



FICTION

READING

journal

FOR GRADES 6-8



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 get the attention of the reader and pull you into the story?

setting

characters

events

Pages read today:



DAY 3

CHARACTER

Make a list of characters in your book. Fill in the chart for major and minor characters.

Main Character: the character that the story revolves around

Minor Character: a character that helps move the story along but isn't as important.

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

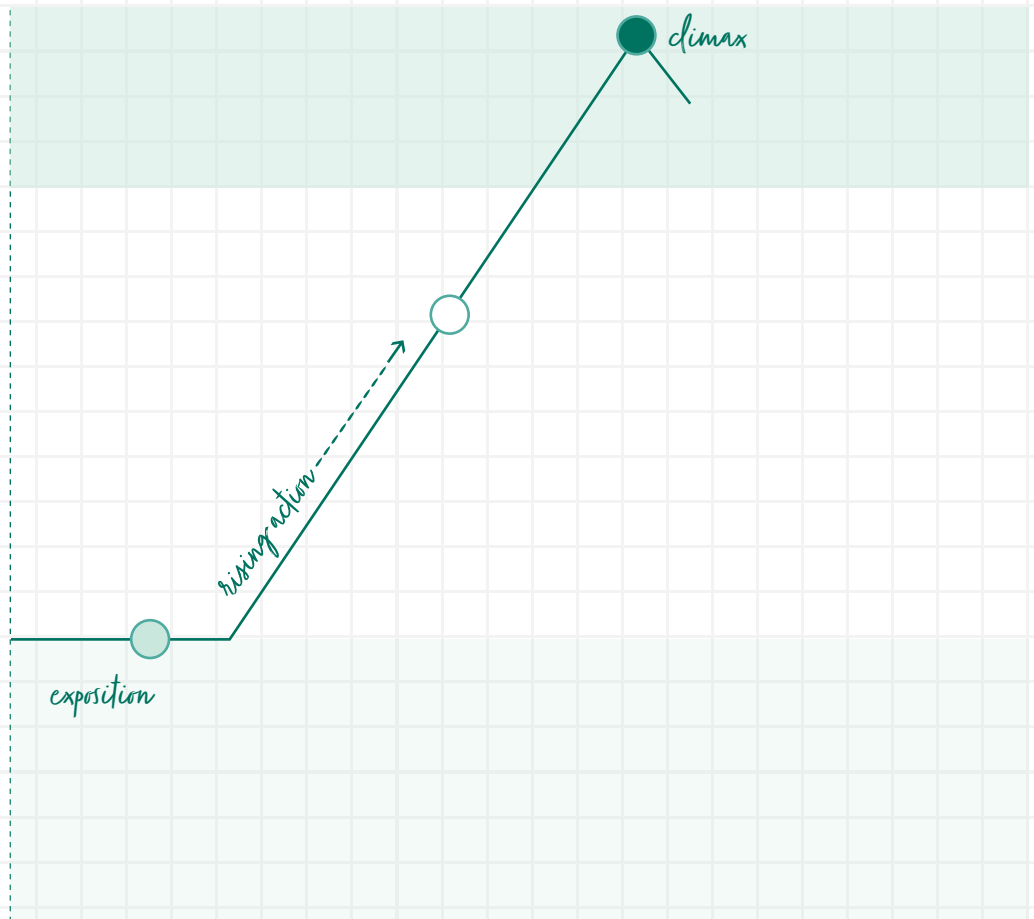
PLOT 1

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 story, usually with the most excitement



Pages read today:



DAY 7

NARRATOR

NARRATOR: who *tells* the story

Who is the narrator in your book?

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.

1. How does this perspective help you as a reader?

2. In your opinion, who else in this book could be a good narrator?

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.



1. Do any characters have a biblical worldview?

2. Do any of the characters act out against the Bible?

3. Do any of the characters have a worldview that is similar to yours? Give examples.

Pages read today:



DAY 13

VOCABULARY 1

1. Find 3 new *words*.

2. Look them up in the dictionary and write the *definition* that matches how the word is used in the book.

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.
- ☐ Write a poem about your story.
- ☐ 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 1-3 paragraphs, compare and contrast the characters in your book. Use details to support your conclusions. 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 different about these two characters?

What was similar?

What was their worldview and does it line up with yours?

III. Conclusion Paragraph

Who do you most relate to and why?

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 6-8



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

Why did you
choose this book?

What do you
hope to learn from this book?

(Print one of these for each book.)

Biography/Autobiography





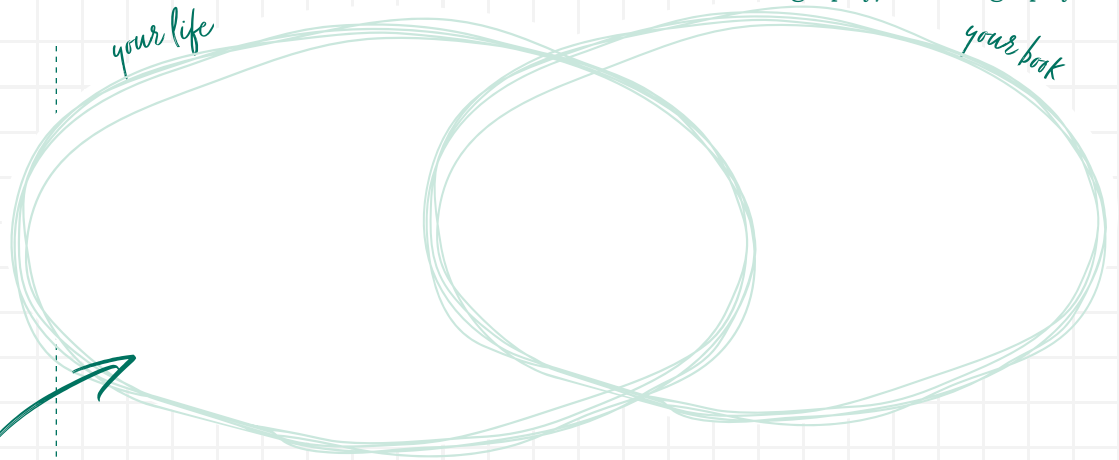
DAY 4

CONNECTION

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

□ YES □ NO

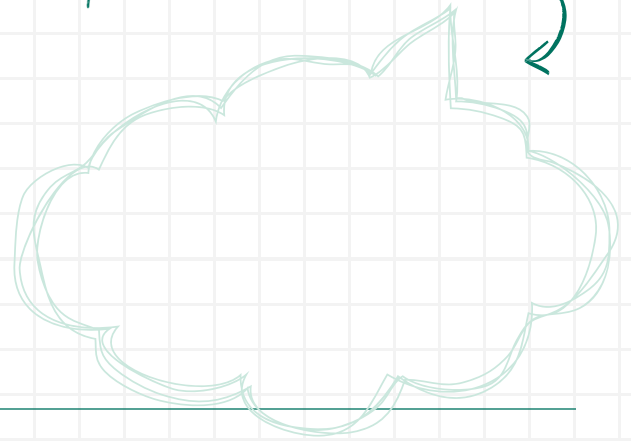
Fill in the Venn diagram to show similarities and differences between your life and your book (try to find 5 topics for each section).



Does this book remind you of anyone you know, topics you have learned about, or places you've been?

How does making connections with this book

help you understand what you are reading?



DAY 5

QUESTIONING

If you could have dinner with this person . . . where would you take them? Why?

What would you *ask* them?

What would you want to *tell* them? Why?

Who would you want to *introduce* to them?

What if this person had never lived?
How would the world be different?



DAY 8

CHARACTER

How would you describe your character?



What is *one word* that would define the life of the person you are reading about?

STRENGTHS

WEAKNESSES

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

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

How do you know? (Give 2 reasons.)



DAY 9

CONVERSATION

☐ Talk to a family member or friend about what were the best and worst parts in your book.

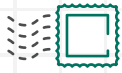
What is the most *interesting* thing you learned from this biography so far?

What *new* information did you enjoy learning?

Is the book too long or too short?

IMPLIED: suggested but *not* directly said or stated.

NONFICTION: Biography/Autobiography



DAY 10

VOCABULARY



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

words

meanings

Could you figure out 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 the book better?



DAY 11

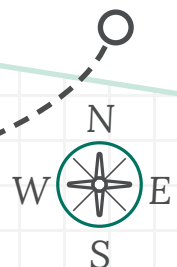
MODELING

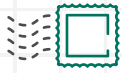
1. What things could you *learn* from this person's life?
2. Did anything *surprise you* about the events or about their life?
3. What do you admire about this person that you can *model* in your own life?

1. LEARN

2. SURPRISE

3. MODEL





DAY 14

WRITING

People have influence in this world.

In 1–3 paragraphs, describe the influence your person had in the world. Describe how their life was affected by world events. Use details to support your answer.

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

Christian Lifestyle/Leadership

