

Book Notes : Reading Strategies

Students read at home during the week for 30+ min. a night, and on the weekend for another 2 hours (1 hour a day/night). If we add this up, we are asking students to read 4.5 hours a week. This is a minimum requirement. We know that Reading is the number one skill they can practice to increase performance across the other curricular areas, which means reading practice positively influences all other subject areas. In education there is a saying:

In the beginning we learn to read, then we read to learn.

Along with the required 30+ minutes of reading homework a night, I am requiring a reading response writing assignment. Book Notes are short writing responses to the nightly reading. Students will have an option to how they respond to the reading. We have, and will continue to learn reading strategies. I encourage students to practice these reading strategies as they read – in school, at home, anywhere.

Here are a list of strategies we use when reading both fiction and nonfiction text:

Asking questions: *Write questions to the author or to the text. Example: Why did the author choose to make the character afraid of water? Will it become a problem later in the story?*

Making Connections: *As we read we think and we remember. We make connections to experiences from our past, books or movies we've seen, and stories we've heard from others. These connections can be split into three categories:*

Personal Connections – Our own past experiences

Connections to the World – Facts, Theories, Background Knowledge

Connections to Other Text (or Media) – To books or movies

Making connections during reading helps build comprehension because it gives us a place to hang our new learning, similar to organizing information on. We then build roads into our brain, connecting understanding, and strengthening memory.

Inferences: *Going beyond the literal meaning. Readers use background knowledge and the connections they make from the text and build new meaning and deeper understanding.*

Predicting: *What might happen next? Predicting uses knowledge both implied and inferred to make educated guesses to what might happen or what characters might think, or feel.*

Summaries: *A brief recap of the story or information. Details are important, as well as a sequence of events when applicable.*

What I learned: *Connecting prior knowledge to new learning. "I used to think this, but now I think this."*

Vocabulary: Students will look for new vocabulary words in their reading. Students are to define the vocabulary words. If the reading doesn't contain "new" words, it is possible the reading is too easy. Remember, students need to be reading books at their reading level, but the text should also be somewhat challenging to promote growth. Students should also read books from a variety of genres: fiction, nonfiction, poetry, science fiction, magazines, newspapers, etc.

BOOK NOTES

Date _____

Name _____

Title of Book: _____ # of pages read _____

Response: _____

New Vocabulary: _____

BOOK NOTES

Date _____

Name _____

Title of Book: _____ # of pages read _____

Response: _____

New Vocabulary: _____

