



A planning chart helps organize your information when writing a book report. *Possible answers given are sequential. Students may give answers out of order at this point.*

▶ Follow your teacher's directions to complete a planning chart for *The Spelling Window*.

Characters

Shelly, Kathy, Seth

Setting

on a field trip  
at the capitol

### Important Events in the Plot

1. *Shelly, Kathy, and Seth go on a field trip.*
2. *Shelly ignores Seth on the bus when he wants to play.*
3. *Kathy and Seth play on the bus.*
4. *Seth embarrasses Shelly in the capitol by being loud.*
5. *Shelly thinks Seth should have stayed at home.*

### My Opinion of the Book

Answers will vary but should include a reason for the opinion.

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## Teach for Understanding – Continued

**C** Write a first draft of the class book report together.

1. Instruct the students to lay their planning charts on their desks as you write the first draft together.
2. Using the overhead transparency of Supplement page S71, write a first draft together. Fill in the title and author of the book. Remind the students that titles of books are underlined in reports and titles of stories have quotation marks around them in reports. Remind them that the first word, the last word, and all the important words in a title are capitalized.
3. In the next section, choose students to compose sentences about the story as you write the summary together. Remind the students to look at the planning chart and use details from the character web as needed.
4. Explain that the opinion section cannot be completed together because each student might have a different opinion.



Make word cards for *summary* and *opinion* to display in the lesson.

5. Instruct the students to answer the two questions at the bottom of Worktext page 176.

**B** Complete a planning chart for a class book report.

1. Direct the students' attention to the planning chart on Worktext page 177. Tell the students to fill in the boxes for characters and setting about the story *The Spelling Window* (Worktext page 174). Remind the students that the *setting* tells when or where the story takes place.
- ▶ Who are the main characters in *The Spelling Window*? (*Shelly, Kathy, and Seth*)
  - ▶ What is the setting for this story? (*on a field trip at the capitol*)

2. Brainstorm together to list the events from *The Spelling Window* on a blank overhead transparency. Use the character web from Lesson 91 to include additional information about the main character. (*Note: Events do not have to be in sequential order at this stage.*)
3. Point out the summary section on Worktext page 176. Write the events from the transparency on Worktext page 177. (*Note: The entire plot can be summarized here, if desired.*)
4. Instruct each student to write his opinion about *The Spelling Window*. (*Note: If the students have not read the entire story, they might give reasons why they would like to finish the story.*)



## Transparency Master page S92

▶ Write the sentence correctly. Add capital letters and ending punctuation.

1. we sang "amazing grace," a hymn by john newton  
*We sang "Amazing Grace," a hymn by John Newton.*

▶ Write the correct verb for the sentence.

2. He (telled, told) me about John Newton. *told*

▶ Write the word from the box that correctly replaces the underlined subject.

3. John and his friend wrote hymns. *They*  They  Them

▶ Write the sentence that uses the correct verb with the subject pronoun.

4. She write tunes for the hymns. *She writes tunes for the hymns.*  
She writes tunes for the hymns.

▶ Write the correct pronoun to complete the sentence.

5. He sang for (her, she). *her*