

After Reading – Reflecting



LEARNING LOGS

- What? Learning logs are informal reflections students write to reflect on how or what they have learned.
- Why? Learning logs provide time for students to process their understandings (or misunderstandings). Teachers may use the logs for informal assessment of student progress.
- How? Model the process of recording reflections with a learning experience of your own.

Discuss where you would like students to record entries.

Learning logs are most effective if done frequently.

Other useful guidelines include:

- An emphasis on informal writing
- A consistent organization
- Periodic teacher collection and response to entries
- A non-threatening process for student expression

Learning logs can also be formatted as a double-entry journal. See attached templates from Tovani, C. (2000). *I read it but I don't get it.*)

SAMPLE PROMPTS FOR STUDENTS LEARNING LOG ENTRIES

(adapted from Alvermann, D.E., Phelps, S.F., & Ridgeway, V.G. (2007). *Content area reading and fluency*. Boston: Pearson.)

Process Entries

What did I understand about the work today? What did I not understand?

How did I solve a problem with understanding, vocabulary, text, etc.?

What did I like or dislike today and why did I feel that way?

Notes, lists, or jottings relevant to my upcoming assignments.

My predictions and expectations about a new topic.

Reaction Entries

If I were the teacher, what questions would I ask about this assignment, chapter, etc.

Explain a theory, concept, vocabulary term, etc., to another person.

Connect to prior knowledge or experience.

Response to higher-order questions posed by the teacher.

Reread a log entry from last week. Write a reaction to what was written.