



Description of Reading Promotion Activity/ Action <b><u>READING LOGS AND JOURNALS</u></b>	
Reaches disadvantaged pupils / families	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> <li>• To encourage students reflect on what they read and how they develop as readers.</li> <li>• Children to share with their teachers and peers their personal responses and connections to what they are reading.</li> </ul>
Age level (s)	6-12
Preferable number of participants	1 - 30
Duration	1 - 10 minutes per log or journal entry
Setting, materials, and preparation	<ol style="list-style-type: none"> <li>1. Setting: School library, classroom, home</li> <li>2. Materials: Photocopied log or journal templates, bound together in a booklet format</li> </ol>
Step -by-step description	<p><b><u>THE DAILY READING LOG:</u></b> This is the simplest and easiest to complete reading log. Students fill in a simple table to keep track of their reading. The table consists of three columns: "Date", "Title of Book", and "Pages Read".</p> <p><b><u>THE DETAIL/EVENT LOG:</u></b> In this log, students write down one detail or event (1-2 sentences) from their reading and give that day's reading an interest rating. Teachers can utilize this log to decide whether it's time to guide the reader to a different book.</p> <p><b><u>THE DOUBLE-ENTRY JOURNAL:</u></b> Students copy a quotation from the day's reading and then write something about the passage they have chosen.</p>



	<p>The teacher or librarian reads the entries and provides oral or written comments to each student. The comments can vary from a single tick, just to show that the teacher has read it, to an opinion about the quotation or a suggestion about what to read next.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"><li>• The activity should not be seen as “schoolwork.” To avoid this, it should be kept simple and easy. It should take between 1 to 10 minutes only. If a struggling reader/writer needs more time to write it, then the teacher should simplify the activity for him/her and provide assistance. Otherwise, the activity will take away valuable reading time and reduce the joy of reading.</li></ul>
Suggested follow-up actions/ activities	<ul style="list-style-type: none"><li>• Students could also exchange reading logs/journals and use the entries as stimuli for book discussions.</li></ul>
Acknowledgements	Ideas adapted from Reynolds (2004).
Sources	Reynolds, M. (2004). <i>I won't read and you can't make me: Reaching Reluctant Teen Readers</i> . Portsmouth, NH: Heinemann.