

Lighted Lanterns



A Catholic Language Arts Program

Student Name: _____

School Year: _____

**Independent Studies
Literary Analysis**



"*G*ood example is the most efficacious apostolate. You must be as *lighted lanterns* and shine like brilliant chandeliers among men. By your good example and your words, animate others to know and love God."

~ *St. Mary Joseph Rossello*

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Welcome to Lighted Lanterns

A Catholic Language Arts Program

Independent Studies Workbook

~Introduction~

Fostering independence in learning is the goal of this workbook, along with the building of the skills of close reading and comprehension.

As our students get older, they need less hand-holding in their studies, but still require a framework to accomplish goals. As such, this workbook can be used with a varying degree of input from student and teacher, dependent upon the needs and abilities of the student using it.

This workbook is set up to coordinate with the reading of 4 books, each book being scheduled to be used for 35 days. Some assignments may take longer. Please adjust scheduling to fit your needs!

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How to use this program:

Fill in the Table of Contents with the books you will be using with this workbook. You may choose to fill this in as you go along.

For each book unit, fill out the title page and figure out how many chapters to read per day if you were to read for 15 days.

Reading Log: The first 15 days are for reading your book and filling out the Reading Logs. These pages are for taking notes as you read. Go over the Reading Log page before you do your reading for the day to help remind yourself to read thoughtfully. **Definitions and examples for the words in bold (conflict, mood, tone, etc.) are found in the glossary in the back of this book.**

The next 15 days, or 3 weeks of work, are for delving into some of the literary elements in your book. This work is comprised of the following:

Copywork Selection: Choose a passage from your book and copy it in the lines provided. Any passage will do, but try to find one that interests you or you enjoyed reading.

Grab That Thought: This activity is for developing the habits of close reading, deeper comprehension; becoming a more observant reader.

Character/Setting/Plot Exploration: This is an activity to help you use the other side of your brain to think about or connect with the story. Think about a character/setting/plot and draw a picture about it. These do not



have to be works of art! Stick figures are acceptable if that is where your art skills lie. The key is to pick out a few specifics and incorporate them into your drawing.

Example: from *Anne of Green Gables*, by Sophia age 15



Spelling and Vocabulary Practice: Choose words from the first section of your Reading Logs.

Example:

coherent

part of speech:

adjective

word origin / root word:

Latin

definition:

1. Sticking together
2. logically connected and developed; consistent

synonyms:

logical, rational, sound

antonyms:

confused, disorderly, irrational

example in a sentence:

I am trying to explain my reasoning to you in a coherent manner.



Character Exploration, continued: Fill in the boxes with specific information about a character of your choice

Setting Exploration, continued: Go a little deeper into the setting of your book.

Plot Exploration, continued: Fill in the chart to map the plot line of your book.

Dictation: The definition of dictation is thus: “The activity of taking down a passage that is read aloud by a teacher as a test of spelling, writing, or language skills.”

Use the copywork selection from 4 days previously for the dictation exercise. Have someone read the selection to you and you write it down to the best of your ability. Pay attention to spelling and punctuation. Check your work with the original when you are done and make any corrections necessary.

Something Extra: Writing a haiku based on different elements of your book. Haiku is a simple form of poetry. Writing one is yet another way to think and process what you have read. Examples of haiku poems are provided in the glossary at the back of this book.

Book Reports: Each book is finished off with a project. There are more details about this on Day 30 of each book.

Glossary: Please remember to access the glossary provided at the back of this book. Definitions of terms and examples of usage are provided.



BOOK 1

TITLE:

AUTHOR:

How much to read each day:

How many chapters are in your book?

Fifteen days of reading is scheduled.

15 days ÷ chapters = chapters per day.

or

Figure out how many pages to read per day and
write the number here:

Think about the title before you start to read and see if
you can predict what the story will be about.



DAY 1: READING LOG

☐ I did my reading today

☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **similes** or **metaphors**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Simile:

Metaphor:

**You will need these words on Day 18.

Communicate, kom-mū'ni-kāt, vt. (communicate); a partaker of the Lord's supper.

Compatibly, kom-pat'ī-bli, adv. Fitly.

Compatriot, kom-pā'tri-ot, n. One of the same



DAY 2: READING LOG

- ☐ I did my reading today
- ☐ Teacher has checked my work

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **alliteration** or **personification**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Alliteration:

Personification:

**You will need these words on Day 18.

DAY 3: READING LOG

☐ I did my reading today

☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed the **tone** and **mood**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they are expressed in the story.

Tone:

Mood:

**You will need these words on Day 18.

Communicate, kom-mū'ni-kāt, *vt.* (communicate)
communicates; a partaker of the Lord's supper.

Compatibly, kom-pat'ī-bli, *adv.* Fitly.

Compatriot, kom-pā'tri-ot, *n.* One of the same



DAY 4: READING LOG

- ☐ I did my reading today
☐ Teacher has checked my work

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed a **paradox** or **oxymoron**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Paradox:

Oxymoron:

**You will need these words on Day 18.



DAY 5: READING LOG

- ☐ I did my reading today
- ☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **hyperbole** or **onomatopoeia**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Hyperbole:

Onomatopoeia:

**You will need these words on Day 18.

Communicate, kom-mū'ni-kāt, *vt.* (communicate)

Compatibly, kom-pat'1-bli, *adv.* Fitly.
Compatriot, kom-pā'tri-ot, *n.* One of the same



DAY 6: READING LOG

☐ I did my reading today☐ Teacher has checked my work

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **similes** or **metaphors**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Simile:

Metaphor:

**You will need these words on Day 23.



DAY 7: READING LOG

☐ I did my reading today

☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **alliteration** or **personification**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Alliteration:

Personification:

**You will need these words on Day 23.

Communicate, kom-mū'ni-kāt, *vt.* (communicate)

Compatibly, kom-pat'1-bli, *adv.* Fitly.

Compatriot, kom-pā'tri-ot, *n.* One of the same

DAY 8: READING LOG

☐ I did my reading today☐ Teacher has checked my work

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed the **tone** and **mood**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they expressed in the story.

Tone:

Mood:

**You will need these words on Day 23.

DAY 9: READING LOG

- ☐ I did my reading today
☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed a **paradox** or **oxymoron**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Paradox:

Oxymoron:

**You will need these words on Day 23.

Communicant, kom-mū'ni-kāt, *n.* One who communicates; a partaker of the Lord's supper.

Compatibly, kom-pat'ī-bli, *adv.* Fitly.

Compatriot, kom-pā'tri-ot, *n.* One of the same country.



DAY 10: READING LOG

☐ I did my reading today☐ Teacher has checked my work

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **hyperbole** or **onomatopoeia**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Hyperbole:

Onomatopoeia:

**You will need these words on Day 23.

DAY 11: READING LOG

☐ I did my reading today

☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **similes** or **metaphors**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Simile:

Metaphor:

**You will need these words on Day 28.

Communicate, kom-mū'ni-kāt, vt. (communicate)

Compatibly, kom-pat'ī-bli, adv. Fitly.

Compatriot, kom-pā'tri-ot, n. One of the same



DAY 12: READING LOG

- ☐ I did my reading today
☐ Teacher has checked my work

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **alliteration** or **personification**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Alliteration:

Personification:

**You will need these words on Day 28.

DAY 13: READING LOG

☐ I did my reading today

☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed the **tone** and **mood**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they are expressed in the story.

Tone:

Mood:

**You will need these words on Day 28.

Communicant, kom-mū'ni-kāt, *n.* One who communicates; a partaker of the Lord's supper.

Compatibly, kom-pat'ī-bli, *adv.* Fitly.

Compatriot, kom-pā'tri-ot, *n.* One of the same



DAY 14: READING LOG

☐ I did my reading today☐ Teacher has checked my work

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed a **paradox** or **oxymoron**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Paradox:

Oxymoron:

**You will need these words on Day 28.



DAY 15: READING LOG

- ☐ I did my reading today
- ☐ Teacher has checked my work

Book 1

**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:

As you read, ask yourself the five W's:

Who?

What?

Where?

When?

Why?

Are there any **conflicts** occurring? Do they involve the main character (protagonist)? Jot down your ideas about them: who or what is involved, how it is resolved, is it resolved? etc.

Literary Device Look-out: Have you noticed any **hyperbole** or **onomatopoeia**? Look up the terms in the glossary in the back of this book. Give examples below and explain how they impact the story.

Hyperbole:

Onomatopoeia:

**You will need these words on Day 28.

Communicant, kom-mū'ni-kāt, *vt.* (communicate) communicates; a partaker of the Lord's supper.

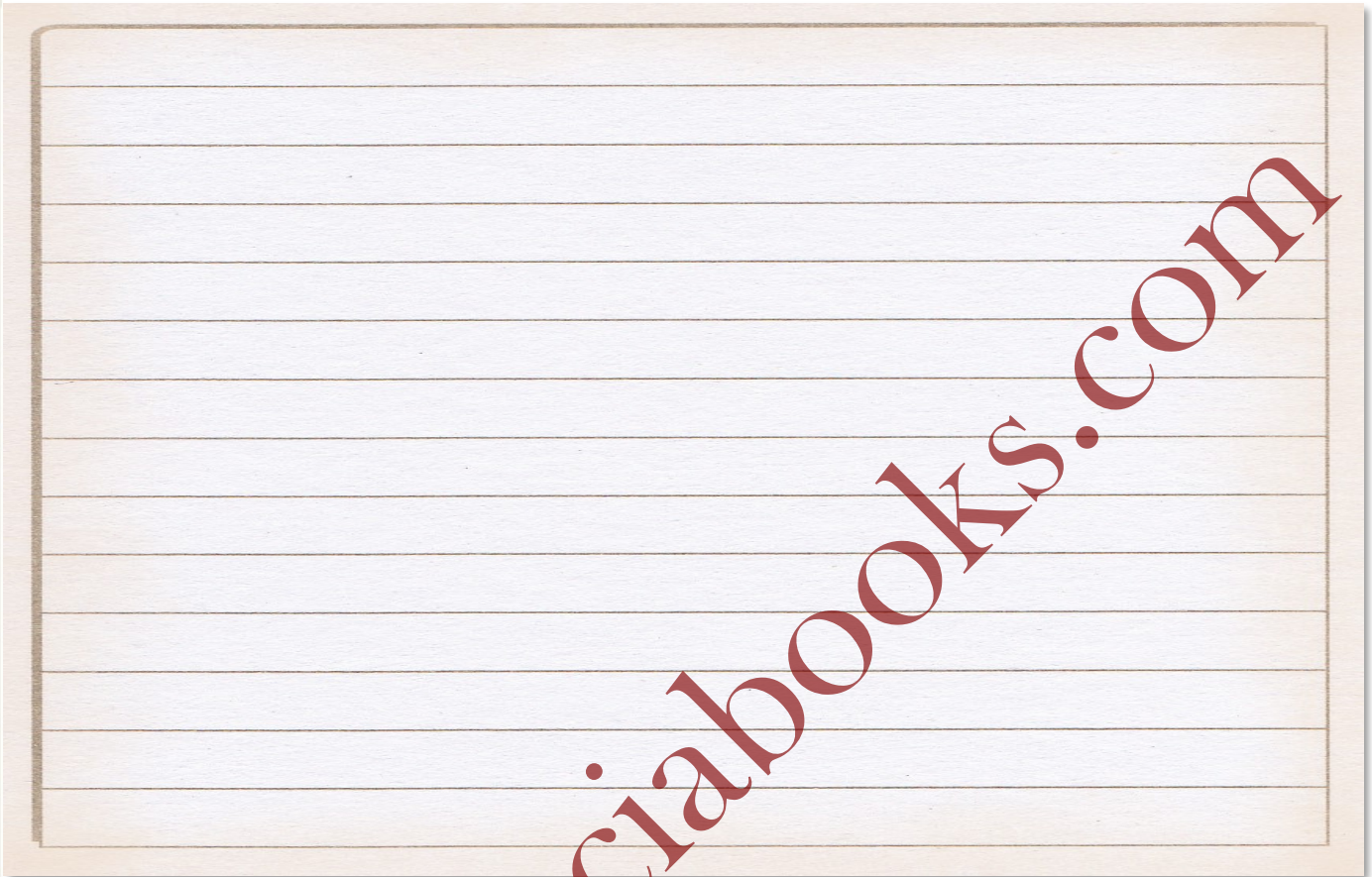
Compatibly, kom-pat'ī-bli, *adv.* Fitly.

Compatriot, kom-pā'tri-ot, *n.* One of the same



Copywork Selection:

Choose a selection from your book and copy it out in your neatest handwriting on the lines below. Take care to put in the correct punctuation.

**Grab That Thought! Advanced Copywork Exercise:**

Think about the Copywork Selection that you wrote out above. Jot down your own interpretation and thoughts about the passage on the lines below. You do not need to write in complete sentences; there are no exact answers.



Many works of art have names. If your drawing had a name, what would it be? Write it out on the label at the bottom of the picture. *See page 4 for more information on this activity.*

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On the lines below, explain your drawing and any thoughts you have about that character. Why did you choose that particular character? What is the character doing in the drawing? Is it a character you like or dislike? Why?

A blank, lined page from a notebook. The page is cream-colored with horizontal ruling lines. In the top left corner, there is a small, dark red, stylized logo that looks like a 'W' or a series of connected arches. The page is otherwise empty of text or markings.

Spelling and Vocabulary Practice:

Words from your Reading Logs Day 1-Day 5:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:



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part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

communicates; a partaker of the Lord's supper.
Communicate, kom-mū'ni-kāt, *vt.* (communicate)

Compatibly, kom-pat'ī-bli, *adv.* Fitly.

Compatriot, kom-pā'tri-ot, *n.* One of the same



Character Exploration, continued:

Use the character from Day 17 or choose a new one. In each box below, write specific information about the character.

Descriptions:**Thoughts:****Actions:****Traits:****Quotes:****Goals:**

What do you feel is important about this character?



DAY 20

☐ Teacher has checked my work

Book 1

Dictation:

Have someone give you a dictation of your Copywork Selection from Day 16.
Refer to page 7 for more information on dictation.

Something Extra:

Haiku is a type of poem made up of 3 lines. The first and last lines have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. **Refer to the Glossary for examples of haiku poems.

Think about a **character** in your story and write a haiku about them on the lines below.

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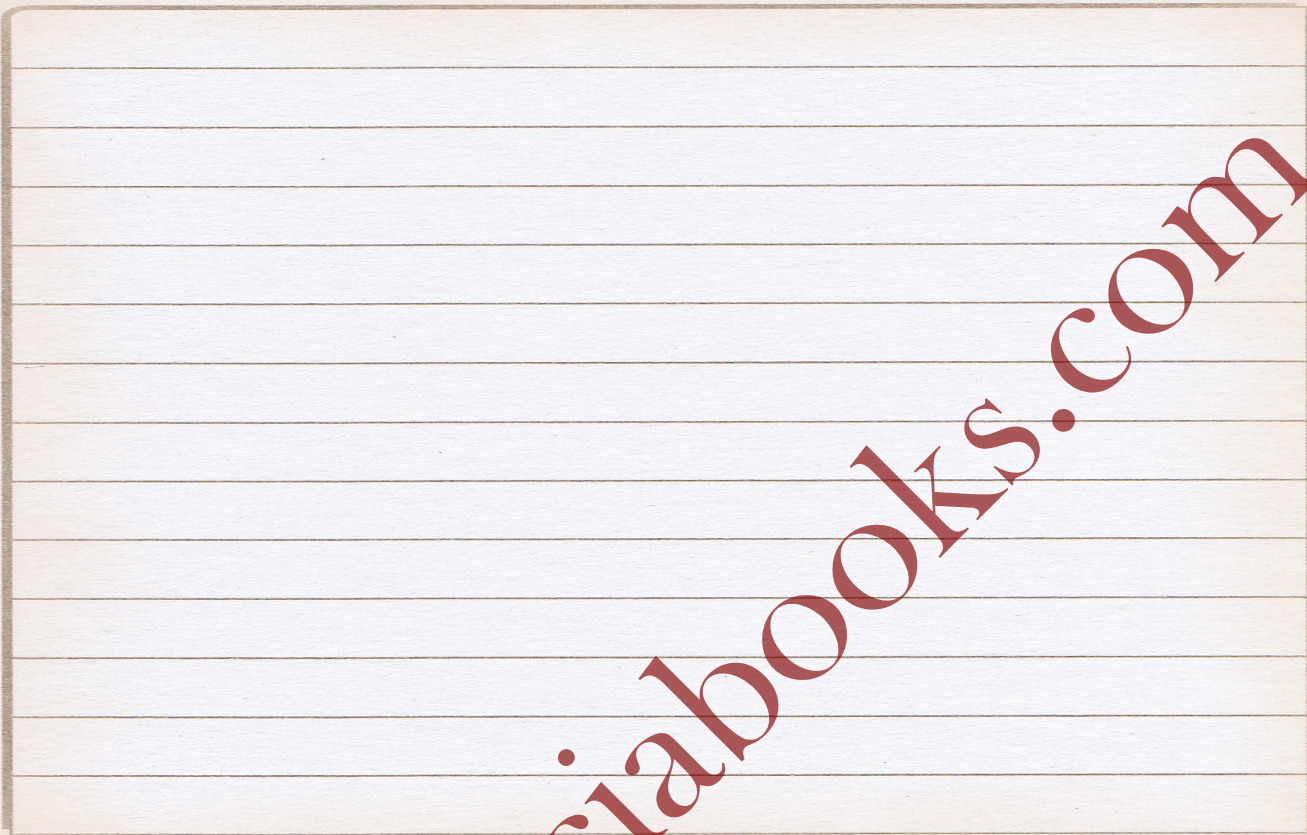
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Copywork Selection:

Choose a selection from your book and copy it out in your neatest handwriting on the lines below. Take care to put in the correct punctuation.

**Grab That Thought! Advanced Copywork Exercise:**

Think about the Copywork Selection that you wrote out above. Jot down your own interpretation and thoughts about the passage on the lines below. You do not need to write in complete sentences; there are no exact answers.



Spelling and Vocabulary Practice:

Words from your Reading Logs Day 6-Day 10:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:



part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:




Setting Exploration, continued:

Find quotes that describe the setting in your book and write them here:



Research a specific part of the setting. For example: What was a typical meal for people living during that time period? What were popular past times? What would people your age be doing? Would they be done with school? What would they be wearing?



You may grasp the setting better if you understand the historical context. What important local or national events were occurring at the time of the book? Identify government leaders, if a war was happening, what laws people considered normal, etc.



DAY 25

☐ Teacher has checked my work

Book 1

Dictation: Have someone give you a dictation of your Copywork Selection from Day 21.
Refer to page 7 for more information on dictation.

Handwriting practice lines for dictation.

Something Extra:

Haiku is a type of poem made up of 3 lines. The first and last lines have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. **Refer to the Glossary for examples of haiku poems.

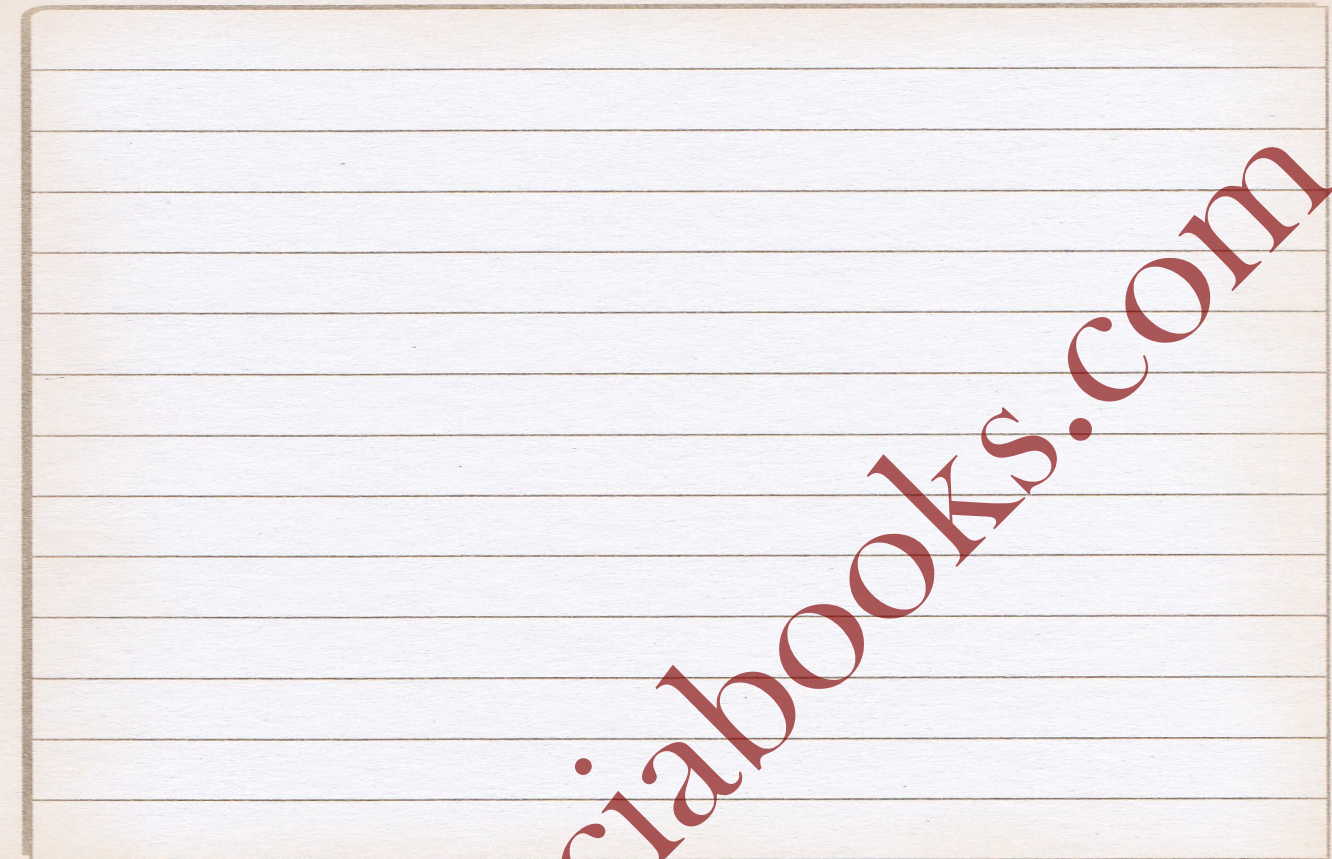
Think about the **setting** in your story and write a haiku about it on the lines below.

Handwriting practice lines for haiku, with syllable counts 5, 7, 5 indicated on the left.



Copywork Selection:

Choose a selection from your book and copy it out in your neatest handwriting on the lines below. Take care to put in the correct punctuation.

**Grab That Thought! Advanced Copywork Exercise:**

Think about the Copywork Selection that you wrote out above. Jot down your own interpretation and thoughts about the passage on the lines below. You do not need to write in complete sentences; there are no exact answers.



Compatibly, kom-pat'ī-bli, *adv.* Fitly.
Compatriot, kom-pā'tri-ot, *n.* One of the same

Spelling and Vocabulary Practice:

Words from your Reading Logs Day 11-Day 15:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:



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part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:

part of speech: _____ word origin / root word: _____

definition:

synonyms:

antonyms:

example in a sentence:



Plot Exploration, continued:

The plot line is the action or series of events in a story. There are 5 parts: **exposition**, **rising action**, **climax**, **falling action**, and **resolution**.^{*} Using the plot in your book, fill in the 5 parts on the plot pyramid below.

1. ExpositionSetting

Time:

Place:

Characters

Main:

4. Falling Action

Conflict outcome:

3. Climax

Point of greatest tension:

2. Rising Action

Conflict:

5. Resolution

Final resolution:

^{*}Refer to **Plot Exploration** in the glossary for definitions and examples.



DAY 30

☐ Teacher has checked my work

Book 1

Dictation:

Have someone give you a dictation of your Copywork Selection from Day 26.
Refer to page 7 for more information on dictation.

Something Extra:

Haiku is a type of poem made up of 3 lines. The first and last lines have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. **Refer to the Glossary for examples of haiku poems.

Think about the **plot** of your story and write a haiku about it on the lines below.

5

7

5



~BOOK REPORT~

This section is dedicated to a writing assignment about the book you have been reading. This workbook has divided a basic book report into separate assignments for you to work through.

If you have done basic book reports in the past and would rather do something else, please do! Brainstorm with your teacher and come up with different **end-of-book** projects that utilize your own unique talents or interests. Different types of books can lead to different types of activities. You do not need to be limited to the basic book report that is outlined for you here.

Some ideas:

- ☐ design a new book jacket
- ☐ write a critical review
- ☐ draw some comic strips or write/draw a picture
- ☐ write a graphic novel related to the book
- ☐ fill out a timeline of events
- ☐ create the cover of a newspaper that features major events from your book
- ☐ make a catalog featuring items from your story

The options are only as limited as your imagination!



~ Planning Page for End-of-Book Project ~

If you are doing a standard book report, continue on to the next page.

If you are doing your own project, use this page to map out your schedule.

Title of Project:

Break it up into daily assignments:

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

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Writing the Standard Book Report

Fill in the following guide with information from your book. These are just notes, you do not have to write complete sentences at this point.

~ Paragraph 1 - Introduce your book ~

Book title: _____

Author's name: _____

Publisher and year of copyright: _____

Number of pages: _____

~ Paragraph 2 - Summarize your book ~

In at least five sentences you will tell about:

The setting (where does the story take place?):

The time (when did the story take place?):

The kind of story (adventure, biography, mystery, etc.):

The characters:

The summary of the plot (don't give too many details; no more than a sentence or two):



~ Paragraph 3 – Evaluate your book ~

In at least four sentences you will tell:

Was it or was it not well-written? (*Explain why or why not.*)

Was it or was it not true-to-life? (*Explain why or why not.*)

Why you did or did not like it?

What you would rate the book (explain why you choose excellent, good, fair, poor, etc.)?

~ Paragraph 4 – Conclusion ~

In at least two sentences, you will explain what memories remain after reading this book.

What did this book teach you about life?

Has this book given you any suggestions to help you in your own life?



First Draft: Using your notes from the previous pages, write out your first draft here. Edit, review, and mark any corrections needed.

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Compatriot, kom-pā'tri-ot, n. One of the sa



Final Draft: Write out your finished copy with all corrections made.

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