**Sample Activities using Evidence Logs**

1. Reading discussion

**Intro 10 Minutes**

Distribute index cards to students

Using your evidence logs, identify one question you asked… or that you have, about the text or from the text. Write it down on one side of the index card

On other side

Choose one idea from the text that was significant to you and write it down with your thoughts, ideas, responses, etc.

**Part One Answer the Questions**

15 min

For fifteen minutes I want you to share your question with others and try to collect answers, ideas, possibilities, suggestions for getting answers, etc.

Write those down.

Listen to others and give them ideas, answers, possibilities, suggestions for getting answers, etc.

Students work together for 15 minutes.

**Part Two Share your thinking**

15 min

For fifteen minutes share your significant texts and your responses that are not question based.

You will share and partner will clarify and record what they think you said. Then swap, you listen and record. We will do this for about 15 minutes.

**Part Three Group discussion Looking for themes** 10 minutes

**What is a theme? How do you recognize a theme? Share thoughts and develop a common definition**

What are some themes that emerged in the questions you heard?

What are some themes that emerged in the ideas you heard?

Record on the board

1. Using understanding of text to develop comparisons and create graphic representations

Topic: Understanding developed and developing countries.

Groups of three –Using information from the evidence logs, what distinguishes or defines developed and developing countries?

What are some of the relationships between developed and developing countries?-Examples: connections, cause and effect, economics, etc.

What is the environmental connection between developed and developing countries?

Use your evidence logs and the text to find this information – then draw a graphic that represents it.

1. Writing summaries and identifying underlying meaning in text.

In groups of four, students share selections from evidence log focused on significant pieces of text. After sharing and discussing their logs they individually write 25 word abstracts that they think best capture a specific idea or part of the text or of the entire text (depending on the type of text being read).

In their group students share abstracts and then together use them to write one abstract for the group that they all agree on.

Groups post abstracts and students read all and then vote on which one(s) best capture the ideas – discuss why.

Then after reading and discussing all of the abstracts ask students, so what is this text really about?

Students talk about big ideas related to the text.