Reading Log

Excel Project
Jaime Trauger
Fall 2015

Intro & Target Audience

- 1st Grade Class

- Milton Avenue School, Chatham, NJ

- 20 students, mixed ability levels, one to one aide for a student with IEP

- Activity will be introduced over four days

- Reading Log will be kept all year

Goals & Objectives

- Essential Question: How does a reading log help us become better readers?

- SWBAT
  - *Distinguish between fiction and nonfiction texts*
  - *Evaluate and compare books*
  - *Develop reading goals*

Common Core Standards

- **CCSS.ELA-LITERACY.RL.1.5**
  Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

- **CCSS.ELA-LITERACY.SL.1.1**
  Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- **CCSS.MATH.CONTENT.1.MD.C.4**
  Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

Timeline

Day 1: Introduction to reading logs
        -Why do we have reading logs?
Day 2: Show spreadsheet and model recording
Day 3: Fiction vs. Nonfiction
Day 4: Rating a book

Continue to log daily read alouds. One student at the end of each day will record the book for the class. Students will be able to watch on the Smartboard.

At the end of the month, the class will evaluate the reading log.

Spreadsheets

	A	B	C	D	E	F	G	H	I	J
1										
2		Mrs. Trauger's Class Book Log								
3										
4										
5	Date	Book Title	Genre	Rating						
7	9/4/2015	Mrs. Wishy Washy	Fiction	⭐ 3			Totals Genre			
8	9/7/2015	Crabby Cat Goes Shopping	Fiction	2			Fiction	8		
9	9/8/2015	Crabby Cat Goes to School	Fiction	☆ 1			Nonfiction	6		
10	9/9/2015	Eva the Beekeeper	Nonfiction	2						
11	9/10/2015	The Chick and the Duckling	Fiction	2			Average Rating per Genre			
12	9/11/2015	Eat Your Vegetables	Nonfiction	⭐ 3			Fiction	2.25		
13	9/14/2015	Leaves	Nonfiction	2			Nonfiction	2.17		
14	9/15/2015	Fall Mixed Up	Fiction	⭐ 3						
15	9/16/2015	Dee and Me	Fiction	☆ 1						
16	9/17/2015	Life Cycles	Nonfiction	2			Key			
17	9/18/2015	Amelia Bedelia Goes to School	Fiction	⭐ 3			⭐ 3 This book was great!			
18	9/19/2015	Halloween	Fiction	⭐ 3			2 This book was good.			
19	9/20/2015	How Full is Your Bucket	Nonfiction	2			☆ 1 This book was just okay.			
20	9/21/2015	Whoever You Are	Nonfiction	2						

October | Graphs | **September** | ⊕

READY

Spreadsheets

	A	B	C	D	E	F	G	H	I	J
1	Mrs. Trauger's Class Book Log									
2										
3	Date	Book Title	Genre	Rating						
4										
5	10/1/2015	Shadows	Nonfiction	⯪ 2						
6	10/2/2015	Pumpkins	Nonfiction	☆ 1						
7	10/5/2015	Words Are Not for Hurting	Nonfiction	⭐ 3						
8	10/6/2015									
9	10/7/2015							⭐ 3 This book was great!		
10	10/8/2015							⯪ 2 This book was good.		
11	10/9/2015							☆ 1 This book was just okay.		
12	10/12/2015									
13	10/13/2015									
14	10/14/2015									
15	10/15/2015									
16	10/16/2015									

Key

September	October	Graphs	⊕

Graphs

September Book Ratings

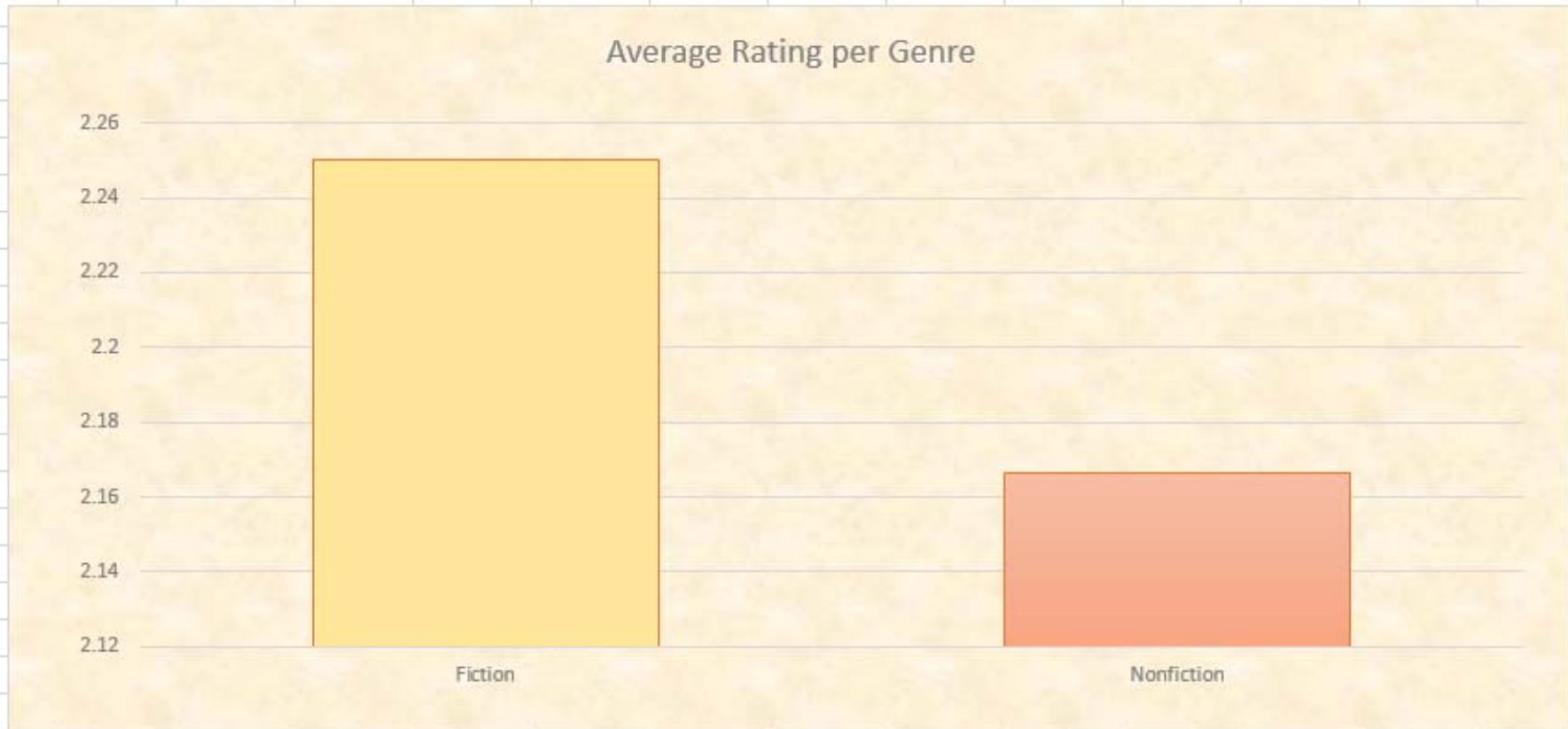| Book	Rating
Whoever You Are	2
How Full is Your Bucket	2
Halloween	3
Amelia Bedelia Goes to School	3
Life Cycles	2
Dee and Me	1
Fall Mixed Up	3
Leaves	2
Eat Your Vegetables	3
The Chick and the Duckling	2
Eva the Beekeeper	2
Crabby Cat Goes to School	1
Crabby Cat Goes Shopping	2
Mrs. Wishy Washy	3
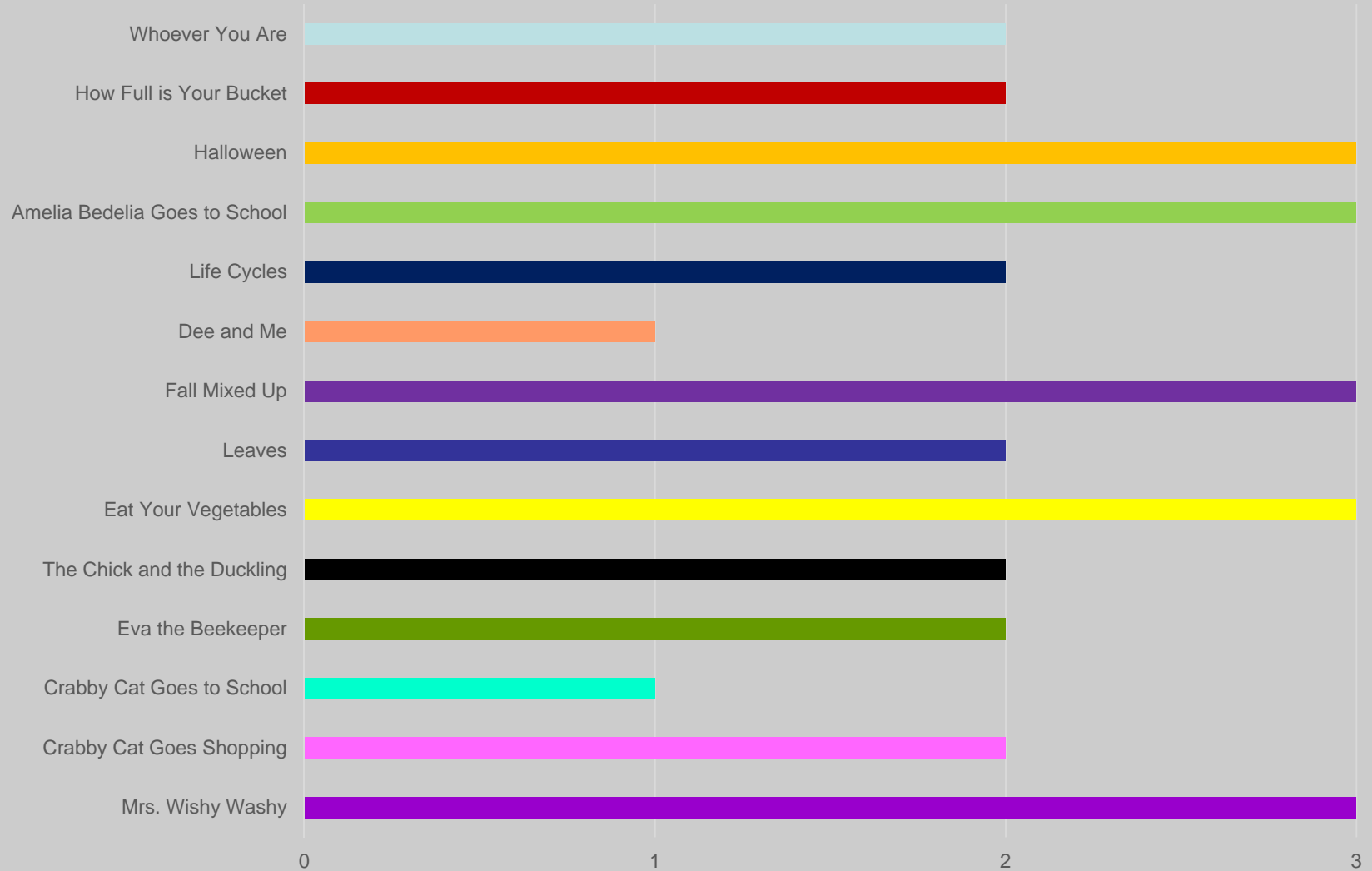
Graphs

September Fiction/Nonfiction

43%

57%
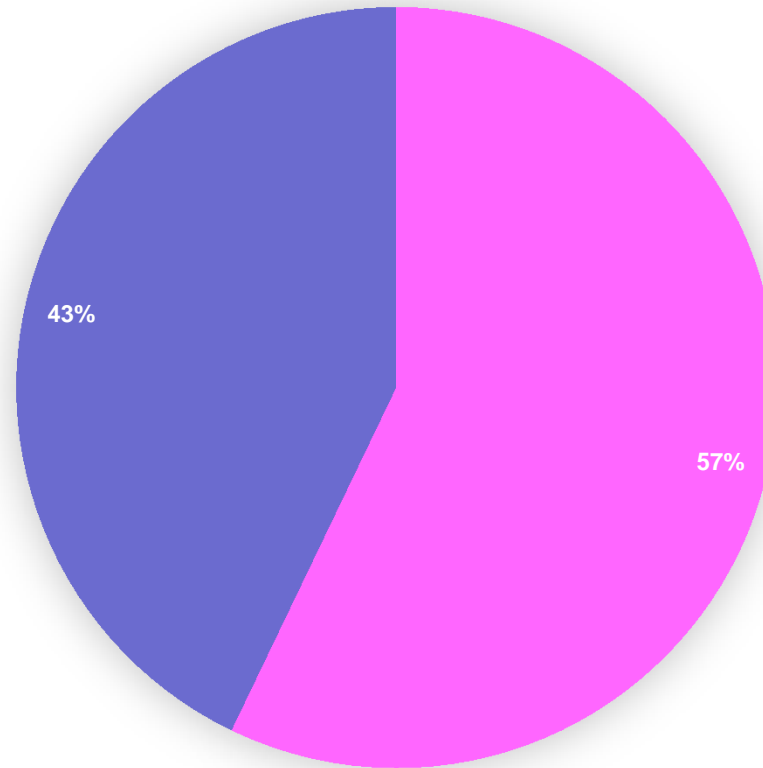
■ Fiction   ■ Nonfiction

Graphs

Evaluation

- At the end of each month we will have a class discussion about the reading log

- I will have graphs ready for them to look at

- Some questions to discuss:
  - *Which books did we read the most? (fiction, nonfiction)*
  - *What books had the highest rating? Lowest rating?*
  - *Do you see a pattern for ratings and genre?*
  - *How does a reading log help us become better readers?*
  - *What goals do we have for next month?*

Brainy Bits

- This activity would benefit these learners:
  - *Concrete Sequential Learner-predictability of filling out the chart each day*
  - *Interpersonal Intelligence- working as a class to decide on a rating for each book*
  - *Logical/Mathematical Intelligence- evaluating data, summarizing graphs*

- This activity would stimulate the following parts of the brain
  - *Frontal lobe- reasoning and evaluating the books*
  - *Occipital lobe- visual processing graphs and charts*

Resources

- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

- Gregorc, A. (1985). *The Gregorc style delineator. A self-assessment instrument for adults*. Columbia, CT: Gregorc Associates.

- Sousa, D. (2005). *How the brain learns. A classroom teacher's guide* (2nd ed.). Thousand Oaks, CA: Corwin Press.