

September 8, 2008

Dear Class,

The book I'm reading now is Chrysanthemum by Kevin Henkes. The main characters in the story are: Chrysanthemum and Victoria. Chrysanthemum is a kind mouse who loves her name. Victoria is an observant and mean mouse.

So far in the story, Chrysanthemum went to her first day of kindergarten. The kids at school made fun of her name because it was so long. So Chrysanthemum went home and her parents tried to make her feel better with hugs and kisses, games, and comfort food. That night, Chrysanthemum has nightmares about the kids at school. That's where I left off.

I predict that the kids at school won't make as much fun of Chrysanthemum the next day. Maybe she will make some new friends!

I have a text to self connection. In the story, Chrysanthemum gets made fun of by her classmates. I used to get made fun of by my classmates when I was younger. This helps me to understand how sad and upset Chrysanthemum probably feels.

I like the illustrations in the book because they do a good job of showing how the Characters feel By their faces. I also liked the dialogue that Kevin Henkes uses when the kids are making fun of Chrysanthemum because it seems exactly like kindergarteners would act. It makes the book seem more real.

Your teacher,
Mr. Sabovik

Reading Response Journal Checklist

- Book Title and Author
- Characters (List all the main characters and give one character trait about each one.)
- Plot (Write a 3-5 Sentence summary of what has happened in your book so far.)
- Prediction
- Connection – Your connection should have four parts.
 1. Whether it is a text to self, text to text, or text to world connection.
 2. What happened in the story.
 3. What happened in your life, in the other book, or in the world.
 4. How it helps you to understand the story.
- 2 Choices from the "Ideas for Reading Response Notebooks" Sheet.

*** All of these must be present for you to receive a 10/10. ***

Date _____

Dear _____,

This year, you and I will write letters to each other about books, reading, writers, and writing. Our letters will help us learn together. The letters will help you learn more about reading.

When you write letters in your reading journal, do your best work and share your best thinking. For example, you might:

- ❖ Tell what you like or dislike about a book and why.
- ❖ Tell about parts of your book that puzzled you or made you ask questions.
- ❖ Tell what you noticed about the characters, such as what made them act as they did or how they changed.
- ❖ Write about something in the book that surprised you or that you found interesting.
- ❖ Write your predictions and about whether your predictions were right.
- ❖ Ask for help in figuring out the meaning of your book.
- ❖ Tell about the connections that you made while reading the book. Tell how it reminds you of yourself, of people you know, or of something that happened in your life. It might remind you of other books, especially the characters, the events, or the setting.
- ❖ Write about the author's style and how it makes you feel.
- ❖ Write about the language the author used and why you think the author wrote this way.
- ❖ Write about the author's craft—what was effective about the way the author wrote.

Write a letter to me once each week. The completed letter is due on the day indicated on the journal list. Use a letter form and include the title and author of your book. It is important that your letters are neat and easy to read so I can understand what you are thinking. Read through your letter to make sure that it says all you want it to say before you place it in the basket.

When I read your journal, I will learn from you, and we will learn together about books. What fun we will have getting to know each other and books!

Eager to read your letter,

Figure 9-8. Example of a Letter