

# Home Reading Log

Name \_\_\_\_\_

Week of \_\_\_\_\_

Weekend	Title _____ Pages _____ Summary _____ _____ _____	Reading Minutes _____
		Parent Signature _____
Monday	Title _____ Pages _____ Summary _____ _____ _____	Reading Minutes _____
		Parent Signature _____
Tuesday	Title _____ Pages _____ Summary _____ _____ _____	Reading Minutes _____
		Parent Signature _____
Wednesday	Title _____ Pages _____ Summary _____ _____ _____	Reading Minutes _____
		Parent Signature _____
Thursday	Title _____ Pages _____ Summary _____ _____ _____	Reading Minutes _____
		Parent Signature _____

Total Minutes Reading (Must be at least 2 1/2 hours or 150 minutes) \_\_\_\_\_





## Reading Response Journal



Please make sure your name and date are at the top of each response page.

**Monday**- Using somebody, wanted, but, so, then summarize what you read.

**Tuesday**-Read a non-fiction text. Identify the main idea and three key details.

**Wednesday**- Identify at least three unfamiliar words from your reading. Use context clues to guess each word's meaning.

**Thursday**-Good readers ask questions when reading. Write a question you have at the beginning, middle, or end of your reading.

**Friday**-Predict what may happen next in your story.

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## Reading Response Journal



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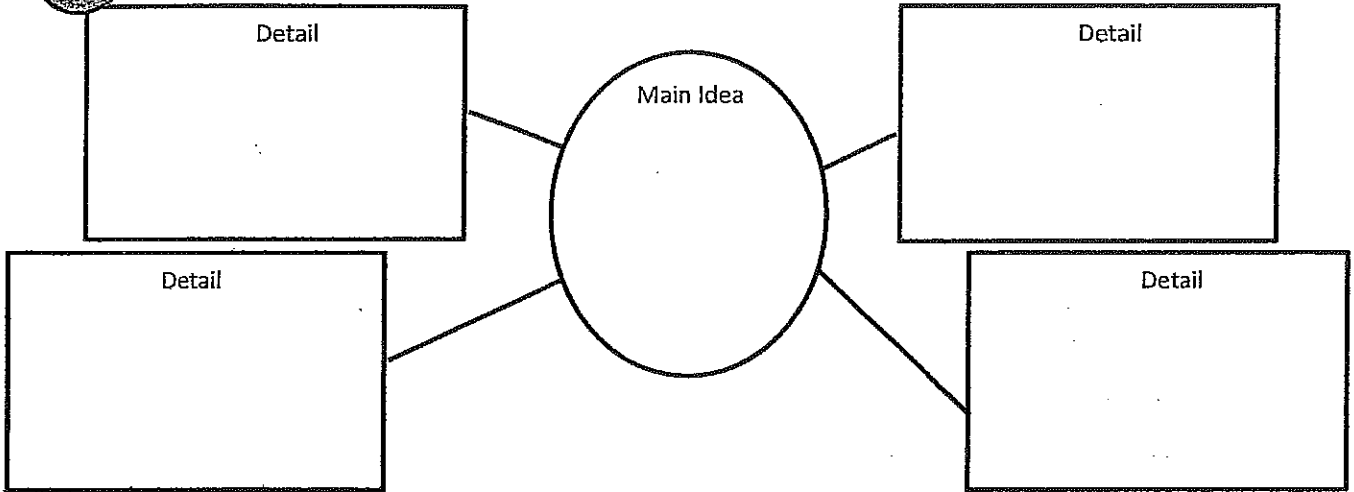
**Thursday**-Good readers ask questions when reading. Write a question you have at the beginning, middle, or end of your reading.

**Friday**-Predict what may happen next in your story.

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Read the article and then fill out the main idea and details web below.  
Add more details if needed!



Name: \_\_\_\_\_

1

Before you read the wonder of the day, list what you already know about the topic.

**Wonderopolis!**  
**Wonder of the Day #:** \_\_\_\_\_  
**Wonder of the Day Question:** \_\_\_\_\_

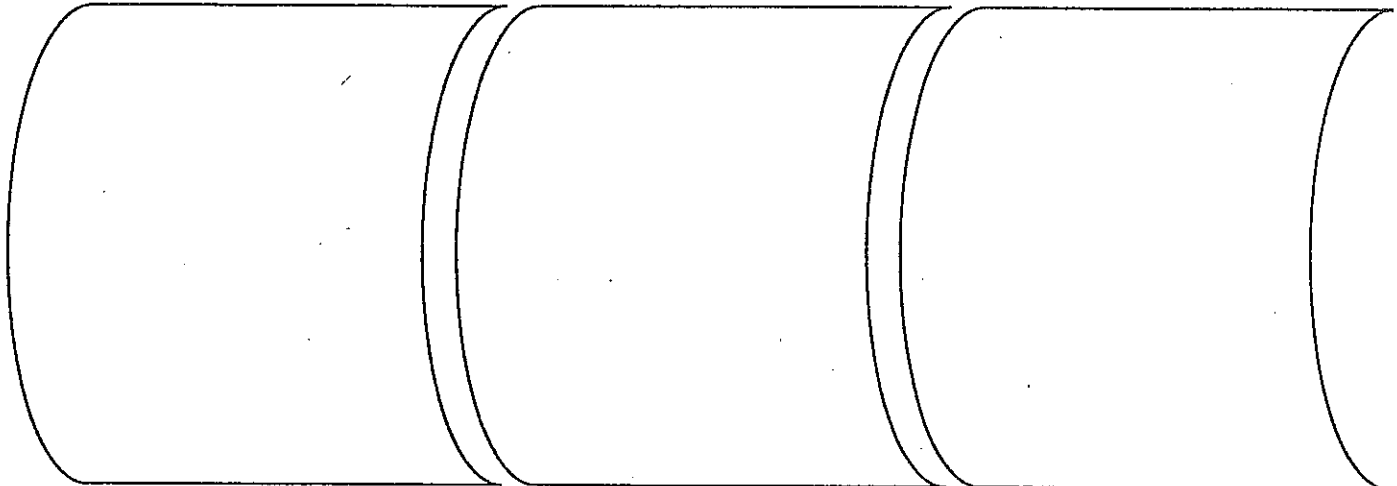
2

Click on the "wonder words" tab. Choose three unfamiliar words and list them below. Write the meanings when you read about them.

}	Meaning:	}	Word:	}
}	Meaning:	}	Word:	}
}	Meaning:	}	Word:	}

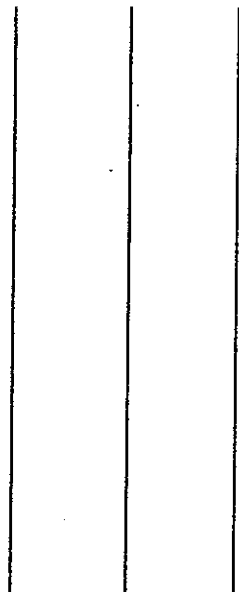
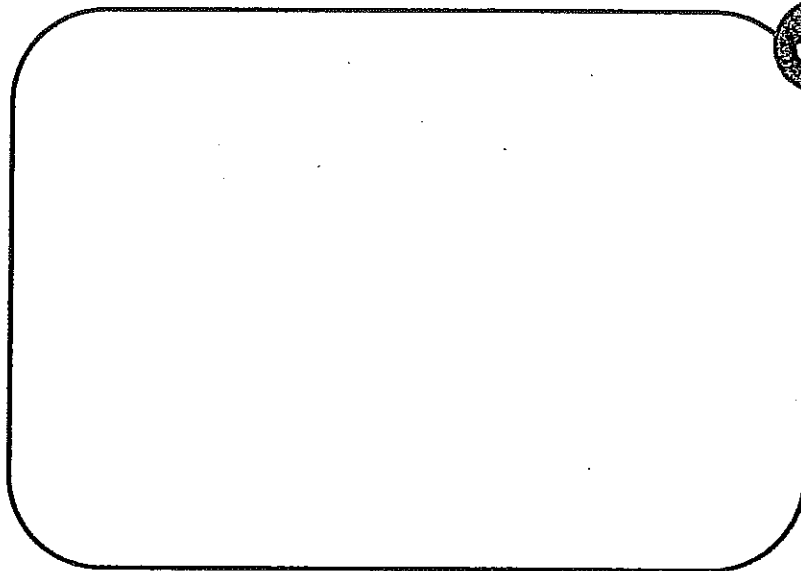
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Now that you have read the article, explain three new things you learned. Use complete sentences and try to use "wonder words".



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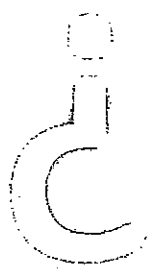
Use the box to create a drawing or diagram for the Wonder of the Day. Write a caption on the lines below.

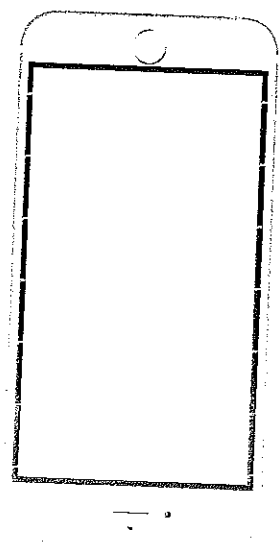
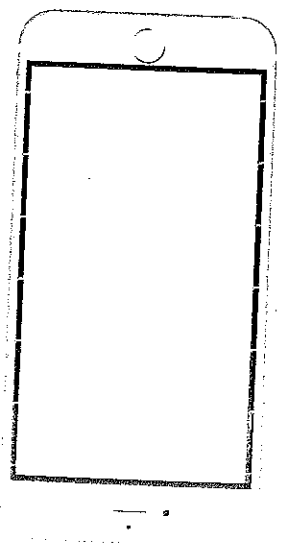
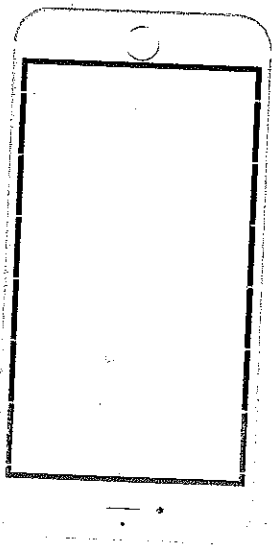
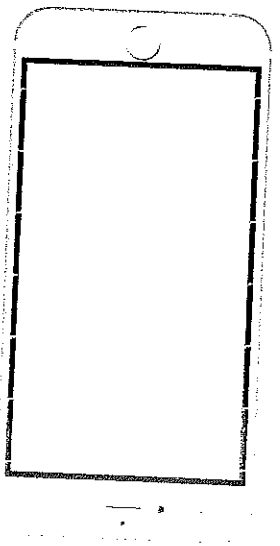
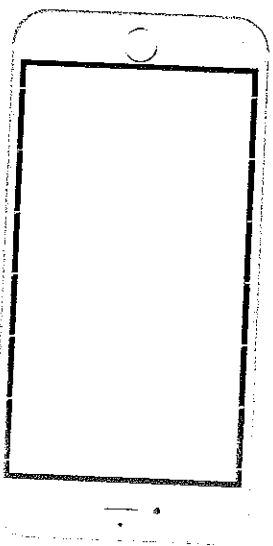
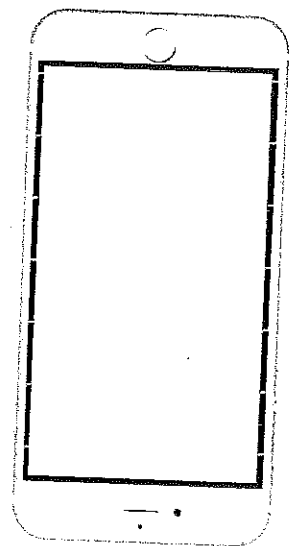
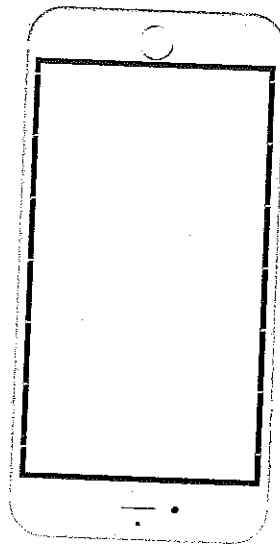
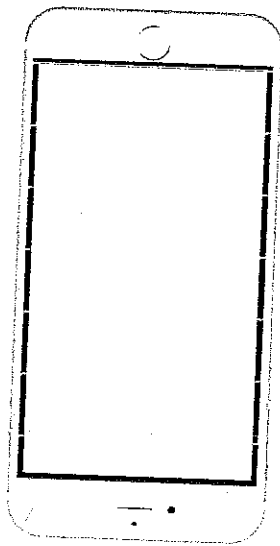
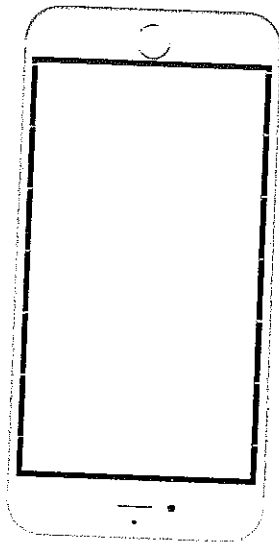
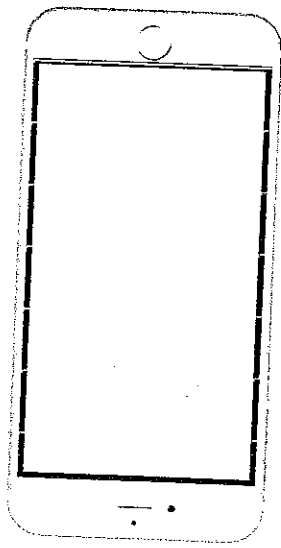
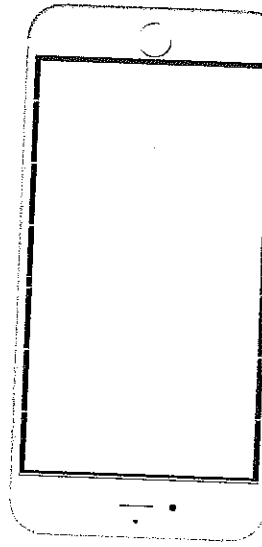
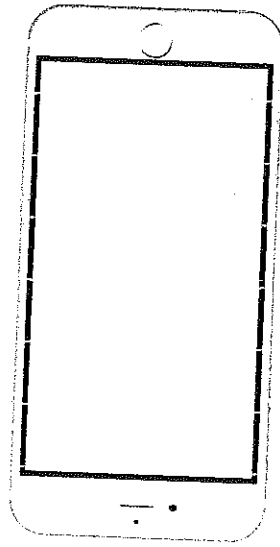
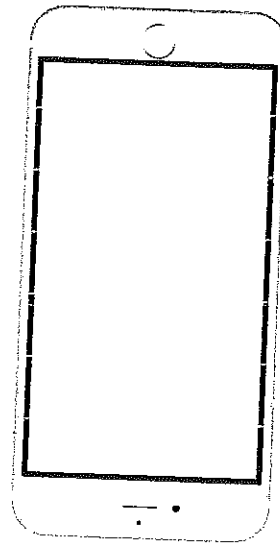
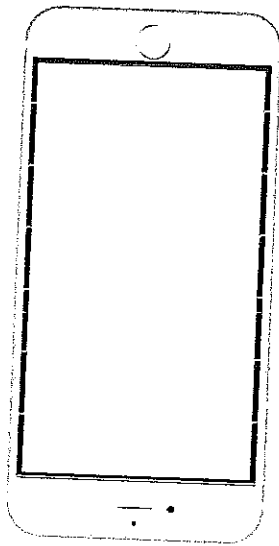
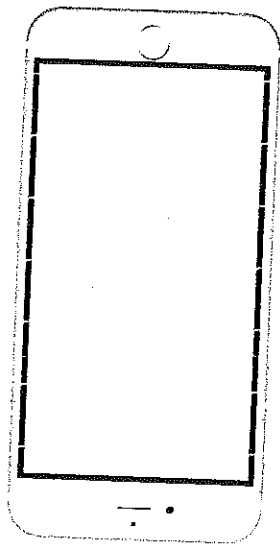


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What questions do you still have about this topic?





## Literature Circle Roles

Connector: Name

Group

Book

Assignment (chapters or pages)

Your job is to find connections between the book and you, and between the book and wider world. This means connecting the reading to your own past experiences, to happenings at school or in the community, to stories in the news, to similar events at other times and places, to other people or problems that you are reminded of. You may also see connections between this book and other writings on the same topic, or by the same author.

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

## Literature Circle Roles

Word Wizard: Name

Group

Book

Assignment (chapters or pages)

The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection. If you find words that are puzzling or unfamiliar, write them down while you are reading, and then later jot down their definition, either from a dictionary or other source. You may also run across words that stand out somehow in the reading – words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Write these special words, too, and be ready to point them out to the group. When your circle meets, help members find and discuss the words that seem most important in this text.

Word

Page # and Paragraph

Definition



## Literature Circle Roles

Scene Setter: Name

Group

Book

Assignment (chapters or pages)

When you are reading a book where characters move around a lot and the scene changes frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Your job is to track carefully where the action takes place during the day's reading assignment. Describe each setting in detail, either in words or with an action map or diagram that you can show your group. Be sure to give the pages where the scene is described.

Where today's action BEGINS:

Page #:

Where KEY EVENTS happen:

Page #:

Where today's events END:

Page #:

## Literature Circle Roles

Questioner: Name

Group

Book

Assignment (chapters or pages)

Your job is to write down a few questions that you have about this part of the book. What were you wondering about while you were reading? Did you have questions about what was happening? What a word meant? What a character did? What was going to happen next? Why the author used a certain style? Or what the whole thing meant? Just try to notice what you are wondering while you read, and jot down some of those questions either along the way or after you're finished.

Questions about today's reading:

## Literature Circle Roles

Literary Luminary: Name

Group

Book

Assignment (chapters or pages)

Your job is to locate a few special sections or quotations in the book for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one. Then jot down some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.

Page # & Paragraph

Reason for picking

Plan for discussion

## Literature Circle Roles

Summarizer: Name

Group

Book

Assignment (chapters or pages)

Your job is to prepare a BRIEF summary of today's reading. The other members of your group will be counting on you to give a quick statement that conveys the "gist" - key points, the main highlights, the essence - of today's reading assignment. If there are several main ideas or events to remember, you can use the bullets below.

Summary:

Key points or events:

- 
- 
- 
- 
-

## Literature Circle Roles

Illustrator: Name

Group

Book

Assignment (chapters or pages)

Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stick-figure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is ok – you can even label things with words if that helps.

**Presentation plan:** Whenever it fits in the conversation, show your drawing to your group. You don't necessarily have to explain it. You can let people speculate what your picture means, so they can connect your drawing to their own ideas about the reading. After everyone has had a say, you can always have the last word: tell them what your picture means, where it came from, or what it represents to you.

## Literature Circle Roles

Researcher: Name

Group

Book

Assignment (chapters or pages)

Your job is to dig up some background information on any topic related to your book. This might include: the geography, weather, culture, or history of the book's setting; information about the author, her/his life, and other works; information about the time period portrayed in the book; picture, objects, or materials that illustrate elements of the book; the history and derivation of words or names used in the book; music that reflects the book or the time.

This is NOT a formal research report. The idea is to find some information or material that helps your group understand the book better. Investigate something that really interests you.

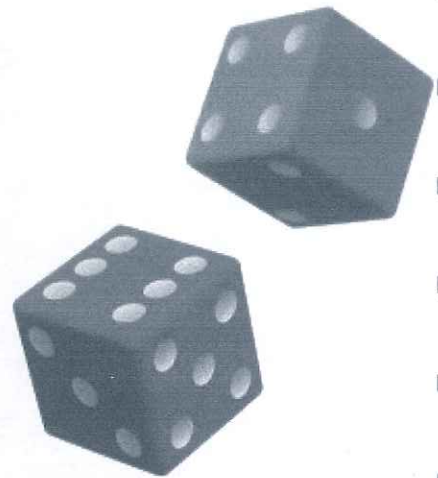
Use ALL available tools to help you with this – laptop (online sources), books, library, encyclopedia, people, textbooks.

# Vocabulary Cubes

## First Dice Words

Both partners choose the same 6 words to practice, then write a word on each line. Do not let your partner see the order of your words. Your partner should figure out your word from the strategy you use.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Second Dice Strategies

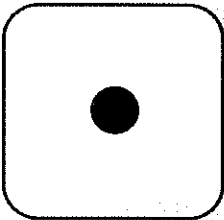
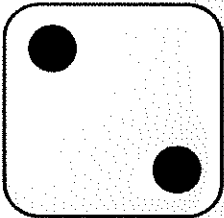
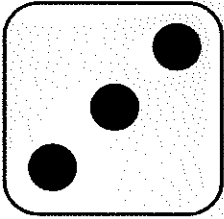
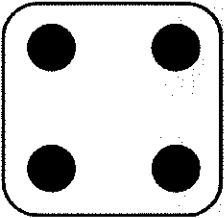
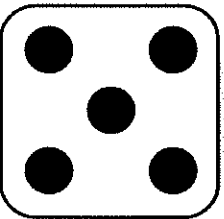
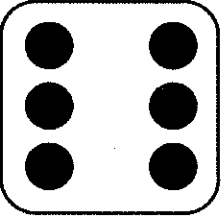
- 1 = Make a connection to another word
- 2 = Give your definition of the word
- 3 = Draw the word
- 4 = Act it out
- 5 = Give a synonym or antonym
- 6 = Use the word in a sentence

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# Spelling Roll-A-Word

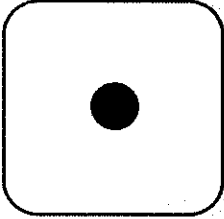
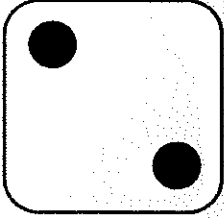
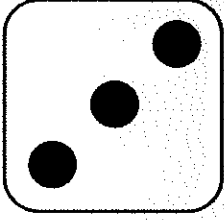
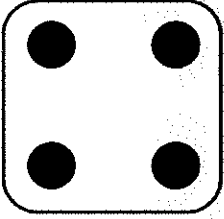
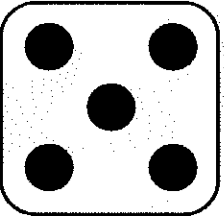
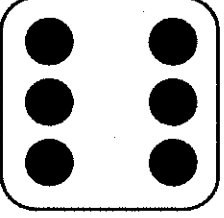
Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.



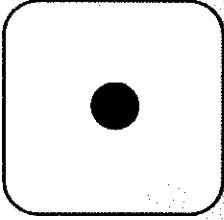
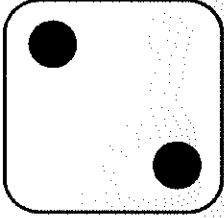
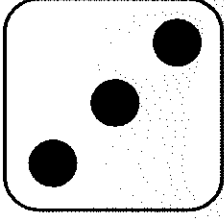
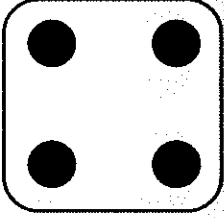
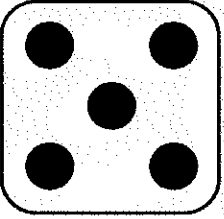
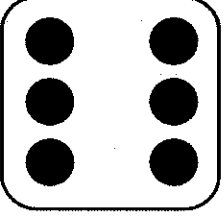
# Vocabulary Roll-A-Word

Use your vocabulary words for this game. Roll a die and complete the activity for the number you roll. Continue with the rest of your words.

	Write the definition of your word.
	Write a synonym for your word.
	Write an antonym for your word.
	Draw a picture of your word.
	Write the part of speech of your word.
	Write a sentence for your word.

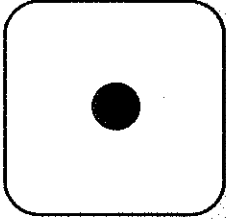
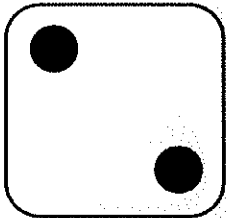
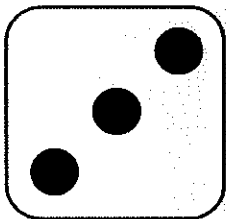
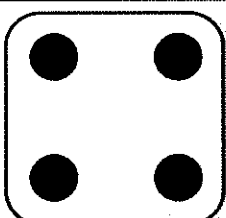
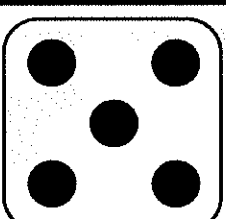
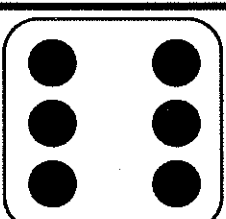
# Dictionary Roll-A-Word

Roll a die and complete the activity for the number you roll.  
Continue with the rest of your words.

	Write the guide words on the page you found your word.
	Write the part of speech of your word.
	Write the definition of your word.
	Write a sentence for your word.
	Write the page number you found your word on.
	Write the pronunciation of your word.

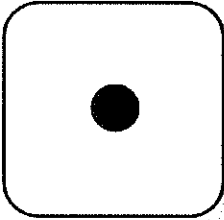
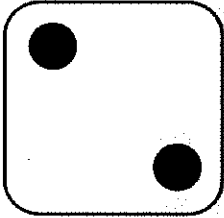
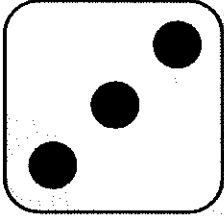
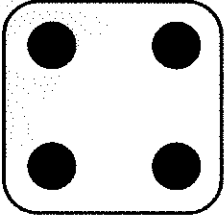

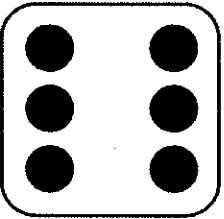
# Thesaurus Roll-A-Word

Roll a die and complete the activity for the number you roll.  
Continue with the rest of your words.

	Write the part of speech of your word.
	Write the definition of your word.
	Write a synonym for your word.
	Write an antonym for your word.
	Write a sentence using a synonym for your word.
	Write a sentence using an antonym for your word.

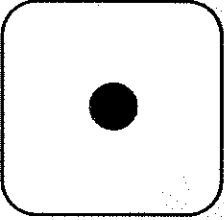
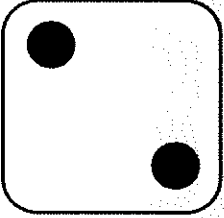
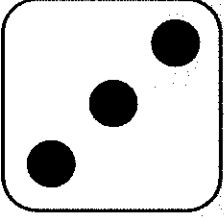
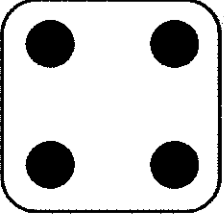
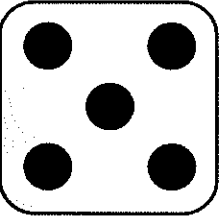
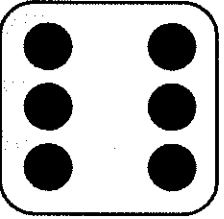
# Read Fiction and Roll

Read a fiction book and answer the questions. Roll a die and complete the activity for the book you read.

	Write a description of the main character.
	Write a summary of the book.
	Describe the setting(s) from the book.
	Describe the problem and how it was solved.
	Make a text-to-self, text-to-text, or text-to-world connection to the book.
	Write a book review and give it a rating.

# Read Non-Fiction and Roll

Read a non-fiction book and answer the questions. Roll a die and complete the activity for the book you read.

	Write a heading from the book you read.
	Write 3 vocabulary words from the book.
	Write 3 questions you still have after reading the book.
	Write a summary of what you read.
	Write 3 facts you learned from the book.
	Find 3 non-fiction text features and write the page numbers you found them on.

# Make A Guess

Directions: Read each clue. Think of which word matches the clue. Write the word on the line in the guess column. Do this until the last clue is read and you have figured out the mystery word.

## Clue

## Guess

1.

This word has \_\_\_\_\_ letters.



2.

This word has \_\_\_\_\_ sounds.



3.

This word starts with the letter \_\_\_\_\_.



4.

This word rhymes with \_\_\_\_\_.



5.

The word is missing from this sentence.



\_\_\_\_\_

\_\_\_\_\_