MY READING RESPONSE WEB

By _____

MAIN IDEA
Write the main idea or message of the story here.

PLOT
Retell the plot in a few sentences here.

BLURB
Write a blurb to "sell" your book here.

CHARACTER
Describe your favorite character here.

BOOK
Draw or paste a picture of the book cover here.

Title: _____

_____

Author: _____

PROBLEM
Tell about the story's main problem here.

SOLUTION
Tell how that problem was solved here.

SETTING
Describe a main place the story happens here.

PERSONAL RESPONSE

Emotion Tell about how the story made you feel here.

Connection Tell what the story reminds you of here.

Rating I would give this book _____ stars.

QUICKTAKES

Surprise Something that surprised me about the story was _____

_____

Recommendation I would recommend this book to

_____ because _____

_____

_____

Vocabulary A word I learned from the story is

_____. It means _____

_____

MY READING RESPONSE WEB
Teaching Guide

INTRODUCTION

Have you read any good books lately? This question is a staple in grown-up conversations because the answer is almost always interesting and often has the capacity to teach us something new. With this fill-in personal poster, you'll give students the same exciting opportunity. By encouraging them to think about and share the books they read, you'll open them up to learn more and more! As students share their reactions to their favorite titles, they'll dig deep into story elements such as plot, character, and setting, as well as structural features such as main idea and problem and solution. What's more, this poster is so flexible and open-ended that it's appropriate for virtually any skill level—students can write as much or as little as they like. And with big, bold graphics designed for decorating and sharing, they'll sharpen students' language and presentation skills, too. So the next time someone asks your students what they've been reading, they'll have plenty to say!


USING THE POSTER

Before Writing

★ To introduce the poster, you might like to fill in a sample poster based on a book or story all students are familiar with. Discuss the model together, inviting students to share their own thoughts about the sample story.

★ Once students have chosen a book to respond to, invite them to draft their ideas on the practive poster. This is also a great place for sketching if students plan to use drawings on their posters.

★ If you'd like students to work on their posters at home, prepare a letter to family members explaining the project. You might include tips from the "During Writing" section below. Send home the letter, the poster, and a copy of the book, if possible.

During Writing

★ Depending on students' levels, they can use writing and drawing in combination to represent their ideas. Provide students with crayons, markers, or colored pencils so they can draw pictures of their favorite character, the book's setting, and so on.
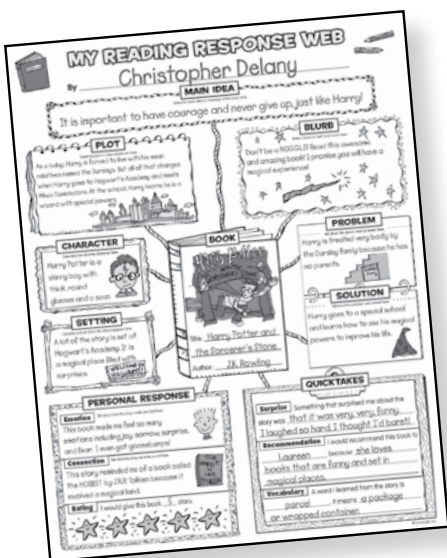
★ If available, invite students to download a photo of their book cover from the internet. Students can cut out the picture and paste it in the center of the web. Otherwise, students can draw the cover of the book themselves.

★ If students are working on their posters in class, circulate to make comments and ask questions. For instance, you might help a student with the blurb section by saying, "I noticed that you were laughing a lot as you read your book. Do you think it might make other people laugh, too?"

★ As students work, circulate and spark ideas with questions and comments. For instance, you might help a student with the section by saying, "I notice you really seem to enjoy art projects."

After Writing

★ You might have students share their completed posters with the group on a rotating basis. Invite students to give an oral presentation, displaying their poster and explaining the book and their response to it. Encourage listeners in the group to make comments and ask questions.

★ You can also hang students' posters on the wall or along a hallway as they are completed. Encourage children to use their classmates' posters to go "book shopping" when they're looking for something new to read.

★ One fun option is to have students pair up for "TV book talks" based on the personal response section of their posters. Have one partner be the "host" and read the line from the poster ("Tell how the story makes you feel") and have the other be the "guest" and answer with his or her responses. Then students can switch roles.

★ Once every student has completed a poster, use the posters in a guessing game. Write each book title on a sticky note and attach the notes to students' backs (without letting them see the titles on their own backs). Then have students use the posters to ask each other questions, trying to figure out which book is on their back! (For instance, "Does my book have a character named Wilbur? Does it take place on a farm?")

CONNECTIONS TO THE LANGUAGE ARTS STANDARDS

These activities are designed to support you in meeting the following standards for students in grades three to six, outlined by Mid-continent Research for Education and Learning (McREL), an organization that collects and synthesizes national and state K–12 curriculum standards.

Uses the general skills and strategies of the writing process:
- ✓ Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs)
- ✓ Writes in response to literature

Uses reading skills and strategies to understand and interpret a variety of literary texts:
- ✓ Understands the basic concept of plot
- ✓ Understands elements of character development in literary works
- ✓ Makes connections between characters or simple events in a literary work and people or events in his or her own life

Source: *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education.* 4th edition (Mid-continent Research for Education and Learning, 2004)