



FICTION

READING

journal

FOR GRADES 9-12



How to use this journal:

1. Select a fiction text from any category.
2. Print out Day 1 and complete before you read your book.
3. Print out either Journal A or B. These cover slightly different skills and are meant to be alternated. Do Journal A with your first fiction book and do Journal B with the second. Continue alternating for each fiction book you read this year.
4. Each day, plan to read for the number of pages you mapped out on your pre-reading day (Day 1).
5. Complete the half-page lesson for each day that you will be reading the book. If there aren't enough lessons for the number of days you plan to be reading, calculate how often you should do the lesson. For example, if you plan to read for 20 days and there are 10 lessons, you'll do a lesson every other day.

Happy reading! You've got this!





Pre-Reading DAY 1

Title:

Author or Publisher:

Total Number of Pages:

Finish Date:

Number of pages to read each day:

With your parents, determine how long you'd like to take to read this text.

Then divide the total number of pages by the number of days.

This will tell you how many pages you should read each day.

Categorize Your Book:

What type of fiction is this book?

CIRCLE ONE:

fantasy mystery historical fiction
science fiction realistic fiction
fairy tale literary fiction
adventure fiction

What are your
expectations for this book?

Do you
have any *predictions*?

(Print one of these for each book.)

Journal A





DAY 2

INTRODUCTION

setting: the location and time in which a story takes place

character: a person, animal, being, or creature in a story

events: the things that happen in a story

REMEMBER TO FILL OUT THE PRE-READING QUESTIONS ON PAGE 3 BEFORE YOU BEGIN.

How does your story open?

How does the author pull you into the story or get your attention?

How do these events relate to the setting or characters?

FICTION: Journal A

setting

characters

events

Pages read today:



DAY 3

CHARACTER

What characters have you been *introduced* to? Are they major characters or minor characters? Label them.

Main Character: the character around whom the story revolves

Minor Character: a character in the story that isn't as important as the main character but helps to move the story along. They may help or interfere with the major character.

name

major or minor

Have you met the *protagonist* and *antagonist* in your book? List their names.

the main character in a story—can be either a hero or a villain

the character in a story who opposes the main character—can be a hero or a villain

Pages read today:



DAY 6

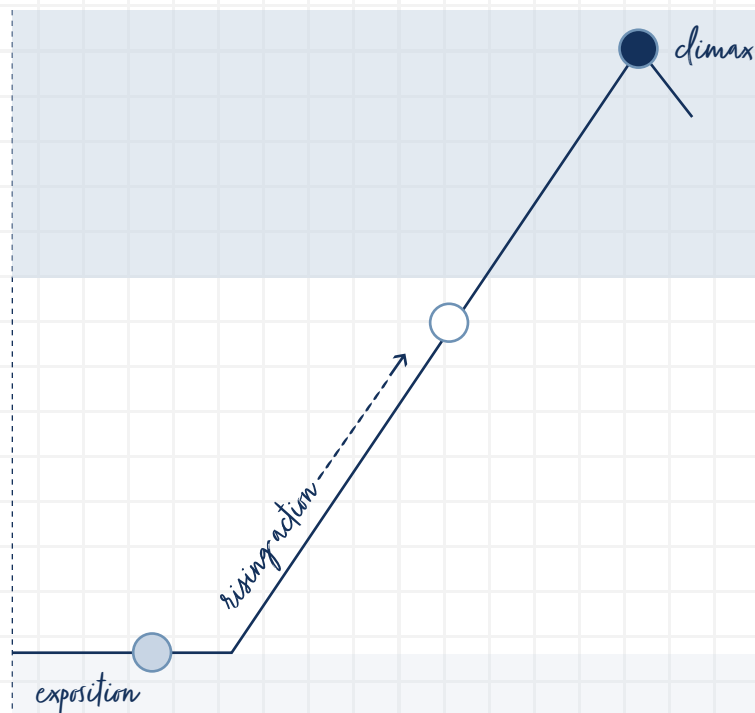
PLOT 1

Every story has a timeline of main events that are often interrelated, called a *plot*. Fill in the plot chart with as much information as you can. We will revisit it later in your reading to complete it.

exposition: where we learn the setting and background information

rising action: begins with the first important occurrence that moves the action toward the climax

climax: the high point in the action of a story or the time of highest intensity



Pages read today:



DAY 7

NARRATOR

NARRATOR: who *tells* the story

Who is the narrator in your book?

Looking at how the story is told helps to analyze the perspectives or viewpoints you notice.

Can you name the *perspective* in your book?

□ *First person*: (uses the pronouns "I," "me," "we," or "us") The narrator tells the story's events as one of the characters.

□ *Third person*: (uses the pronouns "he," "she," or "they") The narrator is not part of the story's events and tells about the characters and action from a distance.

How does this *perspective* impact you as the reader?

Give an example of how this book is narrated. Is it in first person or third person? (Hint: Look at what kind of pronouns are used!)

Pages read today:



DAY 12

WORLDVIEW

Having a *biblical worldview* takes what we have learned from God's Word and applies it to real life. Our actions reflect our worldview. The truths we have learned from God's Word should be seen in how we respond to people or things in our lives.



The characters in this story have a perspective that either lines up with the Bible or rejects the truth in the Bible. How is that reflected in their lives? Give examples from your book.

Pages read today:



DAY 13

VOCABULARY 1

List 5 *new words* you have never seen or do not know the definition for.

new word:

dictionary definition:

new word:

dictionary definition:

new word:

dictionary definition:

new word:

dictionary definition:

new word:

dictionary definition:

Pages read today:



DAY 18

WRAPPING IT UP

As a *final* analysis of your book, *talk* to a family member or friend about your book.

Explain your predictions—were they correct?

Explain what you felt could have been changed—or even left out (your least favorite part).

Talk about what you liked and thought was done well (your favorite part).

Mention any concerns or *questions* you had while reading or still have after reading.

Make sure you tell them the things you really enjoyed and what you *learned* from reading this book!

Would you *recommend* they read it?



DAY 19

APPLICATION

Pick one to complete.

- ☐ Illustrate your book into a simple children's book format.
- ☐ Create a drama or play script based on what you read—including dialogue that you make up for at least 4 of the characters.
- ☐ Write a poem about your story.
- ☐ Outline what topics you would use to create a sequel to this book.
- ☐ Write a news or magazine article emphasizing the climax of the plot in the story. When you have finished, read it aloud to your family.
- ☐ Write a letter to one of the main characters.
- ☐ Do an author study by investigating books they have written, themes they use, and life experiences they have had. Then, write your findings in a creative way. Some examples are a pamphlet, graphic organizer poster board, website, or song.





DAY 20

WRITING

In 3–5 paragraphs, compare and contrast the characters in your book. Use details to support your argument. Below is a sample outline.

I. Intro Paragraph

Who were the protagonist and antagonist in your book?
How were you introduced to them?

II. Body Paragraph

What was similar about these two characters?

III. Body Paragraph

What was different about these two characters?

IV. Body Paragraph

Who changed the most throughout your book?
How did they change?
What was their worldview and does it line up with yours?

V. Conclusion Paragraph

Out of the two characters you wrote about, who do you most relate to, and why do you relate to them?

Use this area to create a brainstorming web or an outline. Then type or write the essay on your own paper.



NONFICTION

READING

journal

FOR GRADES 9-12



How to use this journal:

1. Select a nonfiction text from any category:
 - Biography/Autobiography
 - Christian Lifestyle/Leadership
 - Money/Business
 - Informational Text
2. Print out Day 1 and complete before you read your book.
3. Print out the correct section for the category of your book.
4. Each day, plan to read for the number of pages you mapped out on your pre-reading day (Day 1).
5. Complete the half-page lesson for each day that you will be reading the book. If there aren't enough lessons for the number of days you plan to be reading, calculate how often you should do the lesson. For example, if you plan to read for 20 days and there are 10 lessons, you'll do a lesson every other day.

Happy reading! You've got this!





Pre-Reading DAY 1

Title:

Author or Publisher:

Total Number of Pages:

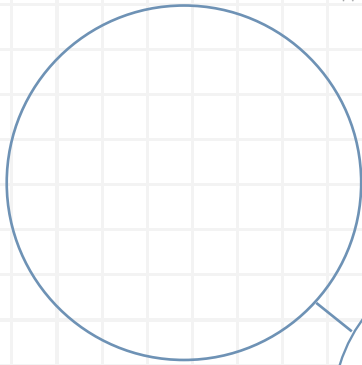
Finish Date:

Number of pages to read each day:

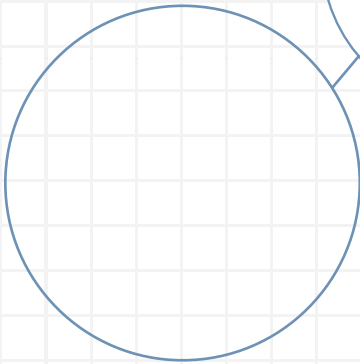
With your parents, determine how long you'd like to take to read this text.

Then divide the total number of pages by the number of days.

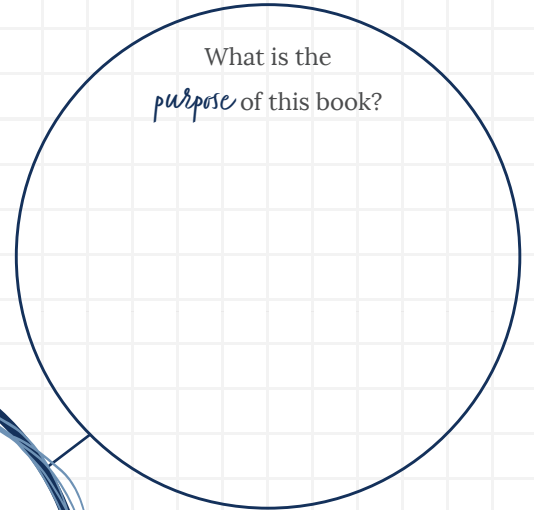
This will tell you how many pages you should read each day.



As you look
through this book,
list two things that
help you know
what category
it fits in.



What is the
purpose of this book?



Categorize Your Book:

What type of nonfiction is this?

CIRCLE ONE:

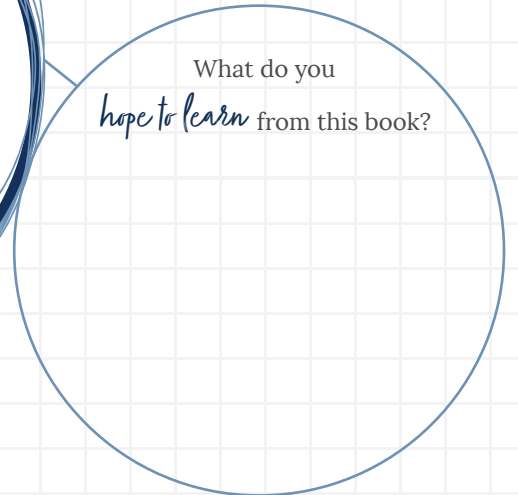
Biography/Autobiography

Christian Lifestyle/Leadership

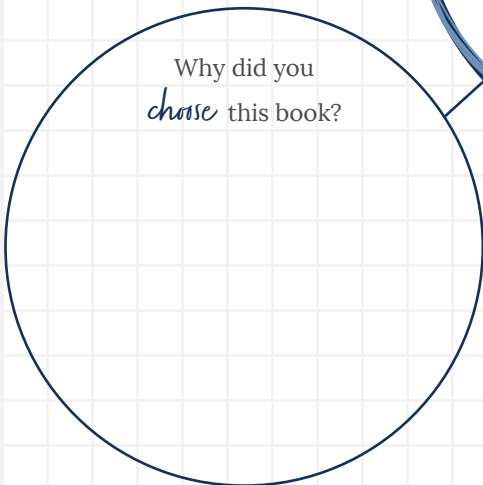
Money/Business

Informational Text

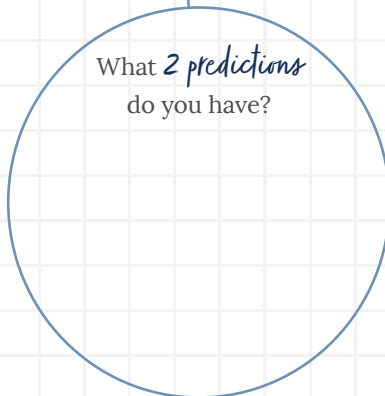
What do you
hope to learn from this book?



Why did you
choose this book?



What *2 predictions*
do you have?



(Print one of these for each book.)

Biography/Autobiography





DAY 4

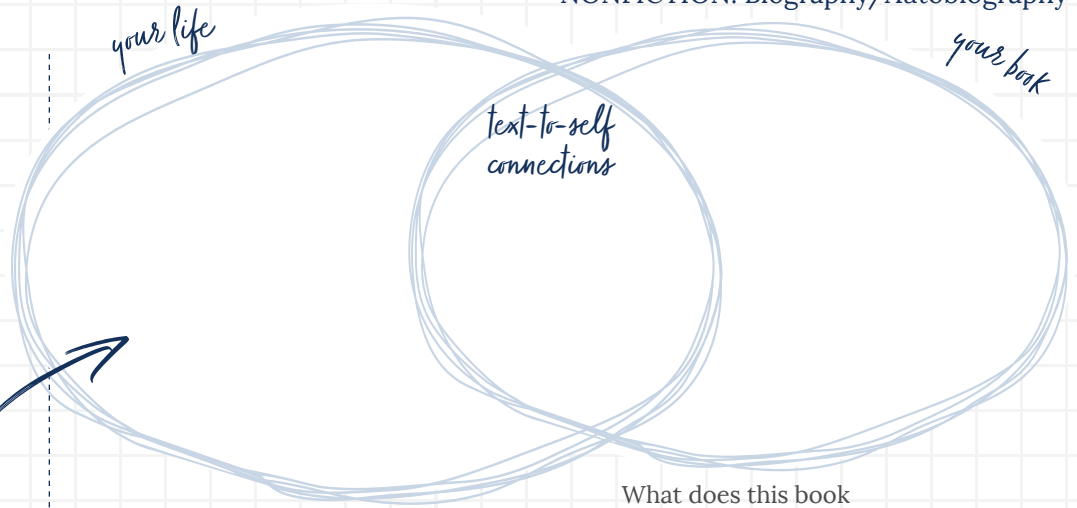
CONNECTION

Can you relate to your book—events, people, setting, etc.?

□ YES □ NO

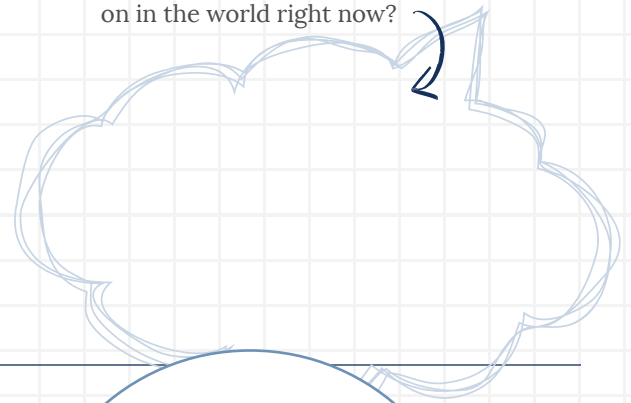
Fill in the Venn diagram to compare and *contrast* your life and your book.

How does *making connections* to this book *help with your understanding* of what you are reading?



What *other book or movie* does this book *remind* you of? Why? Please give specific examples.

What does this book *remind you of in history?*
Does it remind you of anything going on in the world right now?



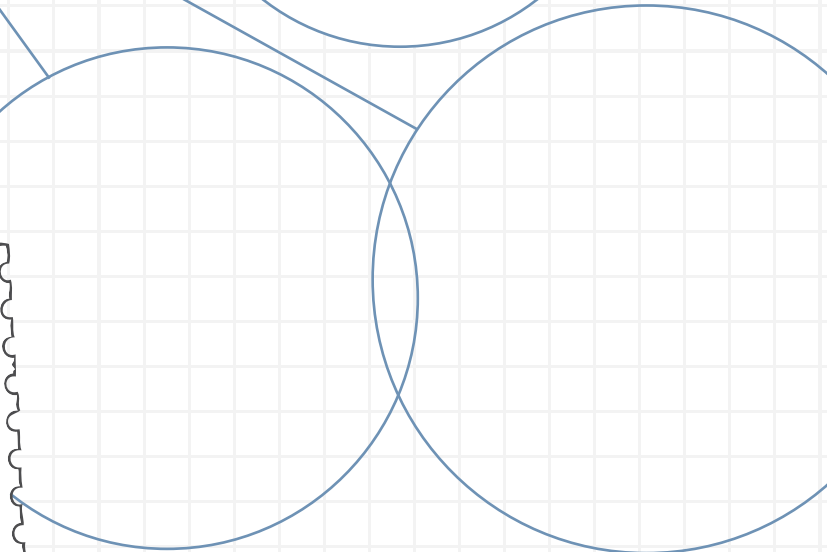
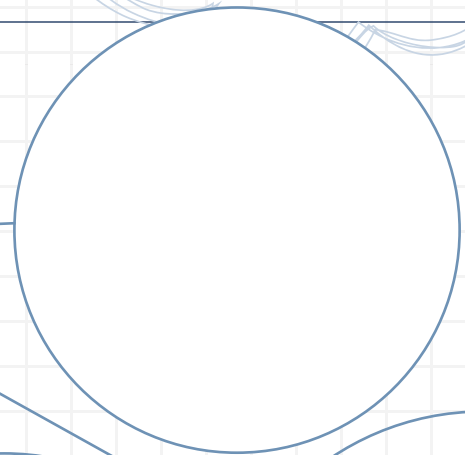
DAY 5

APPLICATION

If you were going to construct a biography, *who* would it be about and why would you choose that person?

What are the specific things about that person's life that you find *fascinating*? Explain 2 or 3 of them.

Why do you think the *world needs to know* about them?





DAY 8

CHARACTER

How would you classify your character? Give 3 character traits that would help classify their personality.

→

→

→

What are some words others would use to *describe* this person?

Make a list of *strengths* and *weaknesses* for the person in your book.

STRENGTHS

WEAKNESSES

What is their *best quality*? What is the one quality they need to change or improve?

Does this person have a *relationship* with God? ☐ YES ☐ NO

How do you know? (Give 3 reasons.)



DAY 9

CONVERSATION

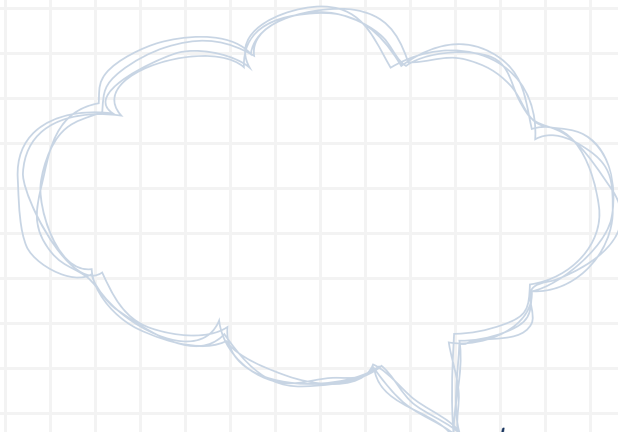
☐ Discuss with a family member or friend what you have learned from this book. Evaluate what were the best and worst parts in your book.

What was the most *interesting* thing you learned from this biography?

Recall any information that made an *impression* on you in this book. What did you enjoy learning from their life?

Explain why this book was too long, too short, or the proper length.

Is there anything you can *relate* to your life from this book?



Does this person's life *remind* you of anyone else? Why?



DAY 10

VOCABULARY

words



What *new words* have you discovered? List the words and meanings.

meanings

Could you interpret the *implied meanings* by how the words were used in the book? ☐ YES ☐ NO

Why do you think the author used these specific words in the book?

How do these words make this book better?

How would the story be different if these words were not used in this book?



DAY 11

MODELING

1. What things can you *learn* from this person's life?

2. Did anything *surprise you* about the events or about their life?

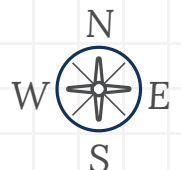
3. What do you admire about this person that you could *model* in your own life? Was this person a model in society? Why or why not?

1. LEARN

2. SURPRISE

3. MODEL

Would you say this person grew or got stronger in their character over their lifetime? Give a specific example.





DAY 14

WRITING

People have influence in this world.

In a 5-paragraph report, describe the influence your person had in the world. Compare and contrast their life to what was going on in the rest of the world. Use details to support your answer.

I. Intro Paragraph

Where did they live?

What was their full name?

Where were they born?

Where did they live as an adult?

II. Body Paragraph

Describe how their life was affected by world events.

III. Body Paragraph

Discuss any life events or challenges they faced that helped form their life.

IV. Body Paragraph

What personal disciplines did they use in their life that helped them?

V. Conclusion Paragraph

Close your essay with a summary of the life they led and any influence they have had.

Christian Lifestyle/Leadership

