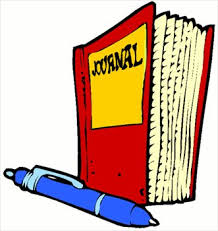
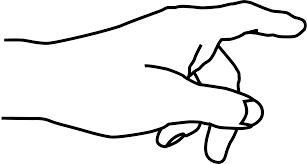
**READING JOURNAL SUGGESTIONS:**

**PHYSICAL FORM**

The physical or digital form of your journal is up to you: paper notebook, laptop, tablet, smart phone, etc. Jot down observations and ideas before, during, or immediately following a teaching experience involving children’s books, or even when you’re relaxing, walking, waiting in line, driving (mental notes) and you happen to think of an interesting or possibly important point to explore about possible books, films or other literature to use, mini lesson plans or activities, etc. From time to time organize your notes more carefully in your favorite spot: coffee shop, campus nook, library, bedroom, or other friendly environment. Keep track of journal items in other places, too, such as logs, portfolios, or folders.

**CONTENT**

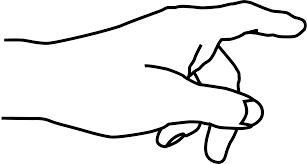
\*Include thoughts and remembrances of your own reading experiences:

--Past Learning experiences in and outside the U.S., in and outside school

--Other learning experiences with your family, at school, libraries, book clubs.

--How did your parents, mentors, teachers get you involved in reading? What did you like or dislike in terms of books, responses to books, ways to interact with books? How do you think these experiences might influence your teaching?

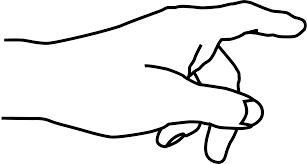
--Explore your beliefs about reading approaches and methods of giving and receiving feedback about literature: reader theaters, drama, reading logs, and other activities. Try out ideas, summarize and comment on class notes and observations, study group interaction, think about tutoring situations, look for journal articles, books, internet sites

\*What are you getting to know about the context of your tutoring or teaching situation?

--Learn about your students’ interests, hobbies, reading level, background knowledge, social or cultural factors

--Evaluate your teaching resources: desks, whiteboard, computers, books, etc.

--Think about interactions with students, their friends, other tutors, teachers, staff

\*Focus on the observations you’re making.

--Quickly written descriptions of classroom, tutorial, reading interaction

--Tally sheets, sketches, coding, snapshots, audio, video, photos, notes

--Summaries and reflections on conversations and interactions

--Drafts of lesson plan ideas, tutoring approaches, options & ideas for the next session

--Stream-of-consciousness writing, letting ideas flow, remembering key moments of student learning, reactions, disclosures, responses to your corrections, explanations, advice

--Do some periodic write-ups, short drafts of unique experiences, plans, lesson ideas, ways to give feedback or to test what students know, an account of an entire hour’s teaching experience, a list of questions you want to explore or important observations and insights you can write down

**\*FINAL REFLECTION ESSAY:** Using your experiences and journal notes, write up a 2-3 page reflection about your experiences involving children in reading in different ways. You can also include photos, book summaries/reviews, artifacts of drawings and other interactions concerning book responses and interactions with books by children.