

My Reading & Writing Journal

Name: …………………………………………

Grade 3

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. Your child may read the book independently, 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 your child reads a story, 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 and Writing. Children will respond to the activities with a writing response and may wish to add a drawing. However, some activities can be completed orally. 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** | **Fiction or**  **Non Fiction?** | **Did I like the book?** | **Parent Signature** |
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## My Reading and Writing Journal Activities

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| Today I can………………. | Tick | | | | | | | | | | | | | | | | |
| 1. read the book independently. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. read both fiction and non-fiction books. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. sound out words that I do not know. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. ask myself questions while reading in order to understand the story. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. used voice expressions while reading stories. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Activity | Tick | | | | | | | | Signature |
| 1. Choose your favorite illustration and explain its meaning in relation to the story. |  |  |  |  |  |  |  |  |  |
| 1. What happened in the beginning of the story? the middle? the end? |  |  |  |  |  |  |  |  |  |
| 1. Think about a character in the story. What happened to them? Discuss what they did in the story and how it affected the conclusion. |  |  |  |  |  |  |  |  |  |
| 1. Choose a character that you like in the story. What happened in the story to make you feel this way? |  |  |  |  |  |  |  |  |  |
| 1. What is the moral of the story? |  |  |  |  |  |  |  |  |  |
| 1. Make up a different ending to the story. |  |  |  |  |  |  |  |  |  |
| 1. Do you like the title of the book? Choose a different title that you think would be appropriate to its theme. |  |  |  |  |  |  |  |  |  |
| 1. If you could change one thing in the story, what would it be? |  |  |  |  |  |  |  |  |  |
| 1. Think of a new ending to the story. Write / draw your knew ending. |  |  |  |  |  |  |  |  |  |
| 1. Does the story topic relate to your life? Why or why not. |  |  |  |  |  |  |  |  |  |

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## My Reading and Writing Journal Activity Sheet

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## My Reading and Writing Journal Activity Sheet

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## My Reading and Writing Journal Activity Sheet

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When? Who? Where?

**What happened?**

***First… Then… Next…***

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:**

**Questions that I ask myself while reading…**

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

**Can you think of something that happened in the story that has happened to you?**

**What is similar? What is different?**

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) |  |  |

**Text to Text Comparison**

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| Play reading tag by choosing a book with many words that your  child knows. Each time you want your child to read a word, tap  him or her on the shoulder. | Bring along a children’s tape recorder, microphone and some favorite books on tape. Your child can read along to the tape, or record his or her own story on a blank tape. | List as many words as you can think of that end or begin in the same way (pre fix or suffix) or are made up of two words (compound words). Use your imagination! | After reading a story or book with your child, just ask a few simple questions: Which character is most like you? How? Which character is least like you? How? What happens in the story that you wish could happen to you? Why? | Clip out interesting news story and cut the paragraphs apart. Ask your child to read the paragraphs and put them in order. |
| Have kids “paint” word families or sentences with water on a hot sidewalk, and watch it disappear! Guess how long it takes for their words to evaporate, and then time it. Record all guesses and results | What kind of conversations can you start from the TV shows  you are watching? For instance, ask “Why are those people in the program so unkind to each other?” Or ask your child how he would have written the end to the story. | Write to TDIC for brochures about places you plan to visit this summer. Not going anywhere special? Get brochures from UAE to see what you can explore close to home! | Go to [www.englishraven.com](http://www.englishraven.com) and choose an activity to do together. | Go outside together. Look up at the sky and describe the shape of the clouds. |
| Visit a library or bookstore together. Find interesting books, various text types, fiction and non fiction and famous authors that you’re familiar with. Compare the books and choose one or two to take home. | Write your child a note and leave it in their room. Be sure to ask them questions so they will write you back. | Take a family pledge to not watch TV for a week. Record different activities that the family completed separately and together; books read, letters written and other activities instead of TV. At the end of the week have a celebration! | Read a book together. Discuss the problem in the story and think of an alternate ending. | Post a large sheet of paper in the kitchen. Whenever your child hears a compound word have them write it down. |
| When you walk outside take an empty box to collect things. Take paper, pencils and crayons and draw pictures or write descriptions of the items. Discuss how these things are the same; and different. | Play What Goes Together. Say a noun (flower) and ask your child to write 3 words that go with it, eg., pretty, smelly, tiny, blue. | Make a plan for your weekend together. Write down places you’d like to visit or see. Write a schedule and jot down the places on a map. | Keep a notebook in the car. While driving be on the lookout for story ideas at the places you visit. You might write down interesting topics in books, favorite parts of a song or things you see along the road. | Keep joke or riddle books handy in the car. When running errands, pull the  book out and ask your child to ask you some riddles or tell you some jokes. |
| Visit a library or bookstore together. Find interesting books, various text types, fiction and non fiction and famous authors that you’re familiar with. Compare the books and choose one or two to take home. | Write your child a note and leave it in their room. Be sure to ask them questions so they will write you back. | Take a family pledge to not watch TV for a week. Record different activities that the family completed separately and together; books read, letters written and other activities instead of TV. At the end of the week have a celebration! | Share what you are reading with your child. Show them the book, discuss a few important points in your reading material that is interesting. | Plan a family dinner together. Write a menu, shopping list and invitations to family members. Create table place cards for your guests. |