



SUMMER

Reading Journal

My name is



Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Grades PreK-K



 SCHOLASTIC



Welcome to

My **BOOKS**
Summer

Dear Family,

This Summer Reading Journal is intended to be used with books that you already have in your home, or that you check out from your local library. Use the activities in the journal to spark family conversations and encourage special moments together. Books can be amazing starting points for shared experiences of laughter, imagination, and insight! Use the reading tips below to help you create these magical moments with your child.

This special packet is for your child to keep. It contains books that are just right for young learners plus a companion reading journal. Please read and enjoy the titles with your child during the sunny months of summer. Why? Because literacy is an essential tool for success both in and out of the classroom.

BEFORE READING: The adventure of reading begins with the front cover of a book.

- **Investigate the front cover.** Talk about what you see, and ask your child to make a prediction based on the title and image.
- **Point out the author and illustrator.**
- **Take a picture walk** by previewing the pictures in the book before reading the text. As you look at the pictures together, ask your child questions about what the pictures show and what might happen next in the story.

DURING READING: While reading the story with your child, think about the book as a shared experience. Use the words and pictures to make the book come alive!

- **Move your finger along the text while reading** so that your child can begin to associate the printed letter symbols with the sounds. Learning to connect printed symbols with words is an important step in learning to read.
- Pause throughout the story to **ask your child questions** about the events in the story. Ask him or her to predict what is going to happen next.

- Find ways to **include your child in reading** the story. If there is a repetitive refrain throughout the book, have your child say the refrain each time it occurs. Try echo-reading with your child, where you read words first and your child repeats the words back.
- **Read stories multiple times.** Repeated reading is a very important activity as your child learns to love reading. Children learn new concepts and recognize different details in a book with each reading.
- **Keep track of the books your child has read** with the My Reading Log on the back cover. It's the perfect place to list—and rate—some of the memorable titles you've enjoyed together. Or, if your school provides access to the Scholastic TrackIt! Program, log on to **www.trackit.scholastic.com**. This motivating tool enables you to digitally track every book your child has read as well as those precious minutes spent building literacy.

AFTER READING: The impact and experience of reading a book do not end when the last page is turned. Thinking about and discussing ideas from a book after reading add new levels of meaning and understanding for your child.

- **Discuss personal connections** you or your child might have to the story. Have you ever had an experience like the main character? Have you ever visited a place like the setting in the book? Imagine what it would be like to be a character in the story.
- Invite your child to **draw pictures**, even stick figures and simple shapes, about the story to help reinforce reading comprehension and encourage critical thinking about the book.

Most importantly, make reading together fun, relaxing, and interactive. Embrace the new experiences books can bring, and enjoy the journey of reading with your child!

Happy Reading,
Your Friends at Scholastic

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Guess What's Inside!

Books are like presents! It's fun to guess what's inside. Before you read a book, look at the title and cover. What do you think it will be about? Draw and/or write your ideas in the package. Then read the book and fill in the tag.



Title: _____

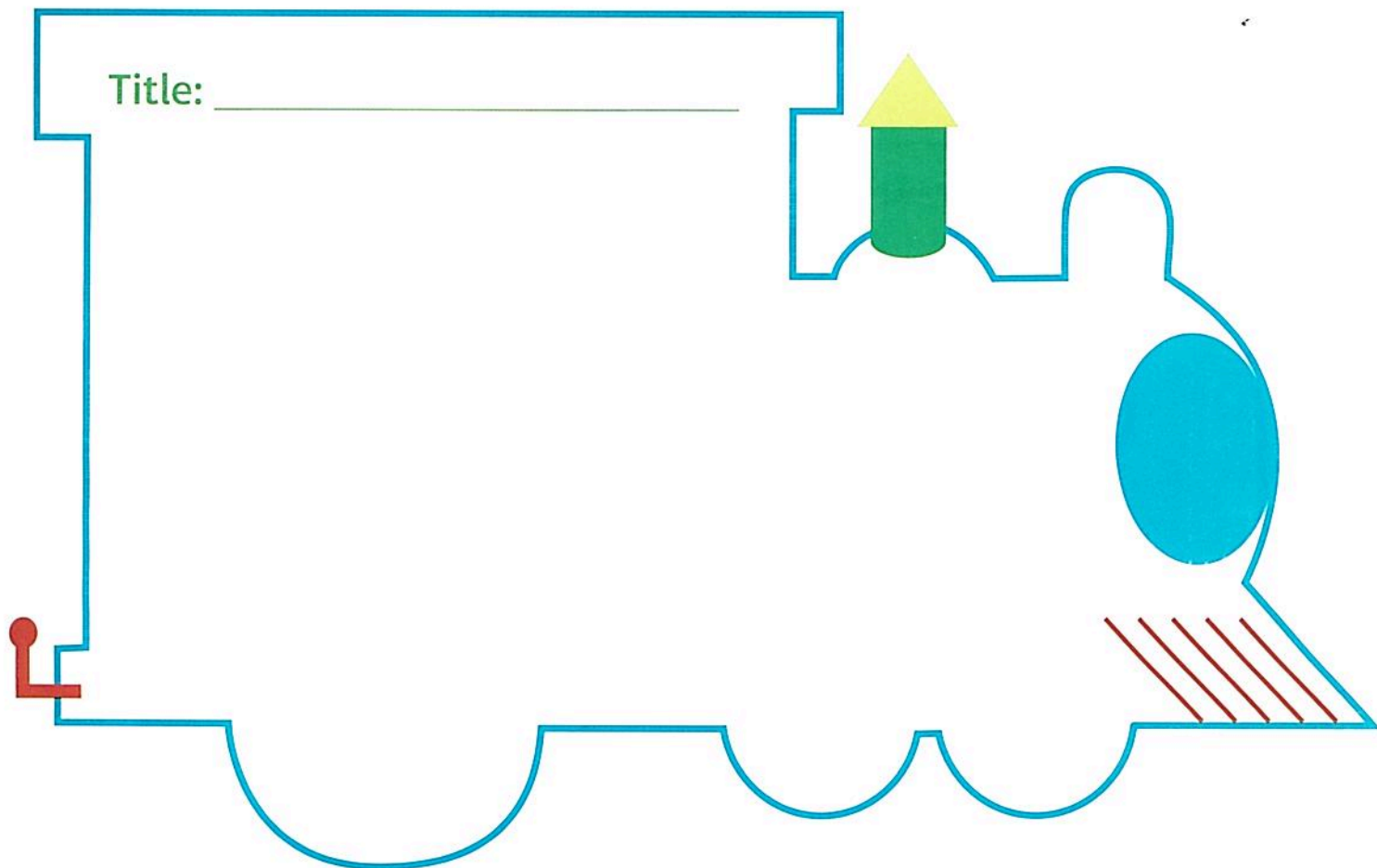
My guess was...
 right.
 almost right.
 wrong. Oops!

FAMILY TIP

Explain that a smart guess is called a *prediction*. Discuss clues that might help your child predict what a book will be about, including the title, cover images, author's other books, and, of course, the back cover blurb.

All Aboard the Book!

Trains have beginnings, and so do stories! Draw what happened at the beginning of your book inside the train engine. Then write about it below.





If children are too young to write, invite them to dictate their ideas to you. When you're done, share and discuss what you wrote, including the fact that sentences begin with capital letters and end with a period, question mark, or exclamation point.

Picture Your Favorite Part

What was your favorite part of the book? Draw it in the picture frame.
Then write about it below.

Title: _____

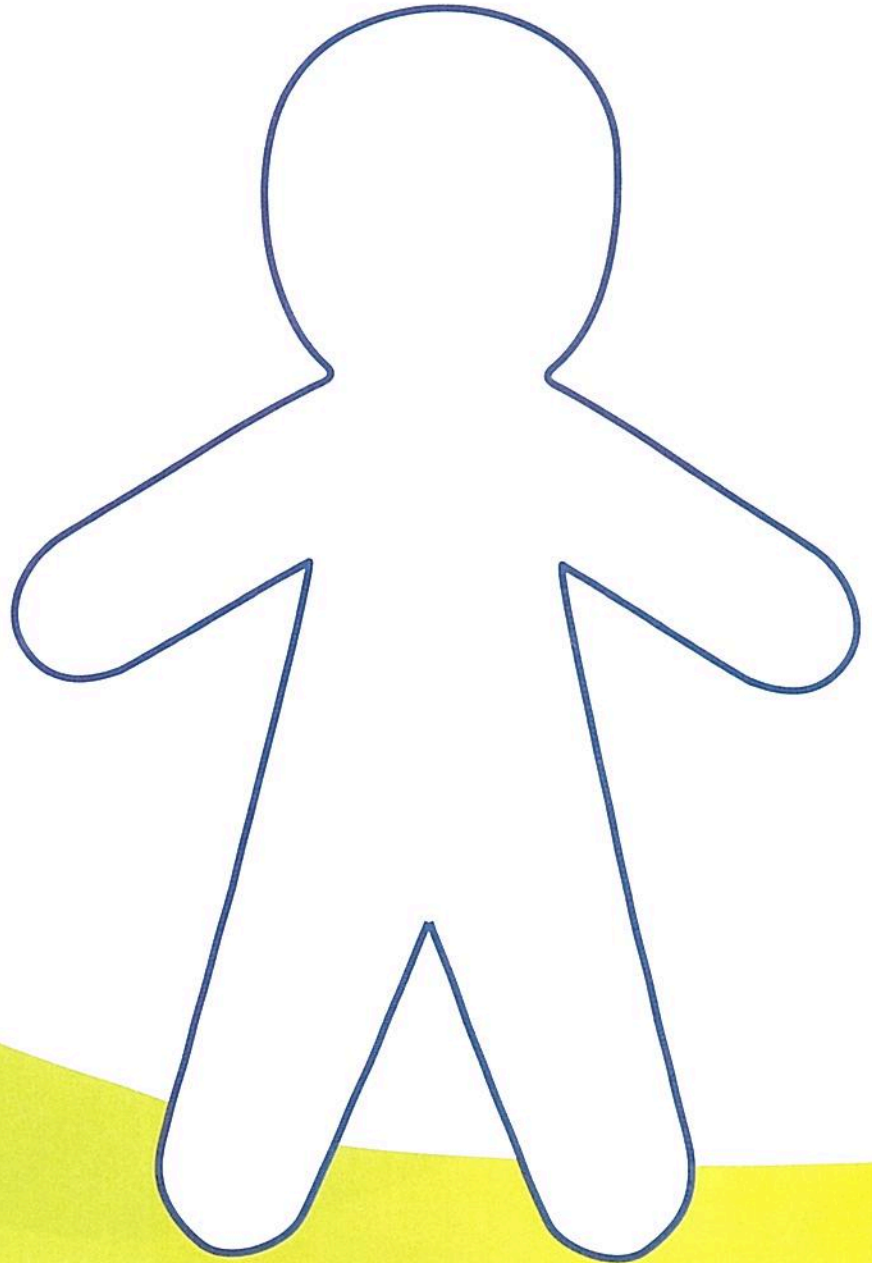


What a Character!

Characters are the people (or animals) in a story. In the cutout, draw your favorite character from the book you read. Then write words that tell about that character on the sign.

Title: _____

Words that tell about
the character:



Character's name:

Super Setting

A *setting* is where and when a story takes place. In the bottom of the house, draw a picture that shows where the story happened. On the roof, write words that tell about that place.



These words tell about the setting.

Title: _____

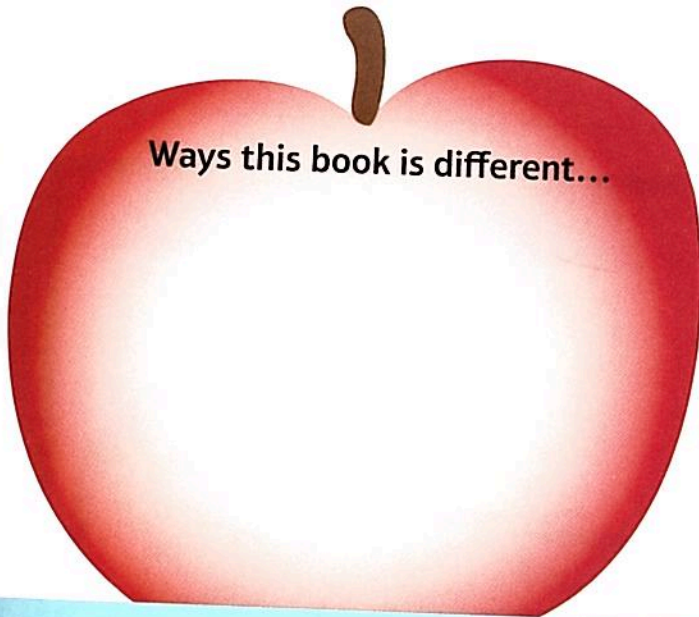
This is a picture of the setting.

FAMILY
★ TIP ★

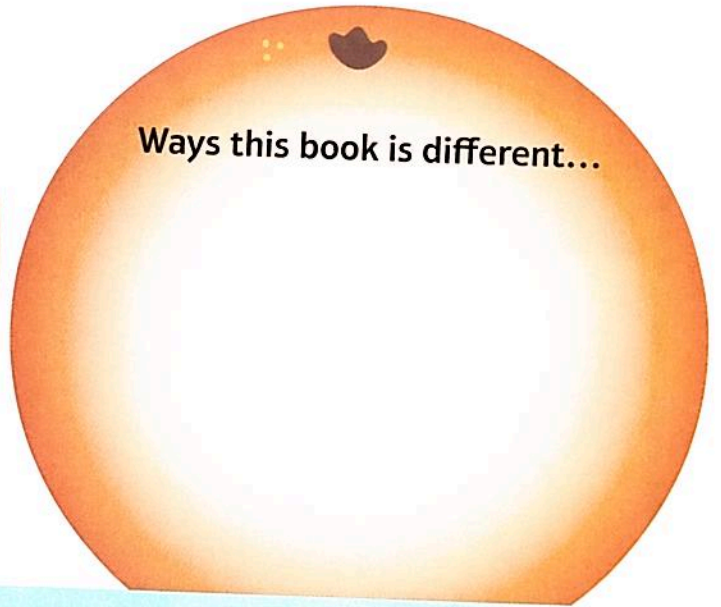
Raise your child's antennae to notice setting by discussing some settings from favorite books. Ask: *Does the place in that story seem real or pretend? Do you think the story takes place now, long ago, or even in the future? How do you know?*

Let's Compare!

Compare means to look closely at two things and see how they are alike and different. Let's compare two books. Write ways they are the same on the fruit bowl. Write ways they are different on the fruits.



Ways this book is different...



Ways this book is different...

Title: _____

Title: _____

Ways these two books are the same...





Boost comparison skills by challenging your child to compare simple pairs in your home, such as an apple and orange, a comb and brush, a book and the TV, or even a stuffed cat and real cat. Can your child come up with at least five ways each pair is different and the same?

What's the Problem?

Most stories have a *problem* (something that needs to be fixed) and a *solution* (the way the problem gets fixed). Write or draw about your book's problem in the sad-face box. Then write or draw about how that problem got fixed in the happy-face box.

Title: _____

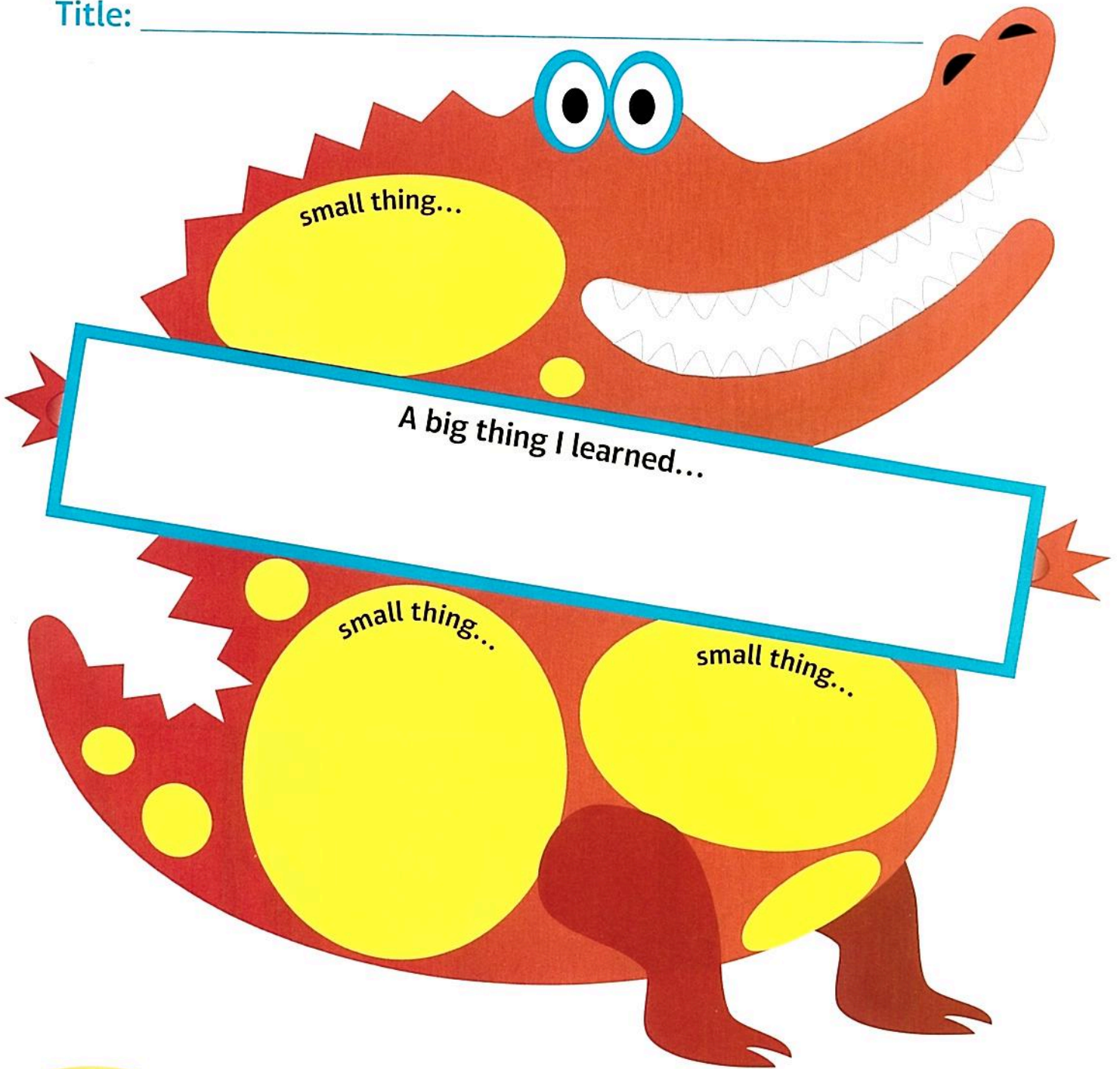
Problem	
	
Solution	
	

The form is a large rectangle with a blue dotted border. It is divided into two main horizontal sections. The top section is a red bar labeled "Problem". Below this bar is a large white space. To the right of this space is a yellow sad face emoji. A large green arrow points downwards from the sad face emoji, crossing a horizontal blue bar labeled "Solution". Below the blue bar is another large white space. To the right of this space is a yellow happy face emoji.

What's the Big Idea?

Books are good teachers! What big thing did you learn in the book you just read? Write it on the dinosaur's sign. Then write some smaller things you learned on his spots.

Title: _____



Explain that the writer of a book is called an author. Authors write books to share big and small ideas. Get your child ready for this activity by discussing some big things learned in favorite books, such as *cooperating is good* or *bees help the environment*. Share some little ideas, too, such as *dogs can be funny* or *cheetahs can run fast*.

Story Blocks

What happens in a story is called the *plot*. In the three blocks, draw or write what happened in the beginning, middle, and end of your book.

Title: _____

Beginning

1

Middle

2

End

3

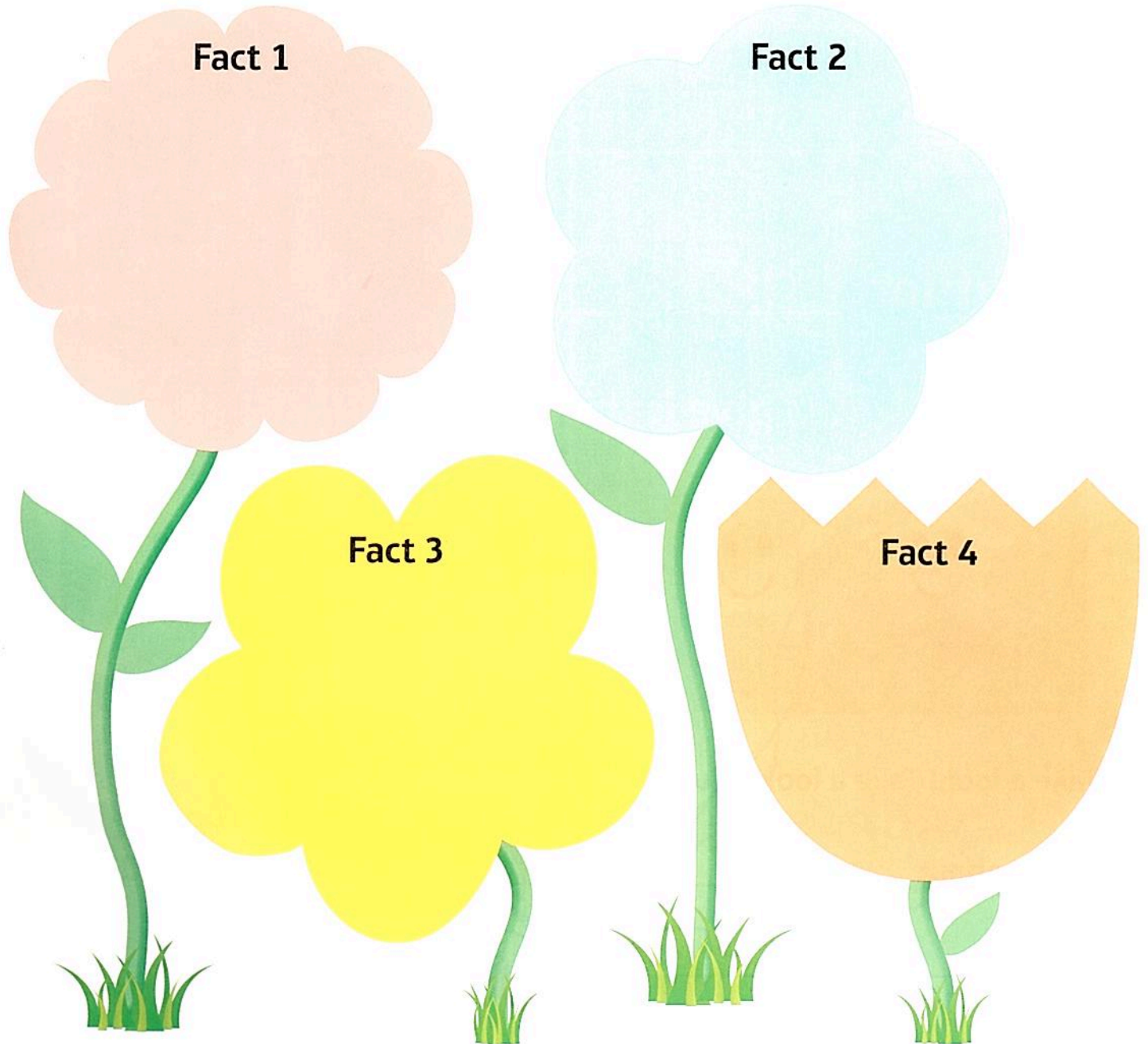
FAMILY
★ TIP ★

If children are too young to write comfortably, encourage them to draw their ideas. After they draw, boost their literacy skills by inviting them to describe what is happening in the pictures. Be sure to ask questions, too.

Fact Flowers

A *fact* is something that is true. On the flower shapes, draw or write some facts you learned in your nonfiction book. Ready, set, grow!

Title: _____



Reinforce the concept of facts by playing this simple game: Share an array of facts and silly fictions about your child, such as: *Kerry is five.* (fact) *Kerry has a brother.* (fact) *Kerry is a grizzly bear.* (fiction) *Kerry lives on Mars.* (fiction) Invite your child to clap for facts and stomp for fictions. Sure, there'll be giggles, but there will be lots of learning, too.

My Very First Book Review

What did you think of the story you just read? Work with a grown-up to fill in the blanks and write your very first book review.

Title: _____

Author: _____

I give it this many stars:

★ ★ ★ ★ ★

Shade in 1-5 stars.

Take a look! Take a look! I just read a brand new book!

It was about _____ . Oh, how neat!

main idea

_____ was someone I got to meet!

character in book

I give it _____ , yes I do!

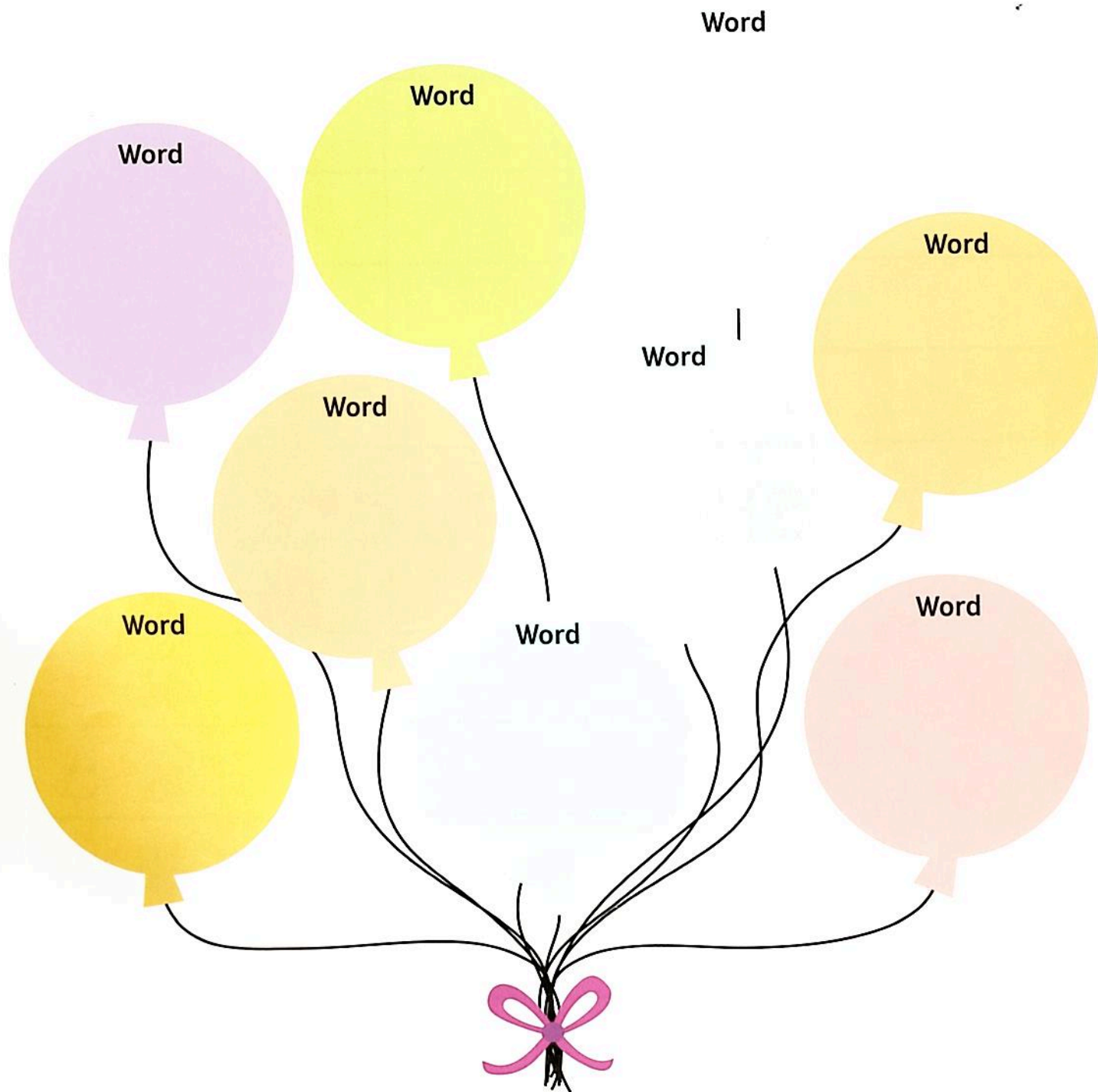
number of stars (1-5) star/stars

I _____ recommend this book to you!

would/would not

Bunch of New Words

What new words did you learn in the books you read? Write them on the balloon shapes. Then talk about what the words mean with a grown-up.



Expand your child's vocabulary by discussing new words found in books. To make learning stick, always try to define the words in simple language your child already understands. Ask: *What other words does the new word remind you of? Can we use it in a brand-new sentence? Let's try!*

My Reading Log

Write the title of each book you read on this chart. Write *F* if it is fiction and *N* if it is nonfiction. Then circle the happy or sad face to tell how you felt about it.


Title of Book	Fiction or Nonfiction	How I Felt About It
1		 
2		 
3		 
4		 
5		 
6		 
7		 
8		 
9		 
10		 

Congratulations

_____, you read _____ books!

child's name number of books read

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Summer

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