

A Catholic Language Arts Program

Student Name:

School Year:

Independent Studies
Literary Analysis

Porelague je deteriore de love injece.

"Good 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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978-1-988643-05-2

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PG. 177

GLOSSARY OF TERMS

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.

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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.

Coherent part of speech: adjective word origin / root word:

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

In Pressure de delement 6 dellace de creur. Dane les

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.

Воок 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.

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

or

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

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Com	DAY 1. DEADING LOC	1
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vt Con		be
m	What?	an
a Con		rp
si		co or a
Con		sol
Cor	Where?	un
Con		ı co
\mathbf{Cor}		nse
in Cor		der
Cor	When?	tair
Cor		ed
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di Cor		1; t
na		; cc
ta	Are there any conflicts occurring? Do they involve the main character (protagonist)? Jot down your ideas	ris
Cor	about them: who or what is involved, how it is resolved, is it resolved? etc.	ed
tle		mp
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Cor	Literary Device Look-out : Have you noticed any similes or metaphors ? Look up the terms in the glossary	nifi
Cor	in the back of this book. Give examples below and explain how they impact the story.	ion
Cor		lin 1g ribi
Con	Simile:	to
Cor		bei
Cor		eri
tu		ady
Com	Metaphor:	W
dis		y of
Com	anti	Mak
Com	munican. **You will need these words on Day 18. mmunicates; a partaker of the Lord's supper. Compatibly, kom-pat'1-bli, adv. Fitly.	
Com	municates; a partaker of the Lord's supper. Compatibly, kom partiol, act. This. municate, kom-mū'ni-kāt, vt. (communicate) Compatriot, kom-pā'tri-ot, n. One of the	ısa:

B	00	R	i

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.

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mı	DAY 3: READING LOG Teacher has checked my work
on	ar
2	**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:
1	As you read, ask yourself the five W's:
	Who?
1	What?
1	
	Where?
1	
	When?
1	Why?
i	
	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.
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THE REAL PROPERTY.	Tone:
n	Mood:
m	
is	
m	ng im. **Vou will need these words on Day 19

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:

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		DAV 5	: READING	· I oc	☐ I did my reading today	-	Book 1
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Cor	about them: who or wh				(protagonist)? Jot down yo	ui iuea	ed
VE tle	about them, who of will	at is involved, in	ow it is resolved, is	it resorved:	CIC.		mp
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tr	glossary in the back of	this book. Give	examples below and	d explain hov	v they impact the story.		lir
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Cor							be
m		-					eri
Cor							
Con	Onomatopoeia:						ady
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Con	mmunicates a par	taker of the I	ord's supper.	Compatib	ly, kom-pat'ı-bli, adv.	Fitly.	
Con	imunicate, kom-mi	i'ni-kat, vt.	communicas-	Compatri	ot, kom-pā'tri-ot, n.	One o	of the sa

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?
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Why?
And the control of th
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:



Cor	nmiser					☐ I did my reading today	Co
Comi	mis	DAY	7 :	READING	Log		Book 1
con	ar					Teacher has checked my w	ork
Com	**As you read	: highlight, und	erline,	, and/or circle wo	ords you do not	t know. Jot them down here:	cour
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Cor	Why?						s, a pta 1; t
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tr	the glossary in	the back of this	book.	Give examples be	elow and expla	in how they impact the story	
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DAY O DEADING LOC	I did my reading today
DAY 8: READING LOG	☐ Teacher has checked my work
**As you read: highlight, underline, and/or circle words you do not k	
As you read, ask yourself the five W's:	
Who?	ar america fine e co-minimizar messa la suescensión en en plant la sentida la sun langua batento mismo in nom
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What?	
Where?	
When?	
Why?	
Are there any conflicts occurring? Do they involve the main character about them: who or what is involved, how it is resolved, is it resolved? e	
about them. who of what is involved flow it is resolved, is it resolved:	Ett.
Literary Device Look-out: Have you noticed the tone and mood? I	look un the terms in the glossary in
the back of this book. Give examples below and explain how they expre	
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Tone:	
Tone.	
Mood:	

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th	iterary Device Look-out: Have you noticed a paradox or oxymoron? Look up the terms in the glossa	arv
or	the back of this book. Give examples below and explain how they impact the story.	
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ok 1	I did my reading today
	DAY 10: READING LOG Teacher has checked my work u read: highlight, underline, and/or circle words you do not know. Jot them down here:
s you re	ad, ask yourself the five W's:
ho?	
hat?	
Vhere?	
Vhen?	
Vhy?	
	any conflicts occurring? Do they involve the main character (protagonist)? Jot down your ideas m: who or what is involved, how it is resolved, is it resolved? etc.
	1
	Device Look-out: Have you noticed any hyperbole or onomatopoeia? Look up the terms in th
lossary	in the back of this book. Give examples below and explain how they impact the story.

Onomatopoeia:

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nmis	DAY 11. READING LOG	Book
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nr **As yo	u read: highlight, underline, and/or circle words you do not know. Jot them down h	nere:
As you rea	ad, ask yourself the five W's:	
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Why?		
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Are there	any conflicts occurring? Do they involve the main character (protagonist)? Jot do	wn your ideas
about the	em: who or what is involved, how it is resolved, is it resolved? etc.	
		1 1
	y Device Look-out: Have you noticed any similes or metaphors? Look up the terr	ns in the glossary
in the ba	ok of this book. Give examples below and explain how they impact the story.	
Simile:		
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Metapho	r:	
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eing im,	**You will need these words on Day 28.	.ent;

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.

relagne je deterior 20 de love ingices

Alliteration:

Personification:

Co	I did my reading today	ì
Com	DAY 13. READING LOG	1
cor	nr	to p
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Con		art
Con	As you read, ask yourself the five W's:	ie c
fic		ls t
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al		er
or		lity
Con	nd co	ре
Con	What?	an
Con		rp
Con		or
Cor	Williams 2	so
Tc pe	Where?	un
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Con		an
Con	When?	der
Cor Cor	Where:	ed
Cor		ello
Cor		an
Cor	Why?	vis:
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Cor) CC
ta	Are there any conflicts occurring? Do they involve the main character (protagonist)? Jot down your ideas	ris
Cor	about them: who or what is involved, how it is resolved, is it resolved? etc.	ed
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Cor	Literary Device Look-out : Have you noticed the tone and mood ? Look up the terms in the glossary in the	
Cor	back of this book. Give examples below and explain how they are expressed in the story.	ion
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Cor		be
Cor		eri
Con	Mood:	idy
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Com	munical., 100 will need these words on day 26.	5
Com	municate, kom-mū'ni-kāt, vt. (communic21- Compatriot, kom-pā'tri-ot, n. One of the	sa

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.

relayur je deterior 22 de four injeur

Dans lecer

Co	mmiser-	Co	j
	DAY 15: READING LOG Teacher has checked my		Book 1
Con		work	C.; to
Com	**As you read: highlight, underline, and/or circle words you do not know. Jot them down here:		i; to p
Cor			cour
m			art
Con	As you read, ask yourself the five W's:		ie c
fic of			
Con	Who?		ds
wal			ici
in		^	lity
or			
Con	What?	1	be
Con		/	an r p
Con			
Con			or
ju Cor			so
Tc	Where?		un
Cor			
Cor			nse
in Cor			an
Cor	When?		tain
Cor			:ed
Cor			elle
Cor			an
Cor	rul 0		vis
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Cor			
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ta Cor	Are there any conflicts occurring? Do they involve the main character (protagonist)? Jot down yo	ur idea	ris
01	about them: who or what is involved, how it is resolved, is it resolved? etc.		ed
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Cor	Literary Device Look-out: Have you noticed any hyperbole or onomatopoeia? Look up the te	rms in	the ion
tr	glossary in the back of this book. Give examples below and explain how they impact the story.		lir
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Con	Hyperbole:		to
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Con	Onomatopoeia:		ady
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Con	mmunicates: a partaker of the Lord's supper. Compatibly, kom-pat'1-bli, adv.	Fitly	
Con	municate, kom-mū'ni-kāt, vt. (communic23- Compatriot, kom-pā'tri-ot, n.	One o	of the sa

81	D AY 16	Teacher has checked my work
	DAI 10	
opywork Selection:	Choose a selection from yo	our book and copy it out in your neatest
andwriting on the lines b	elow. Take care to put in the	
		12
	10	
ab That Thought! A	dvanced Copywork Exe	ercise:
	•	t above. Jot down your own interpretati
I thoughts about the pass. re are no exact answers.	=	do not need to write in complete senten

Teacher has checked my work

Spelling and Vocabulary Practice:

Words from your Reading	Logs Day 1-Day 5:		
	part of speech:	word origin / root word:	
definition:			1
			24
synonyms:			
antonyms:			
example in a sentence:		1,5	
1.6	part of speech:	word origin / root word:	
definition:			
	4		
synonyms:			
antonyms:			
example in a sentence:			
	part of speech:	word origin / root word:	
definition:			
synonyms:			
antonyms:			
example in a sentence:			



Cor	nmiser			Co
Com				Book 1
Com	ır			i, to p
Com		part of speech:	word origin / root word:	
et	definition:			art; c
Con fic of				le c
ar		-		ds
w				ici
in				lity
Con	synonyms:			De De
Con	antonyms:			an r p
Con Si	example in a sentence:			co
Con) or
Cor To	The second secon			so
Con				ıc
Con		part of speech:	word origin / root word:	nso
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Cor	synonyms:			an vis
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Cor	antonyms:			; CC
ta	example in a sentence:			ris
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Cor pe st	definition:			ari
th				ori nifi
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Cor				lir 1g
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Con	example in a sentence:			idy
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dis ove Com	rı			clity of
Com	ng im,			.ent;
cor	amunicator a narta	ker of the Lord's supp ni-kāt, <i>vt.</i> (communic	per. Compatibly, kom-pat'1-bli 27- Compatriot, kom-pa'tri-	ot, adv. Fitly.

Teacher has checked my work

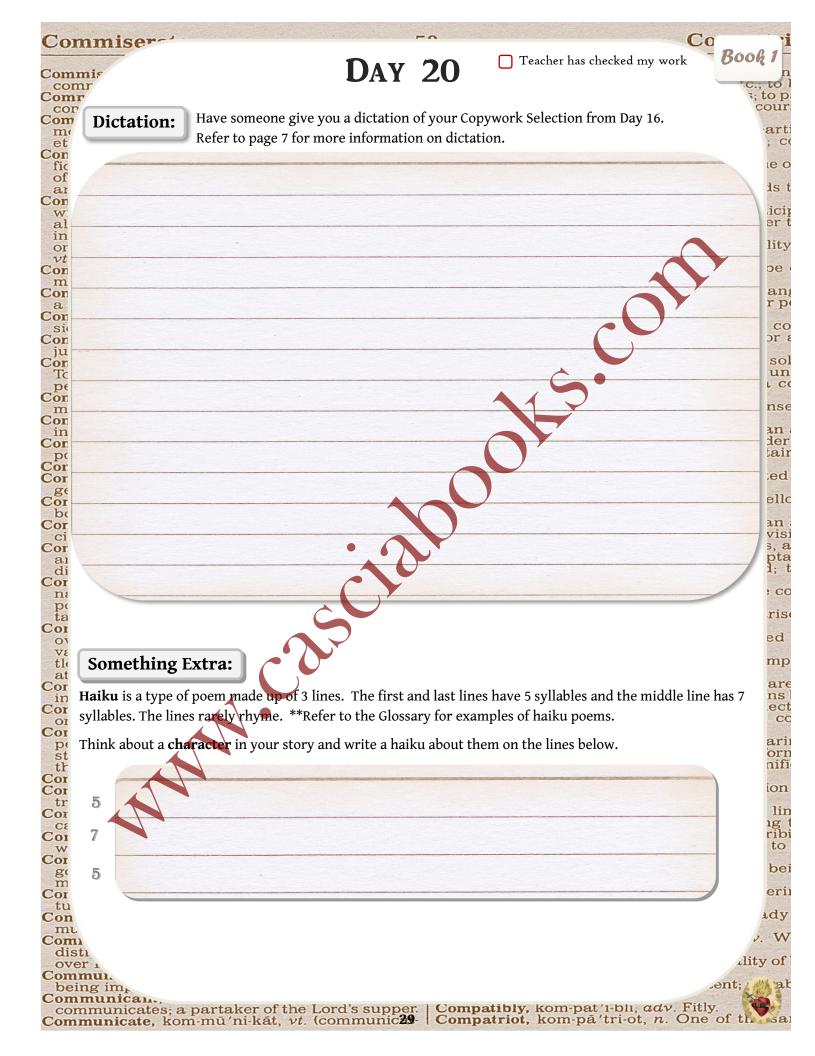
Character Exploration, continued:

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

escriptions:	Thoughts:
ctions:	Traits:
iotes:	Goals:

relagne je deterior 28 de love enjeu

What do you feel is important about this character?



☐ Teacher has checked my work

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.



Teacher has checked my work

Spelling and Vocabulary Practice:

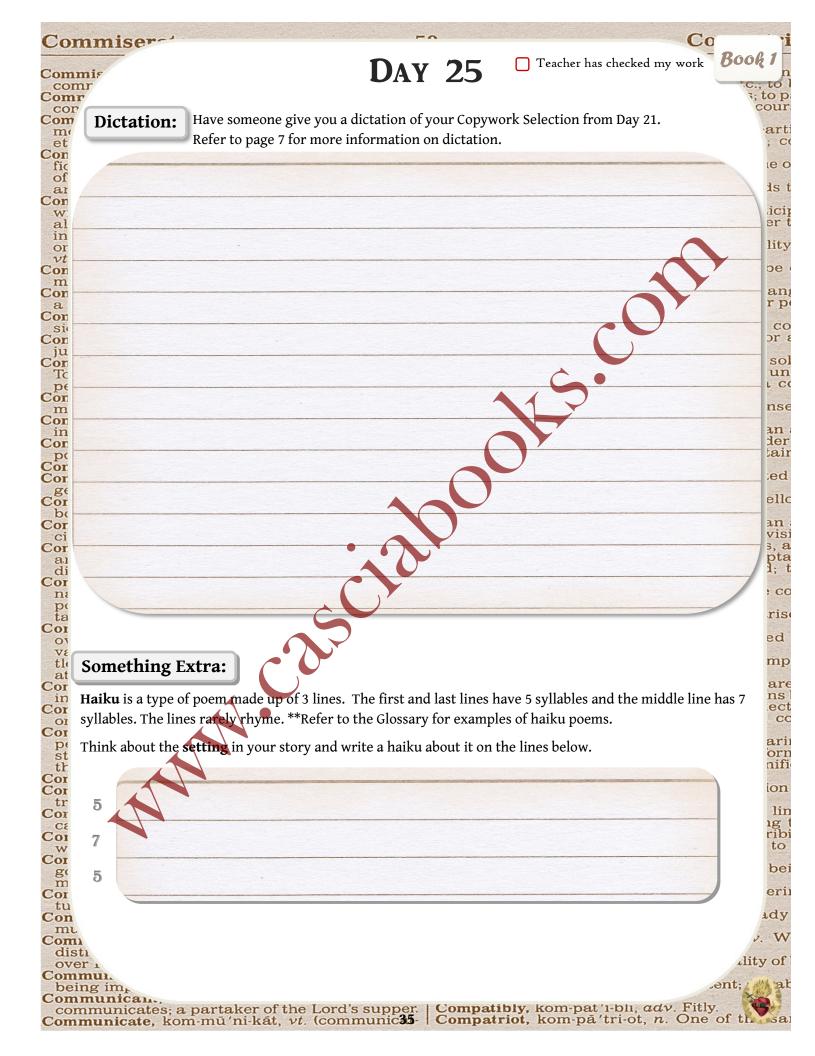
Words from your Reading Logs	Day 0-Day 10:		
p	art of speech:	word origin / root word:	
definition:			
synonyms:			
antonyms:			
example in a sentence:		15	
F	eart of speech:	word origin / root word:	
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synonyms:			
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example in a sentence:	CO		
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definition:			
synonyms:			
antonyms:			
example in a sentence:			
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1	Day 24	Teacher has checked my work
Setting Explorati	on, continued:	
nd quotes that describ	e the setting in your book and wr	ite them here:
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earch a specific part of	the setting. For example: What w	vas a typical meal for people living during that
		eople your age be doing? Would they be done
n school? What would t	they be wearing?	
ou may grasp the setti	ng better if you understand the hi	storical context. What important local or natio
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Teacher has checked my work

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.



DAY 28

Teacher has checked my work

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:		15	
	part of speech:	word origin / root word:	
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synonyms:			
antonyms:	25		
example in a sentence:	CO		
	part of speech:	word origin / root word:	
definition:			
synonyms:			
antonyms:			
example in a sentence:			

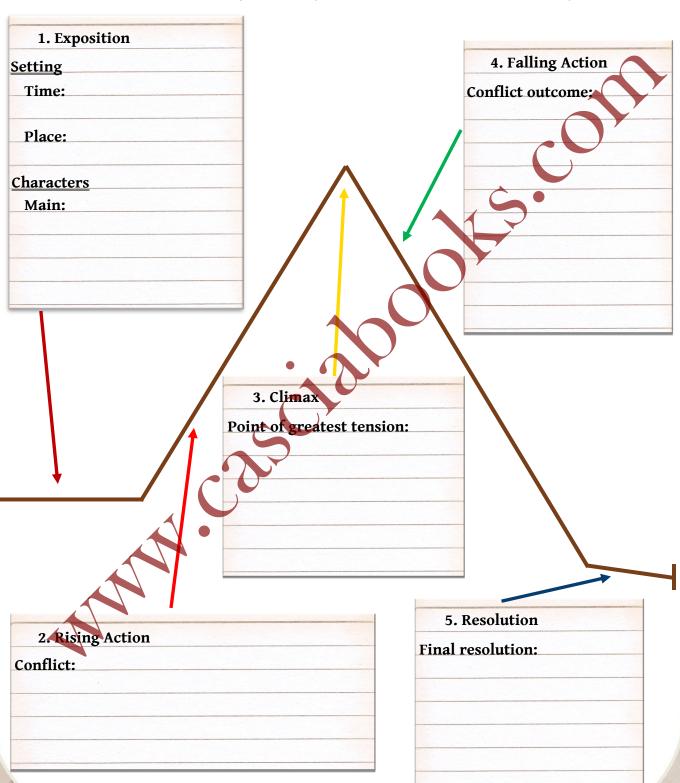


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Plot Exploration, continued:

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.



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

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~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
- white 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!



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:	112	
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~ Paragraph 2 - Summarize your book ~

In at least five sentences you will tell about:

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

Number of pages:

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

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

The characters:

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

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Commiser Commis comr ~ Paragraph 3 - Evaluate your book ~ top Comr COL Com In at least four sentences you will tell: et Con fic Was it or was it not well-written? (Explain why or why not.) of 15 1 ar Con icip W er t al in lity or vt oe Con Was it or was it not true-to-life? (Explain why or why not.) m Con rp Con CO or a Con ju SO Why you did or did not like it? Tc L CC pe Cor nse m Con an in der Cor air po Cor What you would rate the book (explain why you choose excellent, good, fair, poor, etc.)? ed Cor ello bo an Cor visi Ci 3, a Cor pta 1; t 8.1 di Cor : CO na Paragraph 4 - Conclusion ~ ris ta Cor ed O In at least two sentences, you will explain what memories remain after reading this mp tle book. at are Cor ns in Cor ect CC OI What did this book teach you about life? Cor arii p orn st nifi th Cor on Cor tr lin Cor CE Has this book given you any suggestions to help you in your own life? Con to Cor bei g m eril Cor dy Coi disti ality of over communicates; a partaker of the Lord's supper. | Compatibly, kom-pat'1-bl1, adv. Fitly. | Communicate, kom-mū'ni-kāt, vt. (communicate, kom-pā'tri-ot, n. One of the same communicate).

DAYS 33 & 34 Teacher has checked my work

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







DAY 35

Teacher has checked my work

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





