

Reading Response Work

Materials:

Reading Response Journals

Pencil

Crayons or Colored Pencils

Reading Book from school

Activity:

- Have your child read silently or aloud. When finished reading, ask your child the **Question of the Day** for the type of book read (from **fiction sheet OR non-fiction sheet**)
- Talk about the answer together.
- The parent will write the date and the title of the book in the Reading Response Journal.
- Have your child write the answer or draw/illustrate the answer in the Reading Response Journal.
- Skip two lines and on the next day do the next entry on the same page.

A page in the book might look like this:

September 12, 2016 Duck On a Bike

I would be friends with Duck. We would ride our bikes together.

September 13, 2016 Pancakes for Breakfast

After she got the eggs, she got the milk.

September 14, 2016 Henny Penny

There was a fox in this book and in The Gingerbread Boy.

Reading Response Work

Question of the Day for Fiction books for students in grades K, 1, and 2

Fiction: Made-up stories about characters and events that are not real. They include fantasy, mystery, folktales, science fiction, tall tales, historical fiction and poetry.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Ask a ? about the character(s) in the story:</p> <p>Would you be friends with the main character? Why or why not? Write OR draw a picture of you and the character.</p>	<p>Ask a ? about the problem in the story.</p> <p>What was the main problem in the story? Write a sentence about the problem OR draw a picture about the problem.</p>	<p>Ask a ? to compare or contrast this story with other stories.</p> <p>How is this book the <u>same</u> to other stories you have read or heard? OR How is this story <u>different</u> from other stories you have read or heard?</p>	<p>Ask a ? about the setting of the story.</p> <p>Draw or write about the setting of the story OR draw a map to show all the places the main character went in the story.</p>	<p>Ask a ? about the vocabulary in the story.</p> <p>What was your favorite word from this story? Use that word in a sentence OR draw a picture about that word.</p>

Question of the Day for Fiction books for students in grades 3, 4, and 5

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Ask a ? that helps the reader understand the main idea.</p> <p>What was the MOST important lesson learned in the story?</p>	<p>Ask a ? about the sequence or order of the story.</p> <p>What happened AFTER ____? (parent fills in an event from the story OR lets the child choose the event)</p>	<p>Ask a ? to compare or contrast the characters.</p> <p>How is ____ ALIKE ____? (parent fills in names of characters from the story OR lets the child choose the characters)</p>	<p>Ask a ? about illustrations.</p> <p>What is the purpose of the illustration on page ____?</p>	<p>Ask a ? about the theme of the story?</p> <p>What is the theme or message of the story?</p>

Reading Response Work

Question of the Day for Non-fiction books for students in grades K, 1, and 2

Non-fiction: Writing that is based on facts, real events, and real people. They could include biographies, history and science books.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Ask a ? about the topic of the book.</p> <p>What fact(s) did you enjoy learning about the most?</p>	<p>Ask a ? about the author of the book.</p> <p>What do you think the author had to do before writing this book? OR If you met the author, what would you ask him/her?</p>	<p>Ask a ? to compare or contrast this book with other books.</p> <p>Is this book like any other books you have read? How are they <u>alike</u>? How are they <u>different</u>?</p>	<p>Ask a ? about the vocabulary of the story.</p> <p>What is a new word you learned from this book? What does it mean?</p>	<p>Ask a ? about the pictures, charts, maps, or diagrams.</p> <p>What information do you get from the _____? (parent points out a particular photograph, chart, map or diagram)</p>

Question of the Day for Non-fiction books for students in grades 3,4, and 5.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Ask a ? that helps the reader make a connection to the topic.</p> <p>What useful information did you learn from this text?</p>	<p>Ask a ? about the text structure?</p> <p>How did the author present the information on this topic?</p>	<p>Ask a ? about the text features.</p> <p>What information did you get from labels, legends, captions or charts?</p>	<p>Ask a ? about facts and opinions.</p> <p>What is one interesting fact from the text? What is an opinion statement from the text?</p>	<p>Ask a ? about the content of the text.</p> <p>Why is this topic important? OR Who would find this book useful?</p>

Terms

1. **characters** - people, animals, or creatures a story is all about
2. **compare** - to see how two or more things are alike or similar
3. **contrast** - to see how two or more things are different from each other.
4. **setting** - where a story takes place; i.e., forest, city, school, hospital
5. **vocabulary** - words
6. **main idea** - the big idea of a text
7. **sequence** - the chronological order of events; what happened first, second, third, etc.
8. **illustrations** - drawings or paintings in a book
9. **theme** - the central message or heart of the story; what the author wants us to think about. It could be courage, kindness, being brave, etc
10. **topic** - one or two words that tell what the text is all about
11. **text structure** - how the text is organized. It could be descriptive, cause and effect, problem/solution, compare/contrast, time order/sequence,
12. **text features** - these are not the main body of the text, but "extras" that provide more information. These could include maps, graphs, tables, captions, labels, diagrams, index, glossary, headings and subheadings, bold face print, etc.
13. **fact** - a statement that can be proven true or false
14. **opinion** - how someone feels about something; a belief or judgment