

My Reading & Writing Journal

Name: …………………………………………

Grade 2

Section: ……………………………

Term: ……………………………

Dear Parents/Guardian

This reading and writing journal has been created to support your child develop Literacy skills at home. All activities support the ADEC 2011-2012 English Literacy Learning Outcomes. This journal is meant to be a tool that will help your child engage in text talk discussions and literacy skill practice, while developing a lifelong habit of nightly reading.

The Journal contains three parts, *My Reading and Writing Journal, My Reading Log* and *My Calendar of Fun Literacy Activities*. All activities are designed for you and your child to complete together. Your child is free to choose the various activities in any order. The activities are child centered, fun and enjoyable. When your child is engaged in reading, be sure to ask questions about the book while encouraging your child to express their thoughts and feelings about what is going on in the story. After reading a book with your child each night, help them choose an activity in their Reading and Writing Journal. The monthly calendar activities are additional activities that you may do with your child as you ride in the car, go for walks in the neighborhood, go to the mall or have extra time while at home.

**DIRECTIONS**

*My Reading Log—*Allow your child to choose a book each night to read. You may read the book to your child, your child may read to you or you may read the book together. Ask your child questions about the book before, during and after reading. For a list of sample questions, see *Questions to Ask Your Child While Reading* located on page 4 of this journal. When you both have finished reading the story, complete the Reading Log by writing the date, the title of the book and your signature. Remember to ask your child if they liked the book and ask them to color in either a smiley face ☺ (liked the book), a straight face 😐 (not sure or neutral) or sad face ☹ (did not like the book).

*My Reading and Writing Journal*—After reading a story with your child, allow them to choose an activity in the *My Reading and Writing Journal.* The activities are directly aligned to the ADEC 2011-2012 English Literacy Learning Outcomes addressing the Strands of Reading, Writing, Talking & Listening and Codes of the English Literacy Outcomes. Children may respond to many of the activities orally. A written response may not be required. It is not necessary that children spell correctly and is highly recommended that children use “invented spelling” while attempting to write. However, they may wish to respond by drawing a picture or attempting to write marks, letters or words. Remind your child to write the date and to evaluate their level of understanding by choosing either a smiley face ☺ (I have done a great job and I understand the activity), a neutral face 😐 (I did a good job, but I need to practice this activity more) or a sad face ☹ (I did not understand and I need to ask my teacher).

*My Calendar of Fun Literacy Activities—*The calendar is meant to provide a way for you and your child to learn in everyday activities.

**Questions to Ask Your Child While Reading**

**Questions to ask before you read:**

* Looking at the title, cover and illustrations, what do you think will happen in this book?
* What makes you think that?
* What characters do you think might be in our story?
* Do you think there will be a problem in this story? Why or why not?
* What do you already know about the topic of this book?
* Does the topic/story relate to you or your family? How?
* Do you think it will be like another book you’ve read? If so, how will it be similar?

**Questions to ask during the reading**

* What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc)
* What do you predict will happen next?
* How do you think the story will end?
* Can you predict how the story will end?
* Why do you think the character did \_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What would you have done if you were the character?
* How would you have felt if you were the character?
* As I read\_\_\_\_\_\_\_\_\_\_, it made me picture\_\_\_\_\_\_\_\_\_\_\_\_in my head. What pictures do you see in your head?
* What are you wondering about as you read? What questions do you have?
* Can you put what you’ve just read in your own words?
* Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?

**Questions to ask after reading**

* Can you remember the title?
* Why is the title good for this story? If you had to give it a different title, what would you name it?
* Were your predictions about the story correct?
* If there was a problem, did it get solved?
* What happened because of the problem?
* Did any of the characters change in the story? Who changed and how did they change?
* Why do you think the author wrote this book? If you could ask the author a question, what would you ask them?
* What was your favorite part of the story?
* If you could change one thing in the story, what would it be?
* Did you like this book?

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| --- | --- | --- | --- |
| **Date** | **Book Title** | **Did I like the book?** | **Parent Signature** |
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|  |  | **☺ 😐 ☹** |  |

## My Reading and Writing Journal Activities

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| I can ………………. | Tick | | | | | | | | | | | | | | | | |
| 1. read words in the story. \* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identify details in the story. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. sound out words. \* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. look at pictures and explain their meaning in the story. \* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. identify question marks, exclamation marks and/or speech bubbles and explain why they are in the story. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Activity | Tick | | | | | | | | Signature |
| 1. Before reading the book, try to predict what will happen in the story. Write or draw your prediction and compare to the events in the story. \*use with p. 22 |  |  |  |  |  |  |  |  |  |
| 1. Does the story relate to another book that you have read?. |  |  |  |  |  |  |  |  |  |
| 1. What happened in the beginning of the story? The middle? The end? \*use with p. 18 |  |  |  |  |  |  |  |  |  |
| 1. Write / draw a different ending to the story. |  |  |  |  |  |  |  |  |  |
| 1. Does the topic of this book remind you of another book that you have read? \*use with p. 21 |  |  |  |  |  |  |  |  |  |
| 1. Choose a character in the story. Do you agree with their actions? Explain your opinion. \*use with p. 19 |  |  |  |  |  |  |  |  |  |
| 1. What is your favorite part of the story? |  |  |  |  |  |  |  |  |  |
| 1. Think of another ending to the story. Write and draw your new ending. \*use with p. 23 |  |  |  |  |  |  |  |  |  |
| 1. Does the story topic relate to your life? Why or why not? |  |  |  |  |  |  |  |  |  |

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Name of Character

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Title

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What does this person look like? What does this person say or do?**

**How do you feel about this character?**

**Draw your favorite part of the story:**

**Before reading the story, try to predict what will happen…**

**Where your predictions correct?**

**What happened differently? Who did it happen to? Was the problem solved?**

My Name

Name of Character

Things about me:

Things about my character:

**High Frequency Words that I Know**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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**Reading Self Assessment**

|  |  |  |
| --- | --- | --- |
| **Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **1.** | **I read the story carefull.** | ☺ 😐 ☹ |
| **2.** | **I used the pictures to help me remember the important parts of the story.** | ☺ 😐 ☹ |
| **3.** | **I talked about the story with someone.** | ☺ 😐 ☹ |
| **4.** | **I asked myself questions while I read the book.** | ☺ 😐 ☹ |
| **5.** | **I learned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | |
| **6.** | **My favorite part was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | |

**Prediction Circles**

**Character Setting**

**Plot**

**Vocabulary Web**

definition synonym

word(s)

sentence antonym

Character Map

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Story Matrix Grid

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title / Author | Setting | Characters | Problem | Solution |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Five W’s Story Map

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Who?  [http://t2.gstatic.com/images?q=tbn:ANd9GcQC-jOhBsozGtYgd731Frcu7zPu2-SrDV31F-FLIho66nzZj2hcBsIlSC0](http://www.google.ae/imgres?imgurl=http://www.istockphoto.com/file_thumbview_approve/2267236/2/istockphoto_2267236-cartoon-kids.jpg&imgrefurl=http://www.istockphoto.com/stock-illustration-2267236-cartoon-kids.php&usg=__T6tS7I2Ir6ctvePH1c8ebUKgI7s=&h=268&w=380&sz=43&hl=en&start=20&sig2=aYSRv_PydTgoCJ5lf8NuOQ&zoom=1&um=1&itbs=1&tbnid=GqH2jXXC5fh9FM:&tbnh=87&tbnw=123&prev=/search?q=cartoon+kids&start=18&um=1&hl=en&sa=N&biw=1419&bih=731&ndsp=18&tbm=isch&ei=k6ceToKsKYT4rQfxhqCDAg) |  |  |
| What?  [http://t3.gstatic.com/images?q=tbn:ANd9GcQYGVmrOwiU9wE8enxtlRaTgwIurBsJeNuKn2Se8Rmi02CEZgyKNYbzb-A](http://www.google.ae/imgres?imgurl=http://www.cilip.org.uk/get-involved/special-interest-groups/multimedia/PublishingImages/Documentsminutes01.jpg&imgrefurl=http://www.cilip.org.uk/get-involved/special-interest-groups/multimedia/pages/mmit-documents.aspx&usg=__r7EfuGSOQy0NSM90SgGCFgMoT74=&h=185&w=200&sz=43&hl=en&start=2&sig2=xQJUI5DKFed9azNycqxEag&zoom=1&um=1&itbs=1&tbnid=VqP3cvDEW8YL0M:&tbnh=96&tbnw=104&prev=/search?q=cartoon+notebook&um=1&hl=en&biw=1419&bih=731&tbm=isch&ei=qaceTp_6GcjyrQe3ysHMCQ) |  |  |
| When?  [http://t3.gstatic.com/images?q=tbn:ANd9GcRWZT9JmPrdrH-kkp4YlVyQEo-NJ4e11jVMOEgn680Vf-TCs0-RLV0dXvs](http://www.google.ae/imgres?imgurl=http://www.schools.pinellas.k12.fl.us/gallery/cartoon/clock.gif&imgrefurl=http://www.schools.pinellas.k12.fl.us/gallery/cartoon/Page0003.html&usg=__r1JzGTd1T0bckPJaCLMnqkROiqE=&h=220&w=200&sz=5&hl=en&start=5&sig2=bpfET_5wh5ajpoBjocLMPw&zoom=1&um=1&itbs=1&tbnid=TWQv_2B30JvTdM:&tbnh=107&tbnw=97&prev=/search?q=cartoon+clock&um=1&hl=en&biw=1419&bih=731&tbm=isch&ei=v6ceTt-3BM3KrAfahb2RAg) |  |  |
| Where?  [http://t3.gstatic.com/images?q=tbn:ANd9GcQ-RUWWBDwdNKAo9YCKhiRudkJ9PwZik6_azJ9-SxUsoKfOk2MS7K0dM5M](http://www.google.ae/imgres?imgurl=http://www.bentleythedog.com/media/Images/Map%20Cartoon.jpg&imgrefurl=http://www.bentleythedog.com/games.php&usg=__A4i8yQyiTzhYB7t28EkD6vyzEd0=&h=426&w=550&sz=81&hl=en&start=10&sig2=58Nt4JM9txdOeUaiZYmfKw&zoom=1&um=1&itbs=1&tbnid=DRRLGyvZBstqHM:&tbnh=103&tbnw=133&prev=/search?q=cartoon+map&um=1&hl=en&biw=1419&bih=731&tbm=isch&ei=0aceTrnIFYTQrQfS9YSXAg) |  |  |
| Why?  [http://t0.gstatic.com/images?q=tbn:ANd9GcRRp7omcsQrS3Hie3ZuBzBq_bT--mJMonFt6qkedq1a9biGM8Ztr-adFrw](http://www.google.ae/imgres?imgurl=http://image.shutterstock.com/display_pic_with_logo/128092/128092,1203026241,2/stock-vector-vector-cartoon-detective-9443695.jpg&imgrefurl=http://www.shutterstock.com/pic-9443695/stock-vector-vector-cartoon-detective.html&usg=__WmaCmL9yBIEa0OReBpovJbl9SXI=&h=470&w=450&sz=43&hl=en&start=17&sig2=QvufZshWdjCfjoAWZNIm-w&zoom=1&um=1&itbs=1&tbnid=VPuoWq6-NOJn_M:&tbnh=129&tbnw=124&prev=/search?q=cartoon+detective&um=1&hl=en&sa=G&biw=1419&bih=731&tbm=isch&ei=_qceTqCtIo6nrAemnoGpAg) |  |  |

Book Me

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
|  |  |  | Read a book with your child. Ask them to draw/write about their favorite event in the story. | Plan a dinner menu together. Write a shopping list. Make table place cards for your guests. |
| Set up a reading corner in your house. Choose a quiet area, place pillows, a rug, books, paper and writing materials. | Create a reading bag to keep in the car. Allow your child to write their name on the bag and fill it with books, a notebook and pencils to use on long car rides. | Write out pairs of opposites on bits of paper and get your kids to match them up**.** | Take a trip to the library or mall bookstore. Help your child choose a book. Look for interesting words in the book and discuss their meaning. | Include kids in your conversations with other adults by using words they can mostly understand. Then they will be able to learn any new ones by getting the meaning from the surrounding sentence |
| Share what you are reading with your child. Show them the book/magazine. Discuss a few important points in your reading material that is interesting. Show your child an interesting word and discuss its meaning. | Read a book with your child. Discuss the problem in the book and think of an alternate ending to the story. | Send an email to a family member. Help your child script the message and use the spell check before sending. | Ask your child interesting words that they have learned. Write them down as you discuss them. | Open a dictionary and pick a word they probably know. See if they can guess the word by reading them the definition. Help them understand that some words have several meanings, like 'watch.' |
| As you go grocery shopping, think of rhyming word for each item that you place in the basket. | While watching TV, turn on the subtitles and mute the volume. Take turns reading the subtitles aloud. | Visit the library or bookstore. Find both fiction and nonfiction books. Discuss the differences. | Read a book aloud to your child. Ask them to write down three things they remember that happened in the story. | Go for a walk with your child. Find an object outside. Ask your child to think of as many words possible that rhyme. Ex, ball-tall, call, fall. |
| While at home, play I Spy. Say, “I spy something that begins with the letter /t/. What is it?” Take turns playing the game. | Read a book together. Ask your child questions from *Questions to Ask Your Child While Reading* in their *Reading & Writing Journal*. | Find a poem to read together. Discuss the lyrical nature of the language. Talk about the moral or values that the poem is expressing. | Rule for the day—Parents choose the TV show today and your child must write about it later. | Think of 5 books that you have read this month. Write down the titles and discuss why you like them so much. |