



IDITAROD PUP CLUB Family Reading Response

Students and adults will respond to literature that has been read together. Parents, grandparents, or guardians should model fluent reading and allow the child to join in. They should also model writing their responses to the literature (on this sheet) so that eventually the children can help write the response or do it on their own. Please write clearly and in PRINT so that your child can read what you are writing as you respond to the literature. When completed, read back over the response together. Children should have a very clear idea about what was written.

Examples of responses:

Sally and Barbara Brown
August 12, 2009

Today Sally and I read the poem, “Johnny Went to First Grade”. First, I read the poem, and then Sally joined in on the next reading. She seems to read this poem very well. One word she had trouble with was desk. Sally’s favorite line was “Johnny learned to read just like me.” She noticed that “just like me” was in every line. We enjoyed this poem very much. Sally even called her Grandma Bea and read the poem to her over the phone!

Bobby and Sam Smith
August 12, 2008

Today we read a nonfiction book called Amazing Monarchs by Peter James. We could tell it was going to be a book of facts because real photographs were used, and they had labeled diagrams and drawings. One interesting thing I learned about Monarchs is that they migrate south in the winter and north in the summer. Did you know male monarchs have a black spot on their wings? I didn't until I read this book. Another cool fact about Monarchs is that they eat milkweed, which we have in our butterfly garden at school. I hope I get to see some now that I know so many facts about them.

NOTE:

If reading a story, it is important to touch on title, author, setting, characters, story events, favorite parts, etc. when writing your response.

If reading a nonfiction piece, it is important to touch on interesting facts that you have learned.