

This product assists teachers and students with retell, literacy, comprehension, retention, reading for meaning, discussion groups, clarification, main idea, cause and effect, written response, vocabulary, character development, and reading logs.

My literature log can be used in all elementary and junior high reading classes. Each page consists of four parts:

1. A small section in which to record the story/chapter's title, the date it was read, and the number of pages read on that day.
2. A small section in which students can record up to four vocabulary words they can add to a personal dictionary. Teachers can use these words or combine them with words selected by other students for vocabulary building or phonics lessons.
3. This section allows students to record their reactions to events or characters in the story. They do so by copying and completing sentence starters such as "I was confused by . . .", "I liked the way . . .", and "I wonder why . . .". Teachers can use these statements to inform one-to-one reading conferences, organize discussion groups, or plan mini-lessons as part of a readers' workshop.
4. The final activity requires students to select and write complete sentence/paragraph responses to a particular question about the story. These questions involve such story elements as character comparisons, summarizing the plot, describing the setting, and predicting future events, among others. While these responses can be self contained assessments of a student's comprehension, they can also be used by the teacher to plan instruction in the same way that the reaction statements in section 3 were used.

My literature log is an open ended teaching device that can be used with any book above an emergent reading level. The number of pages provided in the log is at the teacher's discretion. Students can complete one log and independently start a new one. Logs can also be designed to match the number of chapters in a book or the number of days students are given to finish reading it. Once students understand how to use the log, repetitive directions are unnecessary, saving that time for instruction.

It can be useful to to arrange the pages so that the "instruction page" faces the page where the writing is to be done. Pages should be run back to back to make this possible. A front cover is available as part of this download. A piece of construction paper or oak tag can serve as a back cover. Logs can be bound in any number of ways, or individual pages can be three hole punched and inserted into a student's existing notebook. This literature log is designed to give the instructor maximum flexibility while assuring the student an optimal learning experience. Enjoy!

#### AFTER READING:

1. Write your story's/chapter's number or title, today's date, and the numbers of the pages you read today.

2. Write down 4 words that you would like to remember from the story. Circle the words that are new to you.

3. Write 3 reaction statements. Choose any 3 of these sentence starters and copy them. Then complete each sentence with your thoughts about the story.

- \* *The best part was . . .* \**The worst part was . . .* \**I wonder why . . .*
- \* *I liked the way . . .* \**If I were in this story . . .* \**The ending was . . .*
- \**I was confused by . . .* \**I was surprised when . . .* \**I felt sad when . . .*
- \**This book reminded me of . . .* \**I loved the way the author . . .*
- \**The funniest part was when . . .* \**I thought the ending was . . .*

4. Complete any one of these activities using complete sentences:

- \* *Does anyone in this story remind you of someone you know? Tell how they are ALIKE and/or DIFFERENT.*
- \**Retell the story/chapter in 5 complete sentences.*
- \**What is the story/chapter's problem? How did it start?*
- \**Describe the main character of the story. How does he/she look, act, feel, and treat other people? What is important to him/her?*
- \* *Describe the chapter's/story's setting. Where/when did it happen?*
- \* *Write 5 TRUE or FALSE statements that someone who also read this story/chapter would be able to answer.*
- \**Write a letter to one of the main characters giving him or her advice about how to solve a problem they have.*
- \* *Write 3 complete sentences that tell what you think will happen next.*
- \* *Choose 2 different characters. Write 2 complete sentences telling how they are alike. Then write 2 complete sentences telling how they are different.*
- \* *List the 5 most important things that happened in the correct order.*