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My Reading and Writing Log Microsoft Access™ Edition

Landon D. Loertscher
David V. Loertscher

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Purchasers of this software template system may make copies freely for the faculty of a single school. The templates may be altered at will to adapt to the needs of a school's reading and writing program, but may not be sold commercially.

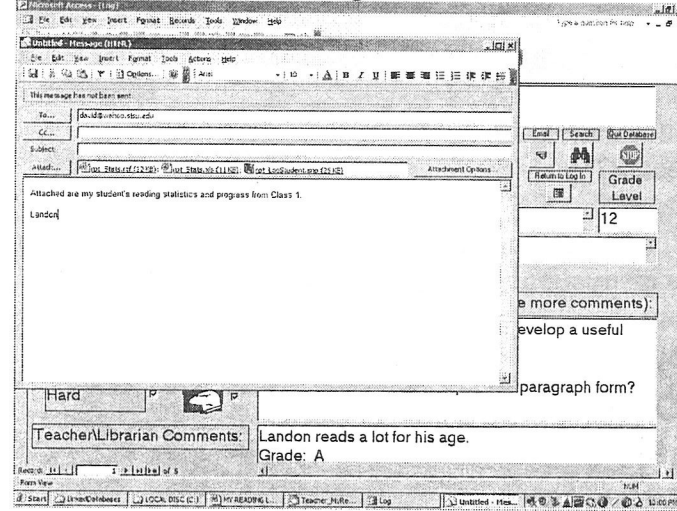
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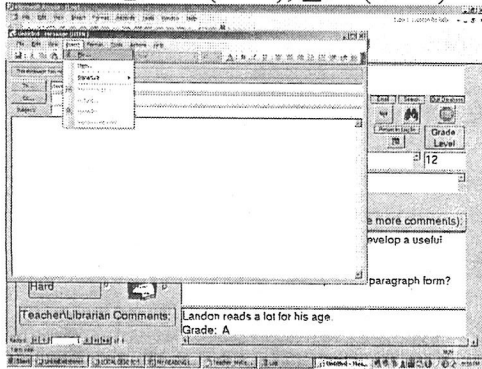


Other button functions in the My Reading Log Screen

For searching, returning to the Sign In screen or quitting the database, see the student section.

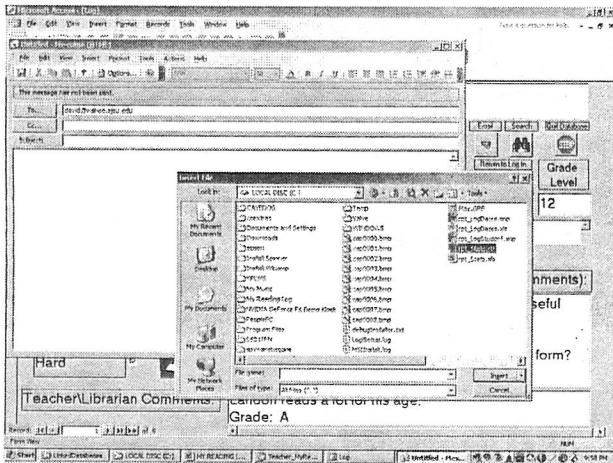
HAPPY READING and LOGGING ☺

To attach a report file
Click on Insert (Alt I), File (Alt F)



Attach the snapshot, rich text, and/or Excel report file(s) by going to the folder on C:\ or other network drive and clicking on the report file you want to send.

Click the Insert button.



System requirements for My Reading Log Database

A School, classroom, or library network on which has Microsoft Access 2000 or 2003 is installed, can run large files, and can send/receive email.

OR:

A stand-alone computer capable of running Microsoft Access 2000 or 2003, can run large files, and can send/receive email.

Background and Uses of the Program

For some years, electronic reading programs have been popular with teachers as a way to encourage children and teens to read. The idea is a simple one: children and teens read a book, take a brief test on the item, and score points to report to the teacher. Unfortunately, these programs have been expensive and very limiting for the students they serve. Tests for the books must be purchased and are expensive. Many students are told they can read only books for which the school has tests. Schools tend to purchase only books that have tests available, thus limiting titles in their libraries to a very narrow selection. Students are also told that they must read only books at their lexile level. So for one of the author's 11-year-old grandsons who reads at the 12th grade level as a 5th grader, for example, there is only one book in the library that he is allowed to read: *Gone With the Wind!* Some schools recognize these limitations and compensate for them. Others are not so creative with the end result that avid readers are penalized and poor readers are prisoners of what the machine says they can read rather than what they want to read.

The screenshot shows a Windows XP desktop environment. The top window is 'LOCAL DISK (C:)' showing a file explorer view of the C: drive. The bottom window is a Microsoft Excel spreadsheet titled 'log_Publication_Comments'. The spreadsheet has columns for 'Col', 'Date', 'App', 'Shing', 'Student/ing', 'Grading', 'Teacher/Lab/ing', 'Publication/ile', 'log', 'Pub', 'Publication', and 'Comments'. The data in the spreadsheet is as follows:

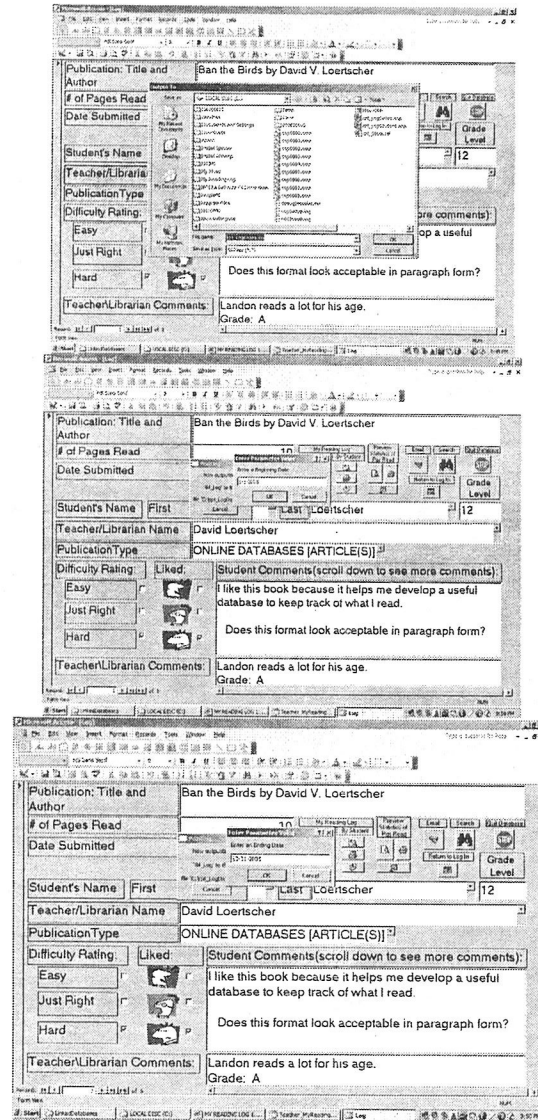
Col	Date	App	Shing	Student/ing	Grading	Teacher/Lab/ing	Publication/ile	log	Pub	Publication	Comments
2	11/14/2005	Landon	Leontcher	1	David Leontcher	Spielman		20	BOOKS		Fun to read
3	11/14/2005	Landon	Leontcher	1	David Leontcher	Spielman		20	BOOKS		Fun to read
4	11/14/2005	Landon	Leontcher	1	David Leontcher	Spielman		20	BOOKS		Fun to read
5	11/14/2005	Landon	Leontcher	1	David Leontcher	Spielman		20	BOOKS		Fun to read
6	11/14/2005	Landon	Leontcher	1	David Leontcher	Spielman		20	BOOKS		Fun to read
7	11/14/2005	Landon	Leontcher	12	David Leontcher	See the Slide by David V. Leontcher		16	DATABASES		Does this format look acceptable in paragraph form? I believe it does. No the book because it helps me describe a useful database to keep
8	11/14/2005	Landon	Leontcher	12	David Leontcher	See the Slide by David V. Leontcher		16	DATABASES		Does this format look acceptable in paragraph form? I believe it does. No the book because it helps me describe a useful database to keep
9	11/14/2005	Landon	Leontcher	12	David Leontcher	See the Slide by David V. Leontcher		16	DATABASES		Does this format look acceptable in paragraph form? I believe it does. No the book because it helps me describe a useful database to keep
10	11/14/2005	Landon	Leontcher	12	David Leontcher	See the Slide by David V. Leontcher		16	DATABASES		Does this format look acceptable in paragraph form? I believe it does. No the book because it helps me describe a useful database to keep

- Children and teens should be allowed to read anything they want or are assigned to read: textbooks, fiction books, nonfiction trade books, magazine articles, newspapers, comic books, graphic novels, websites, or any other materials by choice or by assignment.
- Readers should be able to read materials at their exact reading level (lexile level) and at other reading levels they are motivated enough to read. Thus, while reading at lexile level is appropriate, learners should be able to select many other types of reading levels either as assigned or where their interests take them.
- Readers need not read a complete book, textbook, encyclopedia, etc. They can read sections or chapters of a book, articles in an encyclopedia, a single magazine article, or parts of a website and then report this reading in their writing.
- The student and the teacher can plan a writing response for what is read. This can fit in with the writing curriculum or it can be a simple reflection on what has been read. For example, the writing can be in any language, can reflect what is being learned during a topical unit, can be a response to the ideas encountered in the text, can provide information to answer an essential question, can be a response to a writing prompt, or can just be a brief personal response.

- The resulting reading log can be used by the teacher both as a log of recreational reading as well as reading connected to instructional units. This is of particular value to teachers of science, social studies, or other content areas where teachers want to encourage wide reading and writing as topical units progress.
- The student should easily be able to report back to the teacher what they have read and written. This report should be for any time period: several days, a week, a period of a unit of instruction, a semester, or even a school year. A student's reading log could even follow a student into the next school year.
- Linking writing to what has been read provides the perfect excuse and the ideal rationale to write. "I read *Charlie and the Chocolate Factory* and saw the movie. I have something to say." "I have read lots of folk tales where it takes three tries before the hero accomplishes the quest. I now understand how to write such a tale myself."

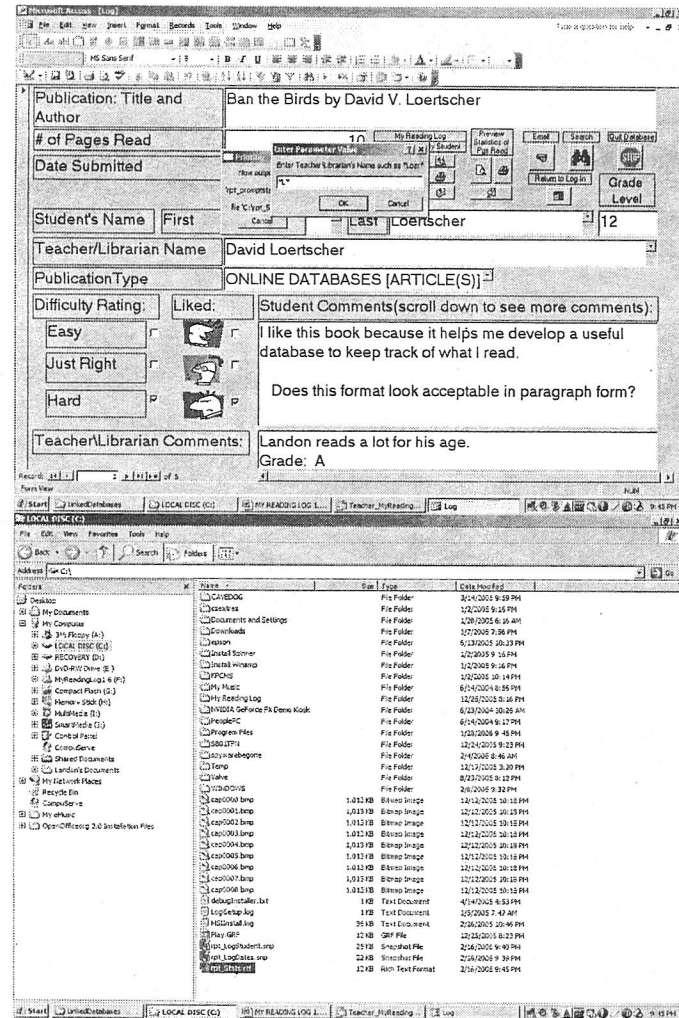
Scenarios of use:

- **Background Reading.** A teacher wants students to do background reading for a topical unit of instruction several days or a week before the unit begins. The librarian and the teacher assemble and recommend a wide variety of reading, viewing, and listening on the topic—something for every reading level of students in



tips their teacher is giving about writing that particular genre. This journal of reading and writing is emailed to the teacher before the main writing assignment is given.

- **An Issue.** The teacher wants students to read widely about a hot topic before being asked to prepare position papers, class discussions, or meeting with experts. Students read widely as directed by the teacher and the librarian and record their responses to the various arguments they encounter. This is done as a prelude to or during the learning activity as the central core of information is built in preparation for preparing informed opinions and arguments.
- **People, Places, and Cultures.** It's African American History Month or some other celebration/event. The teacher and the librarian want students to read widely about these topics before and during whatever event is planned. Each student reads something different then responds in the log as directed by the teacher. The resulting knowledge is used to plan a celebration, an event, or a major discussion about famous people, history, or the current state of affairs in a country.
- **Historical Events, Cultures, Civilizations.** Teachers and librarians encourage students to read a wide variety of nonfiction and informational books about time periods, peoples, cultures, or events using the wide array of interesting nonfiction books that have been



- **Advice to Action.** The teacher presents a problem to the class and wants to have students consider the best advice available before planning a course of action. The librarian and teacher guide students to a wide variety of advice, teaching them to evaluate the quality of that advice and add the best to their journals before taking a position on a course of action.
- **Formal Research.** The librarian and the teacher ask students to read widely, in a variety of sources, on a topic. Students log their reading in the database as if they were making note cards before writing their papers or doing their projects.
- **Compare and Contrast.** Students are encouraged to read widely on a topic for which there are differing positions, different time periods, different cultures, etc., and then compare in their databases what they read.
- **Bilingual Student Reading.** The fastest way to learn any language is to read widely in that language. Students who are learning English are encouraged to read in English and their first language and journal the results.
- **Beginning Readers.** The teacher and the librarian work to send book bags home with the children every day so that students read one book each night to someone and someone reads a book out loud to them. An aide or

Enlarge the report by clicking on the box icon in the upper right corner.

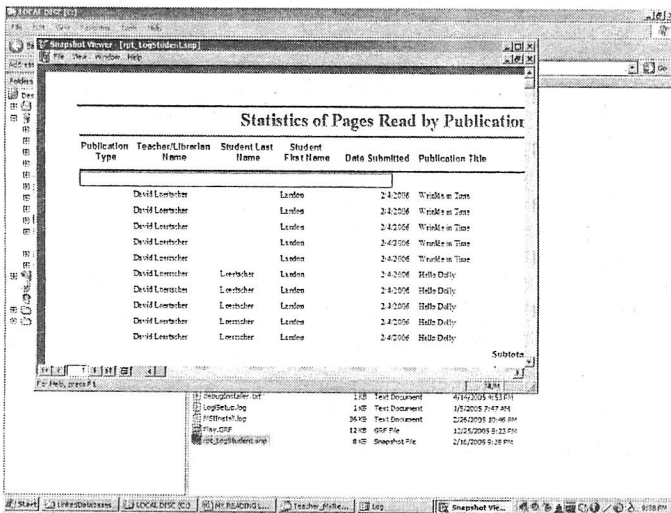
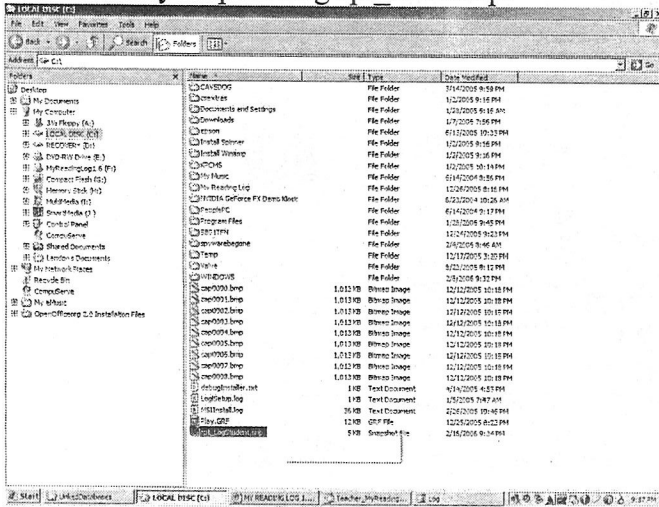
Publication Type	Teacher/Librarian Name	Student's Last Name	Student First Name	Date Submitted	Publication Title	Pages Read	Grade level
David Lowmiller	Lowmiller	London		2/4/2006	Walden in Time	100	
David Lowmiller	Lowmiller	London		2/4/2006	Walden in Time	100	
David Lowmiller	Lowmiller	London		2/4/2006	Walden in Time	100	
David Lowmiller	Lowmiller	London		2/4/2006	Walden in Time	100	
David Lowmiller	Lowmiller	London		2/4/2006	Holt Daily	10	
David Lowmiller	Lowmiller	London		2/4/2006	Holt Daily	10	
David Lowmiller	Lowmiller	London		2/4/2006	Holt Daily	10	
David Lowmiller	Lowmiller	London		2/4/2006	Holt Daily	10	
David Lowmiller	Lowmiller	London		2/4/2006	Holt Daily	10	
Subtotal						500	
Average						56	
Minimum						10	
Maximum						100	
Percentage of Total						29.27%	

Samples follow of the other reports:

All students

Date	First	Last	Grade Level	Teacher/Librarian Name	Publication Title	Author	Pages Read	Publication Type
11/14/2005	London	Lowmiller	1	David Lowmiller	Spidee-man	Spidee-man	20	BOOK
11/14/2005	London	Lowmiller	1	David Lowmiller	Spidee-man	Spidee-man	20	BOOK

To open the report, double click on the snapshot report in folder C:\My Report Log\rpt_Stats.snp.



parent helps the children log their books and their comments in the database. The result: every child in Kindergarten, first, and second grade “reads” 300+ books during the school year. Books read aloud to the children are logged in the database. The children proudly display their reading log as a printout for their wall each month.

- **Multimedia and Writing.** Students watch the evening news and record in their databases what is happening every day in the Iraq War, the progress of a space probe, the tracking of a hurricane, the events of an election either here or abroad, or any other event. As the event concludes, the students use their notes in the database to write a longer account, a fictional story connected to the event, or other response as directed by the teacher.
- **A Rich Diet of Reading and Writing.** Instead of having students read and always write a book report, teachers and librarians vary both what is read and what is written to keep the students interested rather than bored.
- **Differentiating the Reading and Writing Program.** The quest to read widely and write can be tailored to each individual child rather than making blanket assignments to an entire group.

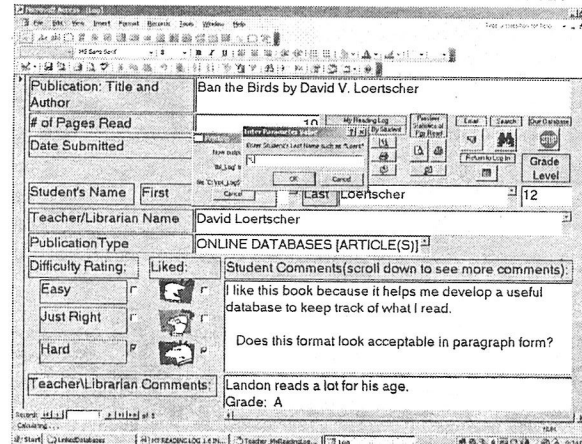
- **Challenges, Not Contests.** The teacher and the librarian build a reading/writing program together that challenges every student to read widely and write, write, write. Everyone wins. “Together we read every book in the library about tigers, read every quality website, and read every article on tigers in online databases. We then combined our knowledge to become experts on tigers. What would you like to know?” vs. “John did the most reading about tigers and gets a prize.”

Other Uses of the Writing Dialog Box:

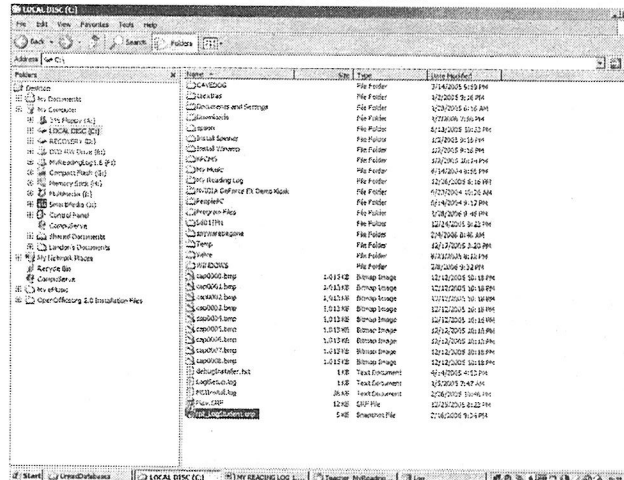
After Fiction reading (narrative):

- About a character
- About the setting
- About the plot
- About the theme
- An outline of what happened first, second, etc.
- Vocabulary words encountered with definitions
- The moral of the story or lessons learned by the characters
- Did I like the story? Why or why not.
- Rewrite the ending to the story
- Rewriting the story in a different genre
- A comparison to another book, movie adaptation, book by the same author.
- A personal reflection: how I feel after reading this story
- A book review or annotation to advertise the book to a friend
- A recommendation of this source to a friend

Or you may be prompted for a teacher’s name and could use wildcards such as *L for David Loertscher.



Save the snapshot file to C:\rpt_LogStudent.snp or any other folder. Click OK to save the file.



Format to select this option.

The screenshot shows a web form for a reading log entry. The form includes fields for 'Publication: Title and Author' (Ban the Birds by David V. Loertscher), '# of Pages Read', 'Date Submitted', 'Student's Name' (First: Land, Last: Loertscher), 'Teacher/Librarian Name' (David Loertscher), and 'Publication Type' (ONLINE DATABASES [ARTICLE(S)]). There are radio buttons for 'Difficulty Rating' (Easy, Just Right, Hard) and 'Liked' (Yes, No). A 'Student Comments' section contains the text: 'I like this book because it helps me develop a useful database to keep track of what I read. Does this format look acceptable in paragraph form?'. A 'Teacher/Librarian Comments' section contains: 'Landon reads a lot for his age. Grade: A'. A 'Select Format' dialog box is open over the form, showing options for 'Data Access Page', 'Microsoft Excel 97-2003', 'Text File', 'Microsoft Excel 9-7', and 'HTML'. The 'HTML' option is selected.

After Nonfiction Reading (expository):

- Reading notes to use later
- A record of big ideas/major points
- Facts to use later
- Important advice given
- Identification of point of view with comments
- Whether the source is a reliable one: why or why not?
- The meaning of a graph, chart, or picture encountered
- An outline or mind map of the big ideas
- Vocabulary words encountered with definitions
- Discrepancies or errors found in comparison to another source
- A personal response to the position taken by the author
- Comparison with another source I read
- A recommendation of this source to a friend

Follow the prompts with dates.

This screenshot is identical to the one above, but the 'Select Format' dialog box is replaced by a 'New Record' dialog box. The 'New Record' dialog box has a 'New Record' button, a 'Cancel' button, and a 'Log to' dropdown menu. The 'Log to' dropdown menu is open, showing 'My Reading Log' and 'My Reading Log (By Student)'. The 'My Reading Log' option is selected.

Thinking About the Writing Component

Before beginning to use *My Reading and Writing Log*, thought should be given to the purpose served by student responses to what they read. A good place to begin is to consider the national standards for the language arts as a whole published by NCTE and IRA and reprinted below. Within this vision, most states have language arts standards and oft times writing standards for K-12 to consult. Finally, both districts and schools have various curricular documents and textbooks that provide very detailed expectations and guidelines for the teaching of writing. All of these should trigger ideas for the use of the limited writing space in the student's log.

Standards for the English Language Arts

Sponsored by NCTE and IRA²

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading, writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal

² See the Standards at:
<http://www.ncte.org/about/over/standards/110846.htm>

Teacher Database—Save a Log as a file and Emailing a Report

Format to email a report file

To get a report ready to email, click on the third button down under each report type under “My Reading Log” section for all students or by student and “Preview Statistics of Pgs Read” section.

Sample File formats in which to save the file:

- **Snapshot Format:**

Note: You will need to have a version of Snapshot Viewer (version 11.0 for Access 2000) loaded on yours and those you are sending the report on their computer to view it. Go to <http://www.microsoft.com/downloads/details.aspx?FamilyID=b73df33f-6d74-423d-8274-8b7e6313edfb&DisplayLang=en> to download the applicable version for Access 2000 or greater that you are currently running. Select the Snapshot Format to retain all of the formats in the report. The advantage to using the Snapshot Format is that a snapshot file of the report cannot be altered and the original report formatting is not lost.

Printing a Teacher/Librarian's report "Statistics of Pages Read by Publication Type"

Go to the "Preview Statistics of Pgs Read" section and click on the print icon (on the right of the print preview button).

The screenshot shows a web-based report interface. The main content area contains the following information:

- Publication: Title and Author:** Ban the Birds by David V. Loertscher
- # of Pages Read:** 10
- Date Submitted:** 11/14/2005
- Student's Name:** First: Landon, Last: Loertscher
- Teacher/Librarian Name:** David Loertscher
- Publication Type:** ONLINE DATABASES [ARTICLE(S)]
- Difficulty Rating:** Liked: Easy, Just Right, Hard
- Student Comments:** I like this book because it helps me develop a useful database to keep track of what I read. Does this format look acceptable in paragraph form?
- Teacher/Librarian Comments:** Landon reads a lot for his age. Grade: A

Type in the full first and last name of the teacher/librarian or use wildcards. When prompted for a teacher's last name, type in the first and last name of the teacher/librarian or use a wildcard "*part of the teacher name*". The example above uses "*L*" to print David Loertscher's class statistics.

This is an identical screenshot to the one above, showing the same report details for 'Ban the Birds by David V. Loertscher'.

fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

When prompted for a student's last name, type in the full last name or use a wild card “*part of the student's last name*”.

Publication: Title and Author	Ban the Birds by David V. Loertscher	
# of Pages Read	47	Grade Level
Date Submitted		12
Student's Name	First: Landon, Last: LOERTSCHER	
Teacher/Librarian Name	David Loertscher	
Publication Type	ONLINE DATABASES [ARTICLE(S)]	
Difficulty Rating:	Liked:	Student Comments(scroll down to see more comments):
Easy <input type="checkbox"/>	<input checked="" type="checkbox"/>	I like this book because it helps me develop a useful database to keep track of what I read.
Just Right <input checked="" type="checkbox"/>	<input type="checkbox"/>	Does this format look acceptable in paragraph form?
Hard <input type="checkbox"/>	<input type="checkbox"/>	
Teacher/Librarian Comments:	Landon reads a lot for his age. Grade: A	

Viewing a Teacher/Librarian's report "Statistics of Pages Read by Publication Type"

Go to the Preview Statistics of Pgs Read section and click on the page magnifying glass icon (middle button).

Publication: Title and Author	Ban the Birds by David V. Loertscher	
# of Pages Read	10	Grade Level
Date Submitted	11/14/2005	12
Student's Name	First: Landon, Last: LOERTSCHER	
Teacher/Librarian Name	David Loertscher	
Publication Type	ONLINE DATABASES [ARTICLE(S)]	
Difficulty Rating:	Liked:	Student Comments(scroll down to see more comments):
Easy <input type="checkbox"/>	<input checked="" type="checkbox"/>	I like this book because it helps me develop a useful database to keep track of what I read.
Just Right <input checked="" type="checkbox"/>	<input type="checkbox"/>	Does this format look acceptable in paragraph form?
Hard <input type="checkbox"/>	<input type="checkbox"/>	
Teacher/Librarian Comments:	Landon reads a lot for his age. Grade: A	

- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and exchange of information).

The authors of *My Reading and Writing Log* envision that teachers have students respond to reading in simple ways at the beginning of the school year, but after several weeks, give guidance on what to write as an integrated part of the writing curriculum. The advantage of individual student logs would be to differentiate writing assignments as needed for individual student backgrounds, abilities, culture, reading level, or language ability. Keeping all the writing in a single database allows both the student and the teacher to look across time at writing development in addition to the amount and type of reading being done.

We hesitate to be extremely detailed here because the detail of what to write, how to write, genre to be written, and length of writing are to be dictated by the local curriculum, not by the creators of this software.

Implementing the Program

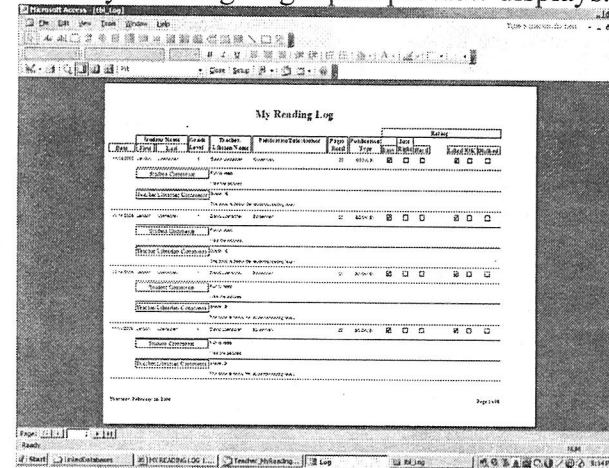
We anticipate that the program will be implemented in the school as a collaborative literacy initiative between the teacher and the librarian. Together, these two professionals can work to maximize the amount read, fit the program into the reading program, and build a writing program that meets the objectives of the writing curriculum and that links writing to reading.

Setting up the program for an elementary or secondary teacher who has only one class of 15–40 students is a relatively simple project, but one that will most likely be created on the school’s network. This will require assistance from a technology director. An alternative is to set up the program on a single classroom computer, a classroom network, or a library network.

The program has also been designed for a teacher who has a number of classes during the day. For example, a high school social studies teacher may have six class periods, each with 30–40 students. In this case, set-up time for all the classes is a fair amount of work, but the program allows for up to 10 class groups and up to 49 students in each class. Before the program can be used, the teacher or aide will need to rename each class period folder and then rename each student database to each student in each class. As is, the database lists the classes as Class 1, Class 2, etc. and Student 1, Student 2, etc. within each class. As new students join the class during the school year, a new folder can easily be renamed for those students. Hopefully, no teacher will have more than 49 students pass through a single class during any year. If this is the case, a student who leaves the school would need to have their database emptied and renamed for the new person.

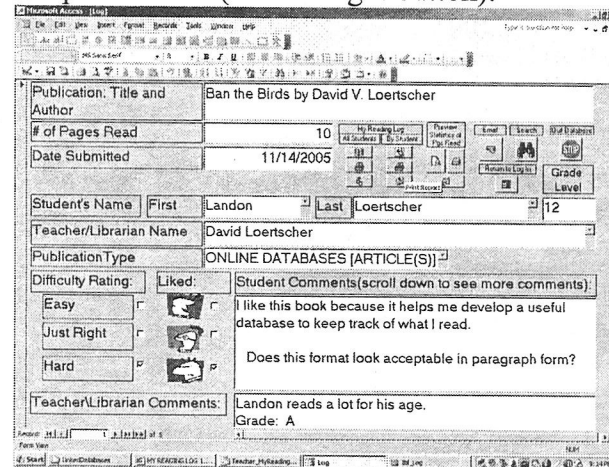
The purchasing school can use this database for any number of teachers in that school but not for other schools in the district. Updated versions will be announced on <http://www.lmcsource.com> under “freebies,” and you can register your copy there to receive news about the program. We

The My Reading Log report preview displays.



Printing the report “My Reading Log By Student”

Go to the “My Reading Log By Student” section and click on the printer icon (bottom right button).



Or anyone's Last name that starts with "L*"

Or ends in "*l*"

recommend that new versions not be attempted during a school year with a teacher who is already using a previous version. However, new teachers could be started on a particular version, old or new, at any time.

The database is designed for simplicity and does not have a lot of bells and whistles. Such would require major development and extensive costs. We would rather schools use a very simple system and spend a great deal of money purchasing books for students to read rather than make a major investment in a computer software product.

Some Helpful Tips

- As students enter the title of something they have read, they can record a full citation such as author, title, publisher, and date, or this can be abbreviated down to a simple brief title as directed by the teacher/librarian.
- The space in the database for the writing is not a word processor, so very little formatting can be done. If extensive writing is to be done, that should be completed in a word processor and handed into the teacher separately with the student indicating that this has been done in the database box.
- There is no spell checker in the writing box, so students will have to proofread their work.
- Students can prepare reports for the teacher for any time period, so help students get the correct beginning and ending dates for their report before letting them print out the report or emailing it to the teacher.

- Theoretically, a student could take their database along with them to another class or into a new school year. In this case, their individual database will need to be copied, put on a thumb drive, and then added into the new database. A few practice sessions at this task will be helpful before the real transfer session occurs.

Technical Assistance

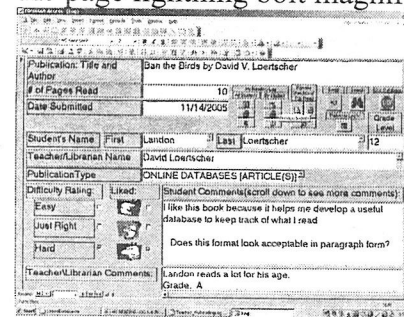
The Microsoft Access version of this program relies on the expertise of a technical director at the local school who can set up the networking and install the program for the individual teacher. We cannot help with such installations because we have no knowledge of local systems or configurations.

Some knowledge of how Access works will help solve many local problems. Microsoft provides helps and publishes online and printed manuals. There are also a number of third party manuals available at local bookstores that will help answer a number of problems not connected to our software, but which will make a difference when problems are encountered.

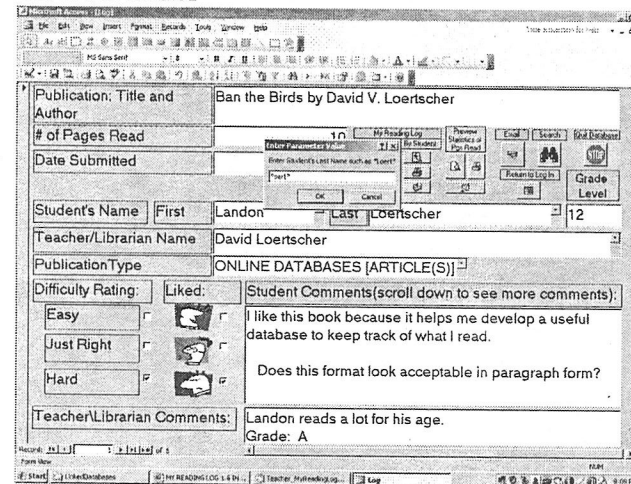
On the LMCSOURCE website (<http://www.lmcsource.com>) under “freebies,” you will find frequently asked questions and answers plus tips on the program’s use as received from customers.

Viewing a Student’s “My Reading Log” report

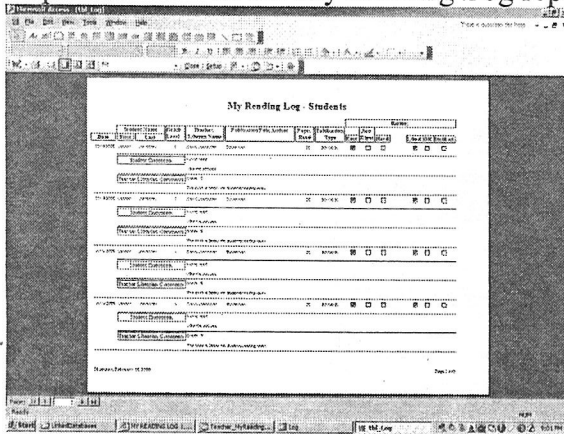
Go to the “My Reading Log By Student” section and click on the page lightning bolt magnifying glass icon (top right button).



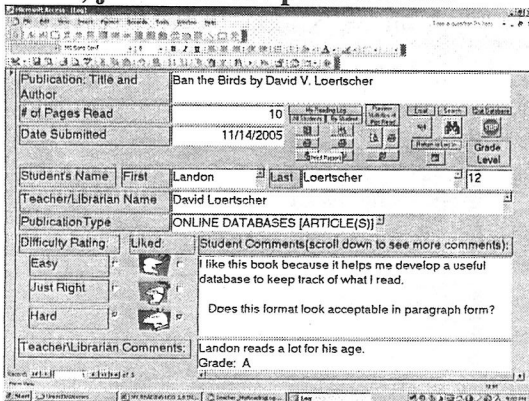
When prompted for a student’s last name, type in the full last name or use a wild card (*) between part of the student’s name if you don’t want to type all the last name, such as “*oerts*” for Loertscher



Expanded view of the My Reading Log report:



Printing all Students report My Reading Log by date
 Go to the “My Reading Log All Students” section and click on the printer icon (bottom left button). You will be prompted for beginning and ending dates the same for viewing the report shown above. **Note: To print when the report is in preview mode, just click the print button.**



Landon Loertscher is available for simple questions by email at: ----- . If the problem requires more than a brief answer, help will be available at a charge of \$25.00 for the first fifteen minutes or increments thereafter. The program has been set up to be very affordable to schools so technical service has not been built into the original price. Schedule this telephone technical service by emailing Landon at: -----.

We recommend that the system be set up for one teacher and tested on the local system with a class or students before trying to implement the system to many teachers. This will give the local school time to iron out any bugs before widespread frustration sets in.

MY READING LOG Version 1.65 INSTRUCTIONS

Landon D. Loertscher

If you haven't loaded Microsoft Access 2000 database software or later version onto your computer, do so now. Follow the Microsoft Access instructions that came with the software or go to the website at <http://www.microsoft.com> for loading instructions.

Windows XP operating system was used in the computer screen figures throughout these instructions.

Loading My Reading Log 1.65 onto a computer

To keep each reading log private from other students, copy from the disk provided in folder Class1, folder Student1 and database file called Student1_MyReadingLog1.65.mdb to the student's computer, Student2_MyReadingLog1.65 for the next student's computer, etc. or to a password protected folder set up on a network (see a technician to help set this up). Note: To use the reports in the Teacher_MyReadingLog1.65.mda database, each student's database must reside on a folder on a network to link to the student's reading log information (see section **Teacher\Librarian My Reading Log Database** below).

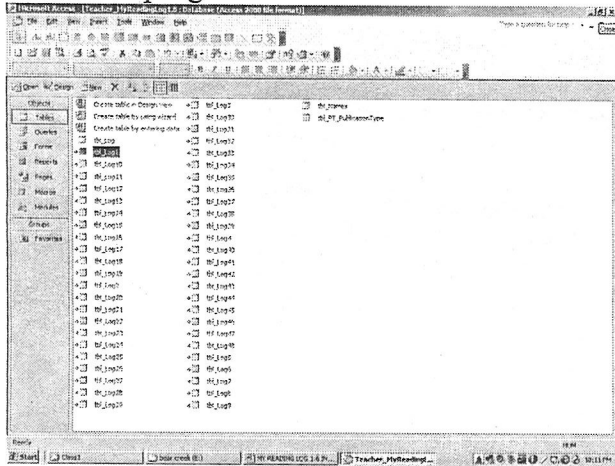
Anywhere a computer drive name C:\ is used in this publication, an alternative network drive letter can be used to save the reading log database.

When prompted for an ending date, enter a date such as 12-31-2005 and press the OK button.

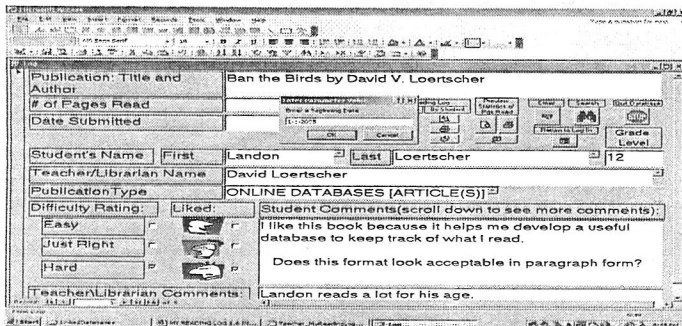
A view of the My Reading Log report will appear. To change the size of the report view, go to the upper right corner of the report to:

- Enlarge the view the report, click on the square icon.
- Shrink the report back, click on the minus icon in the upper right corner of the report.
- Close the report, click on the X icon.

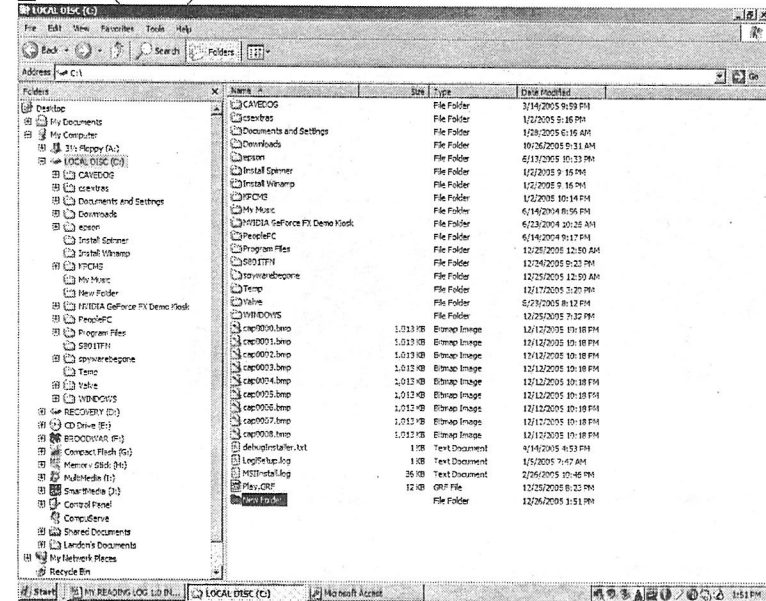
Close the Teacher_MyReadingLog1.65.mdb by clicking on the X in the top right hand corner.



Viewing a Student's report "My Reading Log" by date
Go to the My Reading Log All Students section and click on the book icon (top left button). When prompted for a beginning date (when the publication record was first entered in the database), enter a date such as 1-1-2005 and press the OK button.



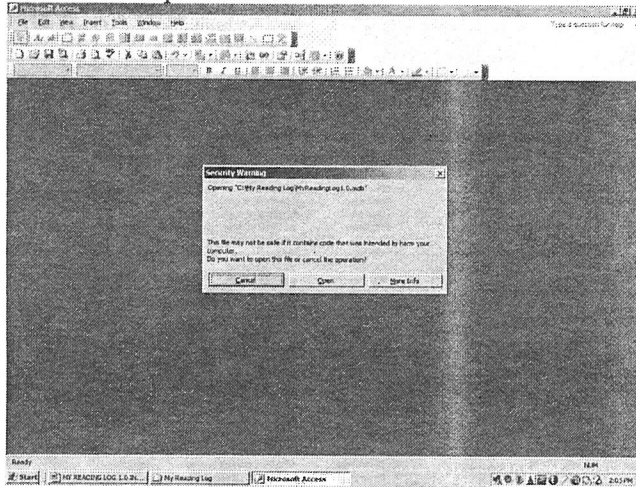
Copy a student's reading log database to a folder. To create a folder using Microsoft Windows, enter C:\ or a network Drive Letter in the address box and press enter. With your mouse, click on **File** (Alt F), **New** (Alt W), **Folder** (Alt F).



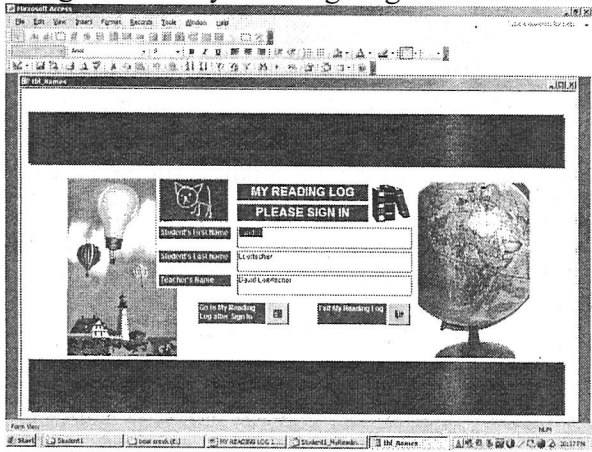
Type over the "New Folder" and give it a name such as "My Reading Log."

Copy the database file from the CD and paste to C:\My Reading Log or any other desired folder.

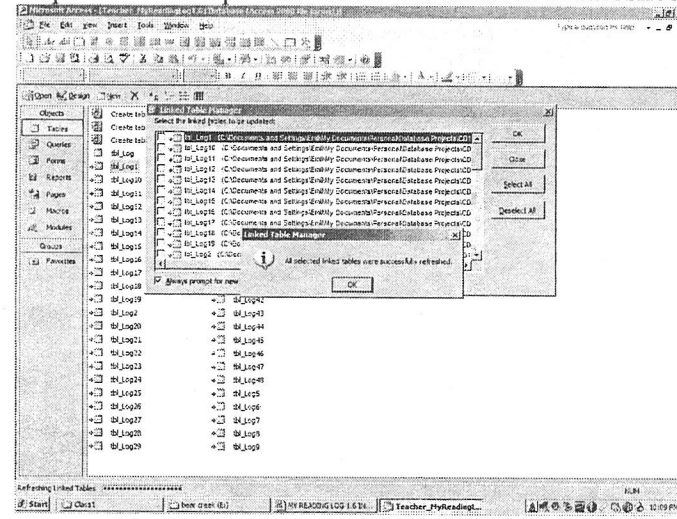
To open the “My Reading Log 1.65,” double click on the file with your mouse.
Click on “Open.”



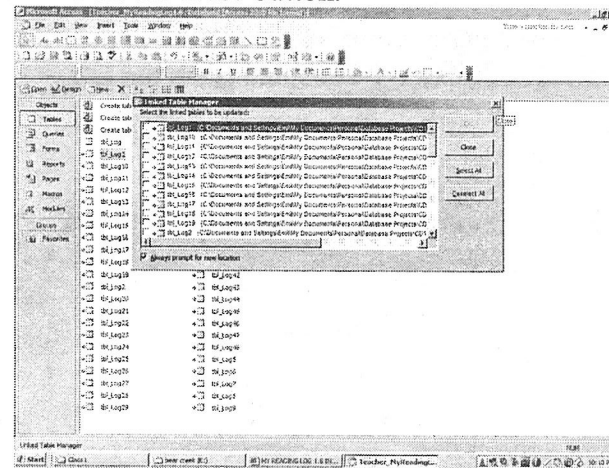
A sign of the My Reading Log database will appear on screen.



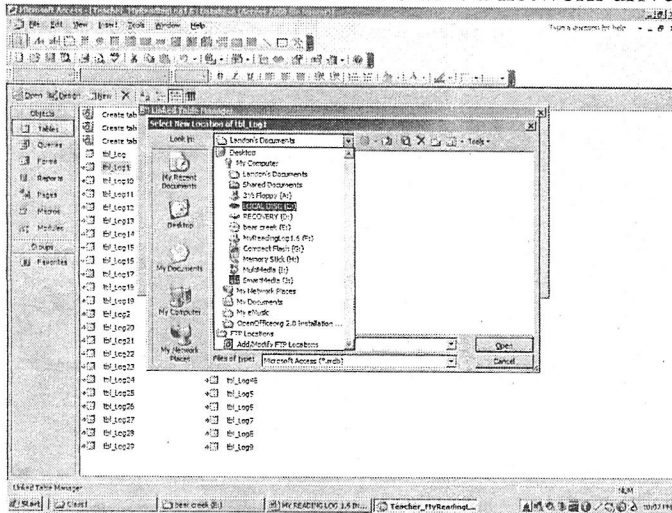
Repeat these steps until all of the links are refreshed.



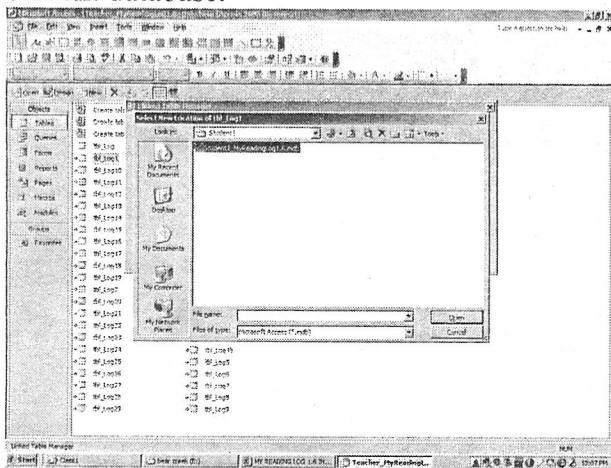
Click OK.
Click on the close button.



or click on the down arrow to select a network drive,



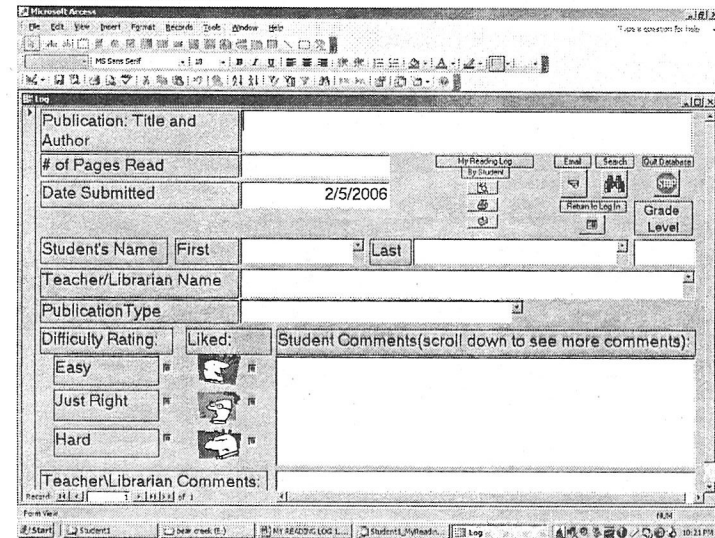
class folder, then student folder, and double click on the student database.



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Students will need to log in for the first time by typing their first and last name and the teacher\librarian's name. To help make the reports useful in the database, be sure to type in these names once and do not change them afterwards.

To begin logging in your own reading materials, click on the "Go to My Reading Log After Sign In" button. To return to the log-in screen at any time, click on the button under the "Return to Log In" section. To quit the database at any time, click on the STOP button.



Navigation

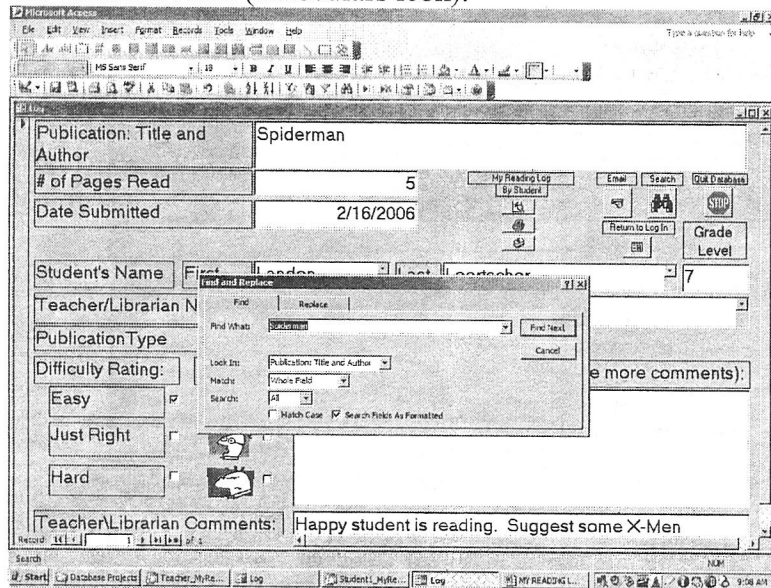
Use the horizontal and vertical scroll bars to adjust the view of the screen.

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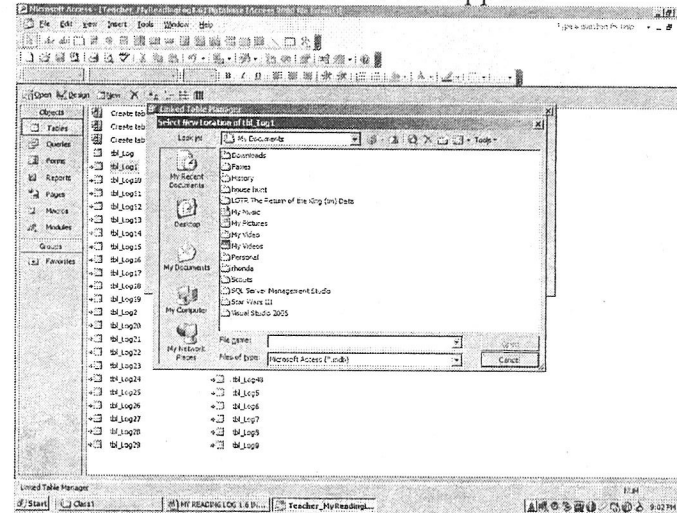
To navigate to each data entry box, just click in the chosen box or press the tab key to go to the next box. Use the delete key to alter any information in each box.

If more than one publication is in the database, look in the record section at the bottom left corner and click on an arrow to go forward or backwards or type in a number.

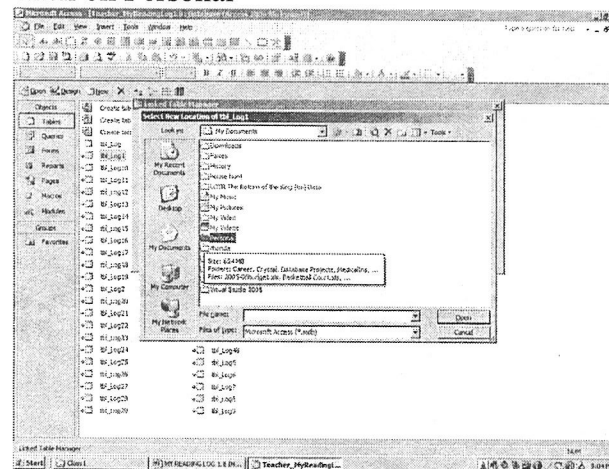
To search for a publication record by Publication, Student, Teacher/Librarian name, or anything in the database, click on the Search button (binoculars icon).

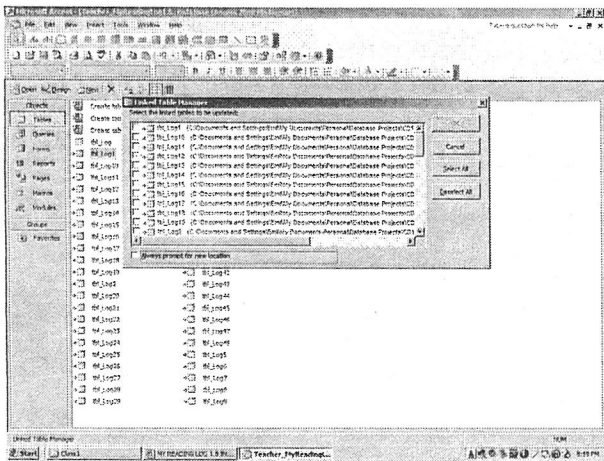


A default folder in Windows will appear.

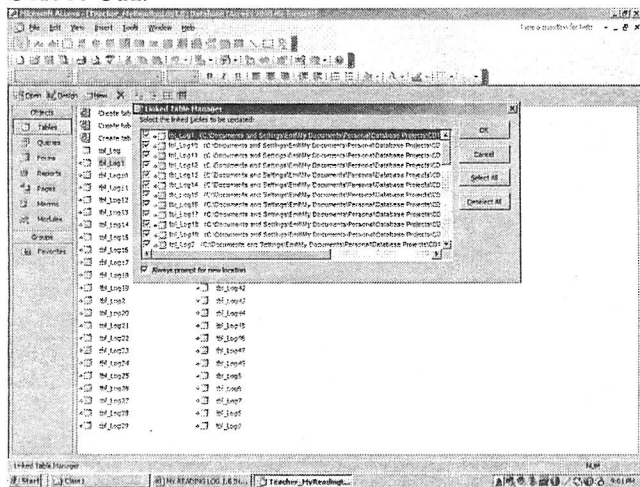


If the network folder was on My Documents folder Personal, click on Personal



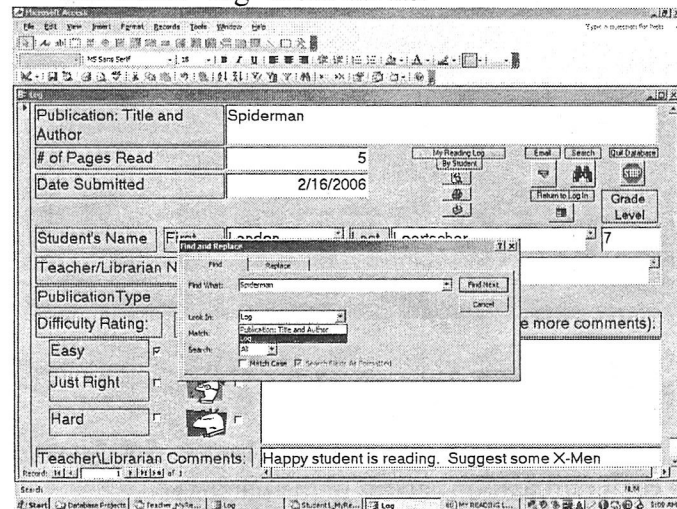


Click the check box “always prompt for new location” and click on Select All button. Select OK.

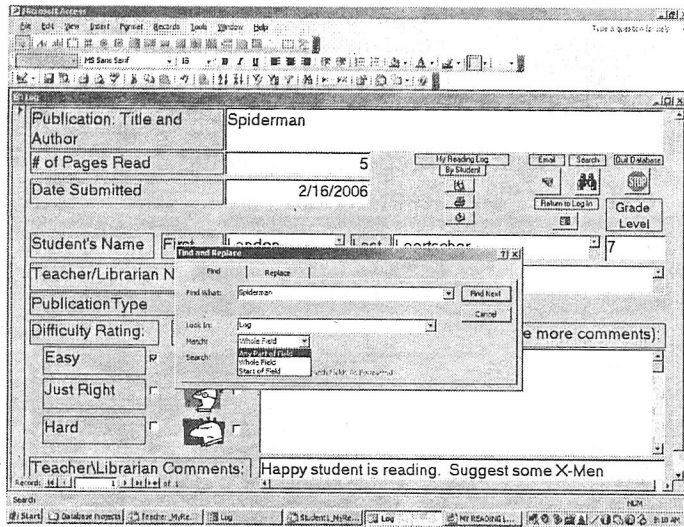


For a basic search do the following:

- Under “Find What:” section type in what you are searching for in the database, such as “Spiderman,” to search for a reading material.
- In the “Look In” section, click on the drop down arrow and select “log” from the list



- In the “Match:” section, click on the drop down arrow and select “all”



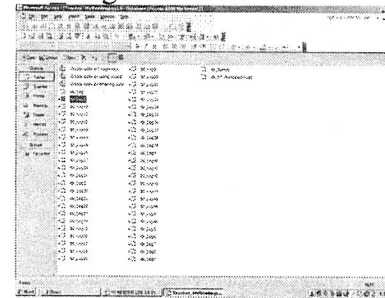
- In the “Search:” section, select “All”, “Up”, or “Down”
- Click on “Find Next” button to locate each instance of each publication record in the database
- Click on the “Cancel” button to cancel the search

Entering Information into My Reading Log

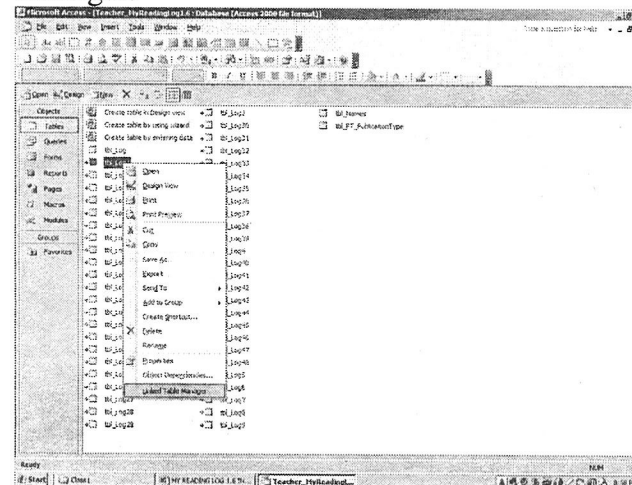
Complete typing in all of the applicable information for each publication. Click just one box under the Difficulty Rating and Liked sections to rate the publication read. Under the Difficulty Rating section, choose Easy, Just Right, or Hard check box.

To edit the student table links, click on the X button to close the Sign In screen at the upper right hand corner.

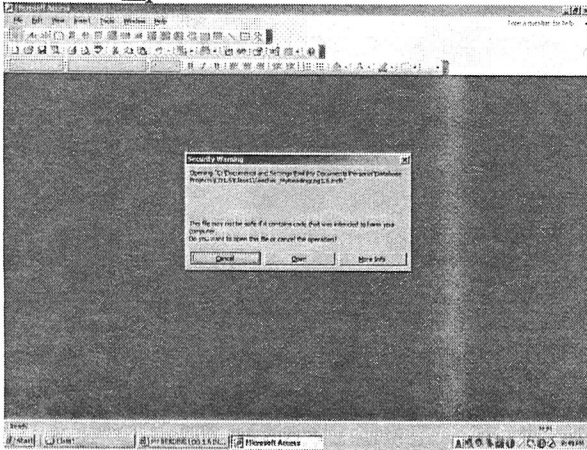
Select any student table that is linked called tbl_Log1 or tbl Log2 or



and right click the mouse button to select Linked Table Manager.

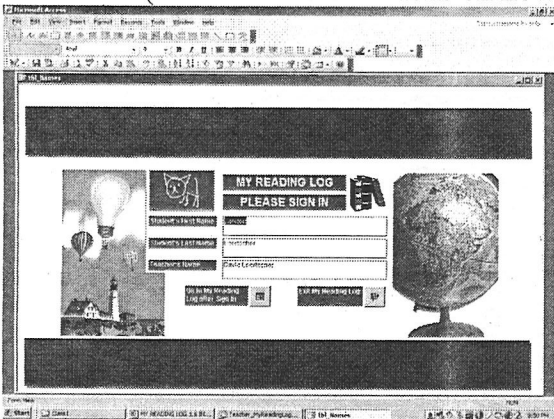


Click on Open.



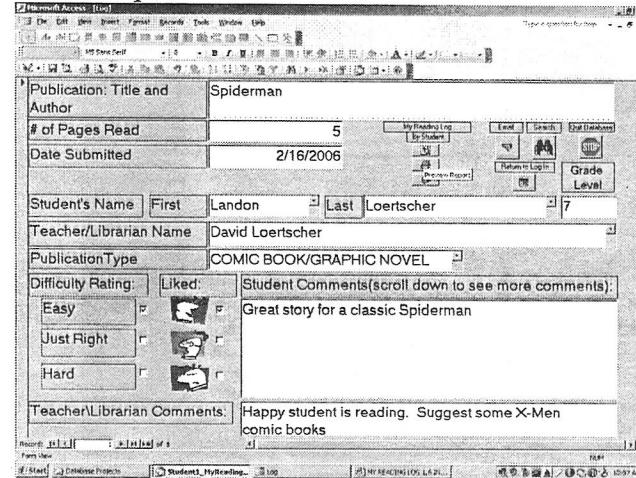
Type in your first name and last name as the student and teacher/librarian.

Note: This database can be used to log your own reading materials. Just click on the “Go to My Reading Log After Sign In” button (see student instructions on how to fill out the log).



The Liked section contains the following faces:

- Happy means “liked it”
- Straight means “OK”,
- Upset means “disliked”.



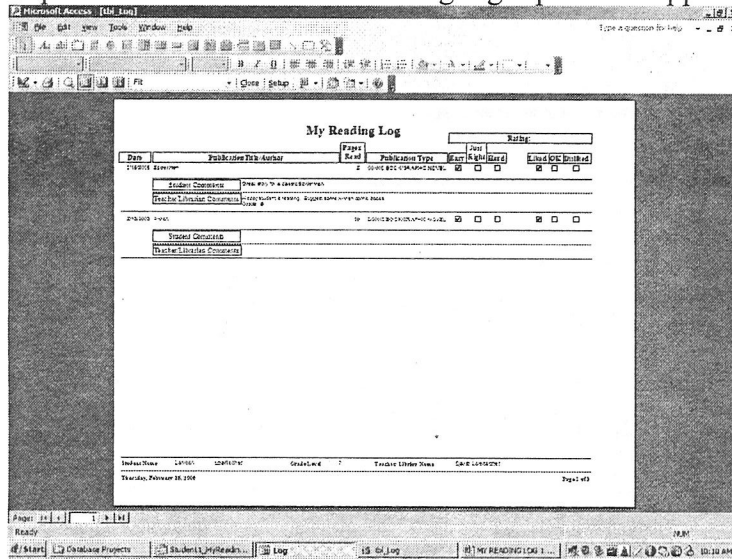
Note: Any changes made after advancing to a publication record cannot be undone except by typing over or editing information in each box. You may undo typed information by clicking on Edit (Alt E), Undo typing (Alt Z) while editing in current publication record.

Viewing, Printing, and Emailing an Individual Student’s My Reading Log

Previewing a Student’s report “My Reading Log”

Go to the “My Reading Log All Students” section and click on the page lightning bolt magnifying glass icon (top button).

A preview of the student's reading log report will appear.



To scroll through each page of the report in preview mode, click on an arrow at the bottom left of the database each time per page. To go to the end of the report, click on the arrow and line in front.

Note: If the report is in preview mode, just click the print button.

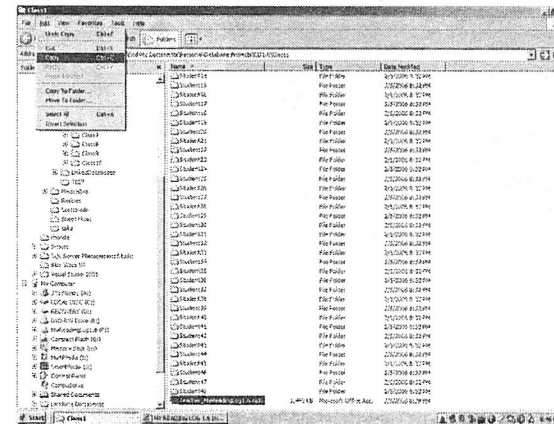
To close the report and return to the log, click on the close window X.

Do not click on the close database X button above it unless you want to exit the database entirely.

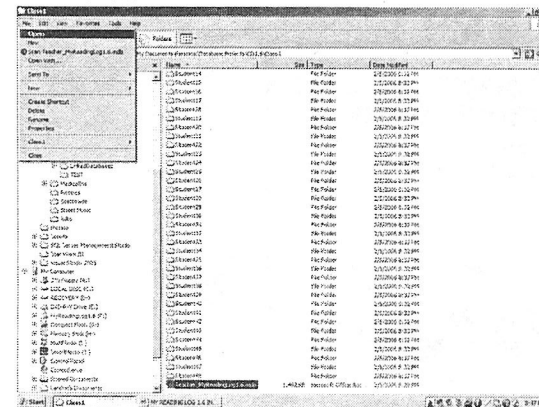
Editing Table Links to Each Student Database

To run student statistical and other reports from the Teacher\Librarian database, edit each link of all 48 tables.

Copy the Teacher_MyReadingLog1.65.mdb database file to a folder on the network.

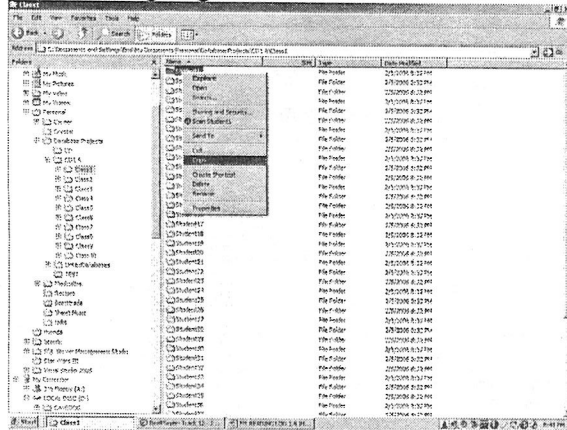


Open the Teacher_MyReadingLog1.65.mdb database on the network by selecting File, Open in the drop down menu of windows.

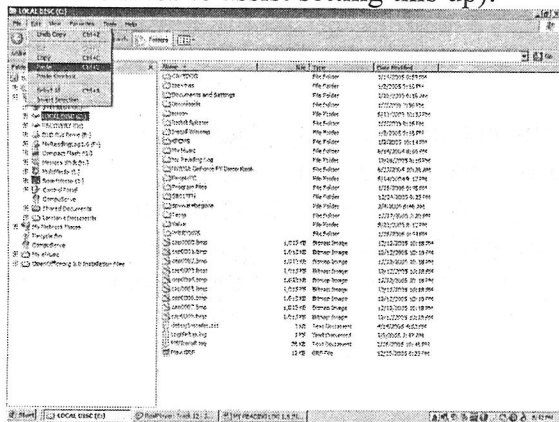


Copy a Folder to a Network

Copy each student folder with a respective student's MyReadingLog 1.65 database and



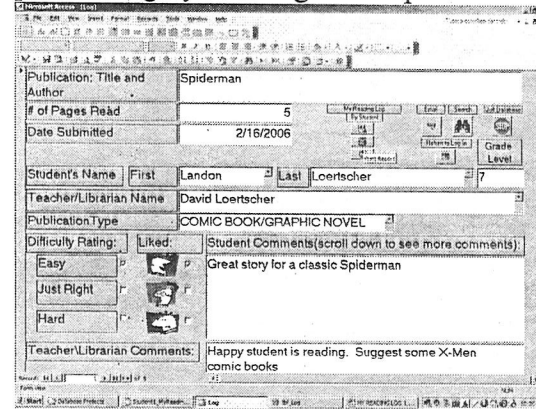
copy to a network drive (for example C:\ or other network drive name) or folder on the network (see your network administrator to assist setting this up).



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Printing a Student My Reading Log

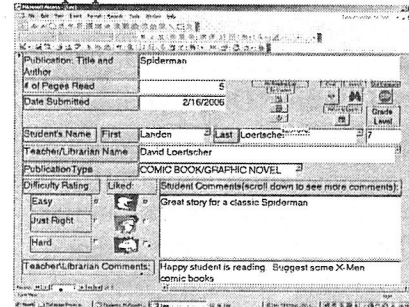
At the "My Reading Log" screen under "My Reading Log by Student" button section, print a My Reading Log report without previewing by clicking on the printer icon.



Save a Log Report as a file and Emailing a Report

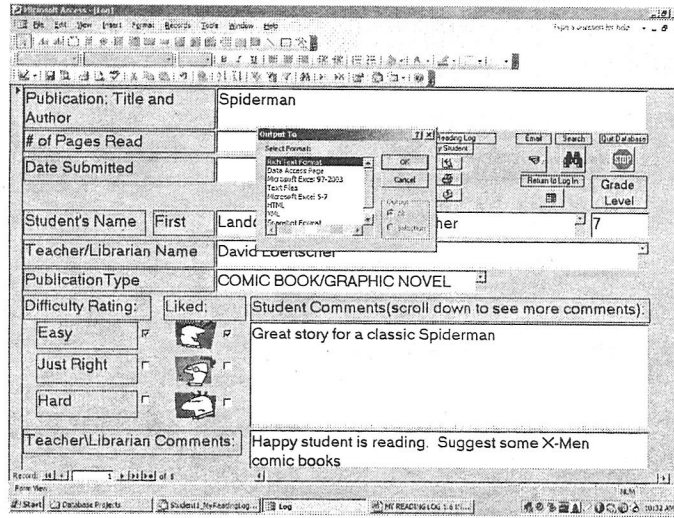
Saving the log as a file format

Under the My Reading Log by Student button section, click on the paper stack icon.



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Select a desired file format and select OK.



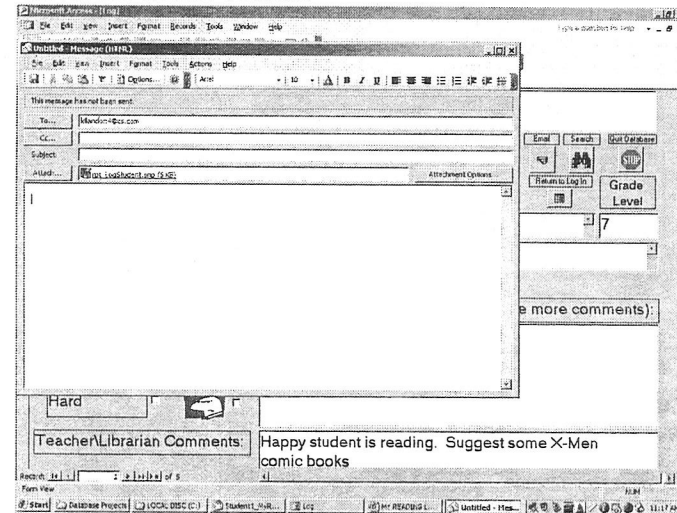
Samples of File Formats to email a report file

Snapshot Format:

Note: You will need to have a version of Snapshot Viewer (version 11.0 for Access 2000) loaded on yours and those you are sending the report on their computer to view it. Go to <http://www.microsoft.com/downloads/details.aspx?FamilyID=b73df33f-6d74-423d-8274-8b7e6313edfb&DisplayLang=en> to download the applicable version for Access 2000 or greater that you are currently running.

Select the Snapshot Format to retain all of the formats in the report. The advantage to using the Snapshot Format is that a snapshot file of the report cannot be altered and the original report formatting is not lost.

Click the Insert button.

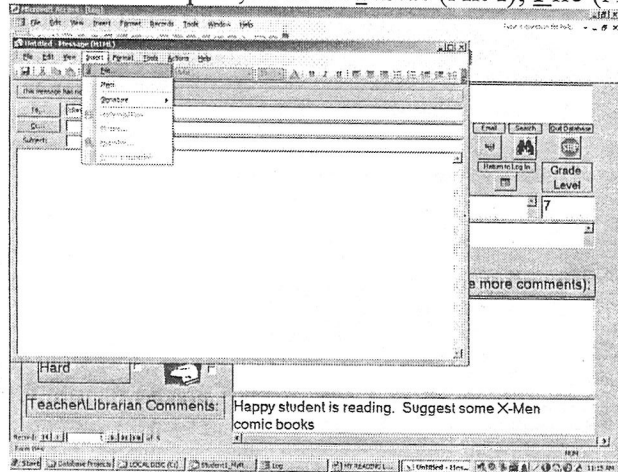


Add any Subject or message to the email and select Send.
Teacher\Librarian My Reading Log Database

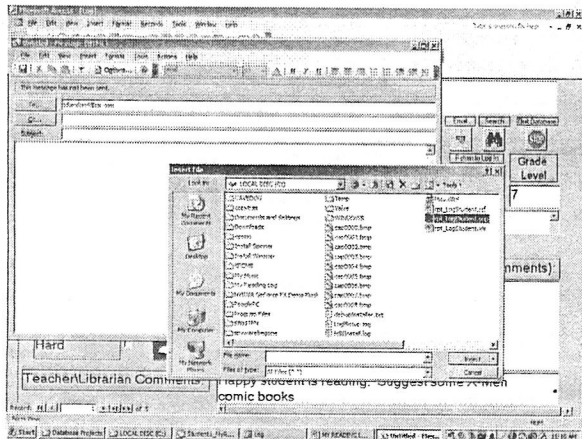
Linking the TeacherMyReadingLog1.65 database to Student's databases on a network

Before running any student statistical reports from the TeacherMyReadingLog1.65 database, link the TeacherMyReadingLog1.65 database to the individual student's MyReadingLog1.65 databases. Otherwise, it will be necessary to print have the student print out their reports.

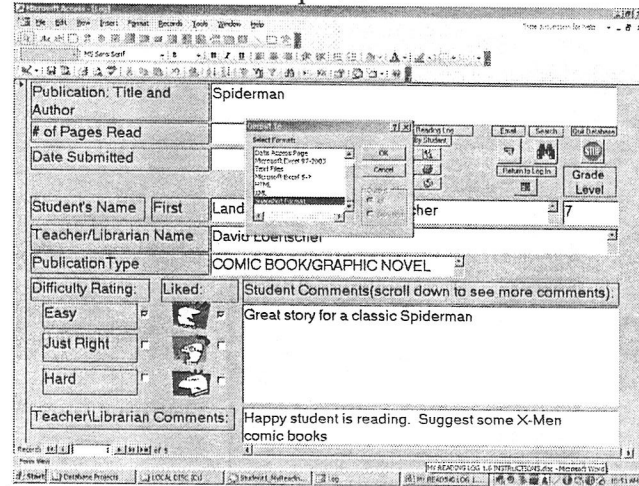
To attach a report, click on Insert (Alt I), File (Alt F)



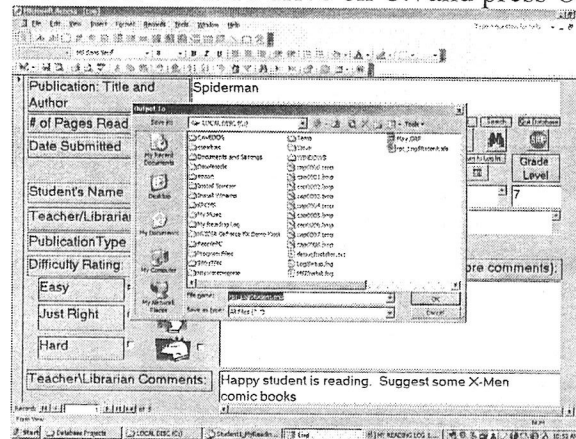
Attach the snapshot, rich text, and/or Excel report file(s) by going to the folder C:\ and clicking on the report file you want to send.



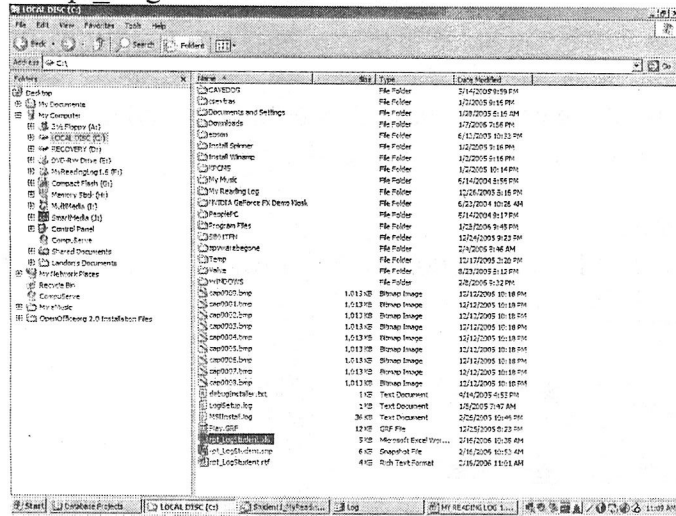
After clicking on the third button down, click on the Snapshot Format to select this option.



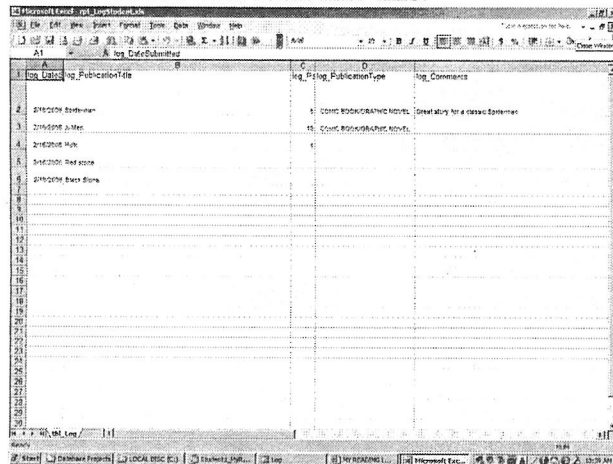
Save the file to the computer. In this example, the snapshot file is saved to the hard drive on C:\ and press OK.



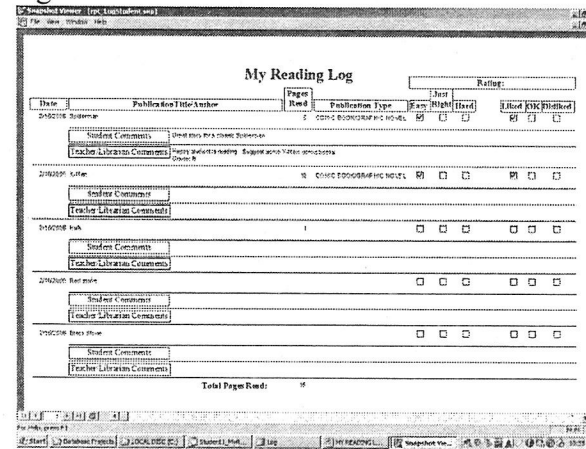
To open the excel file, double click on the file name C:\rpt_LogStudent.xls.



The excel file will look like this:

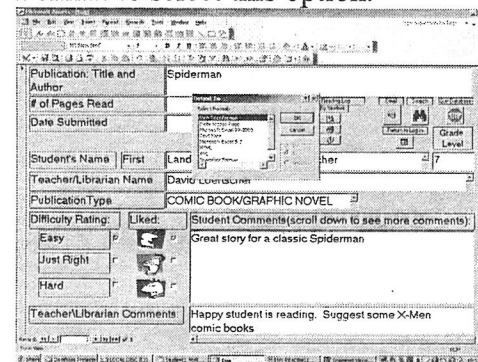


Enlarge the report by clicking on the box icon in the upper right corner.

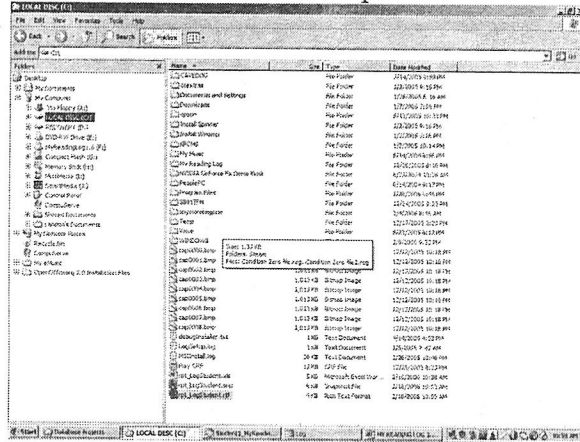


Rich Text Format (can be used in Microsoft Word or any other word processing software)

After clicking on the third button down, click on the Rich Text Format to select this option.



Save the file to the computer. In this example, the snapshot file is saved to the hard drive on C:\ and press OK.

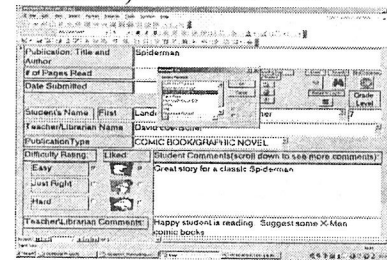


One drawback to using this file format is that the ratings will not carry forward from the database. Any solution found for this problem will be included in new releases of this database.

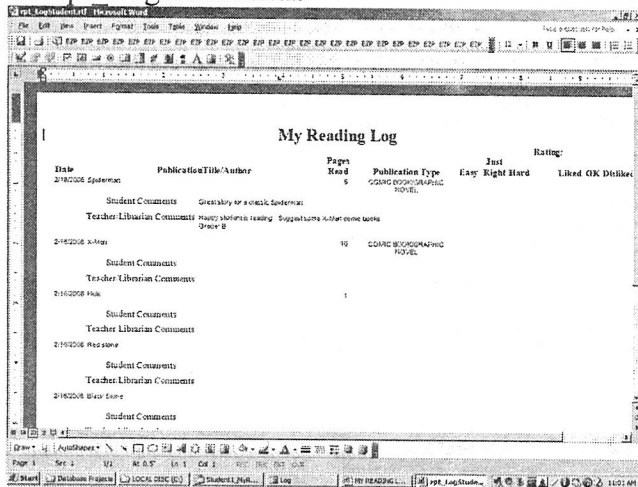
A report formatting can be changed (the line formatting in the report will be lost) using word processing software.

Excel Format

Select Microsoft Excel 97-2003 (if this software version is installed) and click OK.



To open the report, double click on the snapshot report on C:\ rpt LogStudent.rtf.



Select a folder to save the file. In this case, the C:\ drive.

