked quietly and courteously most of the time. I need to work more quietly and courteously at times.
- Some of my projects were not as neat and organized as they could have been. I usually remembered to keep my materials in the dossier. Some of my work was hard to find or understand.

1 Unsatisfactory – My work was unsatisfactory or incomplete.

- I did not earn the required number of travel miles in the time specified.
- I did not complete enough projects or my work was incomplete, difficult to follow, or late, resulting in fewer miles being awarded.
- I did not use my project time wisely. I often had to be reminded about when to work on my projects.
- I did not work independently, nor ask for help when needed.
- I disrupted others when I should have been working quietly and courteously.
- My dossier was frequently messy and unorganized. I regularly forgot to keep my materials in the dossier.

Book Circle Rubric

4 Exceeds Expectations – I did a great job!

- I completed all Book Circle assignments completely and on time.
- I participated in meetings with interest and enthusiasm, sharing thoughts and learning from others.
- I prepared carefully for group roles and demonstrated creativity, thought, and courtesy in carrying them out.
- My Reading Journal pre-meeting work demonstrated interest, understanding, and insight.
- My Reading Journal post-meeting work showed evidence of fair assessment and openness to learning from group interaction.

3 Meets Expectations – I did a good job!

- I completed all Book Circle assignments completely and on time.
- I participated in meetings with interest, sharing thoughts and listening to others.
- I prepared adequately for group roles and demonstrated courtesy in carrying them out.
- My Reading Journal pre-meeting work demonstrated interest and understanding.
- My Reading Journal post-meeting work showed evidence of fair assessment.

2 Inconsistent – Oops, not quite ready.

- I completed most Book Circle assignments adequately and on time.
- I showed some interest in meetings, occasionally sharing ideas.
- My preparation for group roles was minimal or inconsistent; I offered the group little to stimulate discussion and learning.
- My Reading Journal pre-meeting work was inconsistent or superficial.
- My Reading Journal post-meeting work showed little evidence of thought or openness to learning from group interaction.

1 Unsatisfactory – My work was unsatisfactory or incomplete.

- I did not complete Book Circle assignments adequately and on time.
- I disrupted meetings, showed little interest, and rarely contributed.
- I failed to prepare adequately for group roles; group discussion and learning lagged as a result.
- My Reading Journal pre-meeting work was incomplete or superficial.
- My Reading Journal post-meeting work showed little or no evidence of thought or openness to learning from group interaction.

Book Circles Overview

Book Circles allow students reading the same book, or students reading different books within the same genre, to explore literature through group discussion, analysis, and journal writing. Students will take on the roles of Discussion Leader, Literary Analyst, and Connections Commentator for their group, changing roles at each meeting.

Three to six students will make up each Book Circle. Students are grouped by the Travel Advisor according to the book or genre they are reading. The groups will meet for 30 minutes at least four times. At each meeting, student members will lead discussion based on the agenda provided on the Role Sheets, point out literary elements or devices used in their books, explore connections between their reading and the real world, and plan for their next meeting. The Travel Advisor will be on hand to check in on the meetings from time to time but will not take part in the discussion.

Between meetings, students will keep journals that include these entries:

- A short summary of the assigned reading
- Questions or thoughts about the assigned reading
- Predictions about what might happen next in the story
- Preparation for assigned roles at the next meeting
- Evaluation of the last meeting (Did discussion add to my understanding of the book? Why or why not? How did I contribute to group discussion?)

The Role Sheets detail the tasks of the Discussion Leader, Literary Analyst, and Connections Commentator.

Book Circle Roles

Option 1 – Students Reading the Same Book

Discussion Leader

- Prepare at least four open-ended discussion questions in advance, based on the reading for that meeting (the genre Essay may help you get started).
- Chair the meeting. Lead the group through the agenda below, calling on members in turn and keeping discussion on time and on task.

Literary Analyst

- Choose in advance a short passage from the reading that demonstrates a literary device or other style element used in the genre (see the genre Essay for examples of literary devices and style elements to explore).
- Read the passage aloud at the meeting.
- Explain your choice and evaluate the author's effectiveness at using that literary device or style element.

Connections Commentator

- Find in advance examples in the reading of connections between a character, setting, plot development, or theme and things happening in the world today.
- Share and explain your choices, relating elements from the reading to the world today.

Book Circle Meeting Agenda:

1. Literary Analyst reads selected passage, explains choice, and evaluates author's effectiveness. **(5 minutes)**
2. Connections Commentator shares examples from the text and makes connections to the wider world. **(5 minutes)**
3. Discussion Leader poses discussion questions. **(10 minutes)**
4. Group shares journal predictions. **(3 minutes)**
5. Group chooses page/chapter range and roles for next meeting. **(2 minutes)**