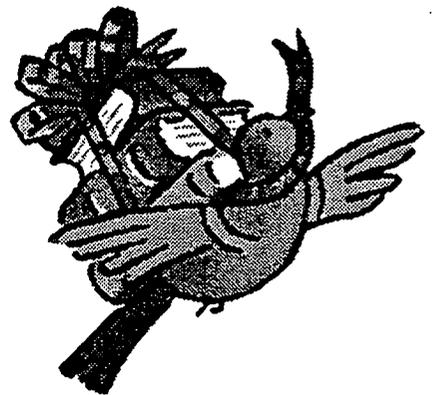


What We Know...

- *Change is difficult and risky for most of us. Give it a try, go slowly, add one new procedure at a time, adapt, trust your intuition.*
- *We should focus on student's **strengths**, not weaknesses.*
- *If students are enthusiastic about reading/writing, they will **choose** to do it more.*
- *Children learn more from each other than from us.*
- *Students **want** to be able to take responsibility for their own learning.*
- *The teacher's role should be guide, facilitator, coach, **co-learner**.*
- *Collaboration with colleagues is a powerful way to grow and make meaningful changes.*



Journals/ Logs

--and all their variations--

Journals and logs serve four purposes-

- ** They invite and engage writers to read and think**
- ** They provide records of thoughts and learning over time**
- ** They serve as a basis for discussion**
- ** They challenge individuals to stretch and engage their minds**

School/Home Journals

parent/student or student/teachers, but the student completes the entry at home

Character Journal

Student becomes the character of the book and writes the entry as the character

Writer's Journal

a place to keep ideas, words, phrases, expressions

Electronic Journal

Completed on the computer

Group Journal

Similar to Morning Message but done by the class as a whole

Reflection Journal

Two columns: immediate response, later reflection

Interpretations Journal

Three Columns: What it says, What it means, What it means to me

Writing in journals can take many forms--These are some examples:

Personal Journals

diary-like, impressions and reactions

Literature Response

wonderings, wanderings, speculations and questions

Learning Logs

content links, information and opinions

Dialogue Journals

interactive conversations, usually between student and teacher

Buddy Journals

interactive conversations, usually between student and classmates

Double-Entry Journals

Separate entries, usually one objective and one subjective on each topic or reflection

Draw and Tell

Drawings, rather than writings