



To increase problem-solving skills, cut on dotted line and require students to draw the chart.

Objectives: ... draw inferences such as conclusions and generalizations and support them with text evidence  
... use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information  
... answer different kinds of questions  
... describe mental images that text descriptions evoke

Before Reading

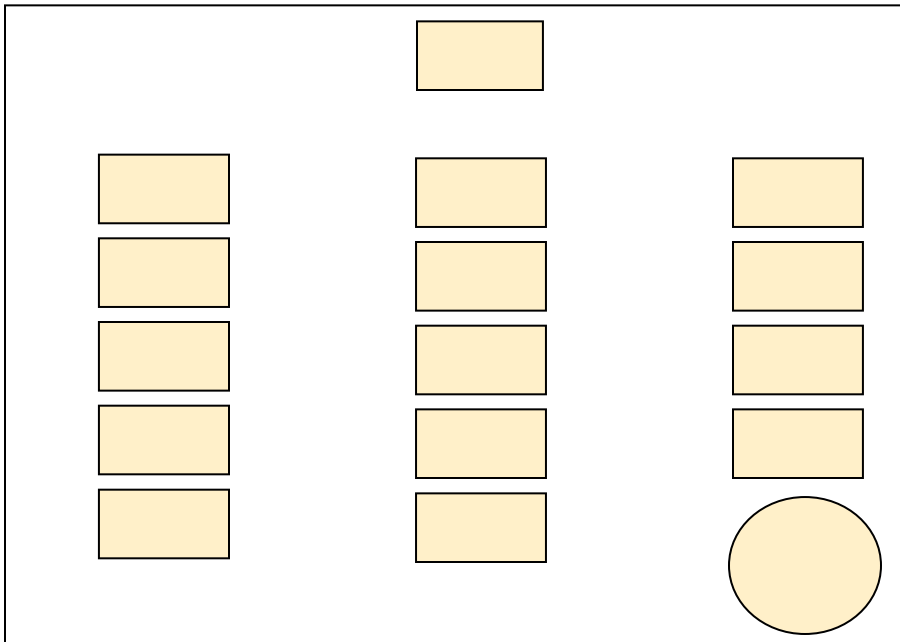
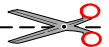
## Tom's Class

Tom's seventh grade class is described throughout the story. Every classroom in St. Catherine's Catholic School arranged its students in alphabetical order, one behind the other, but the teacher could make exceptions. Use the clues on this page to help you make a seating chart for the students in Tom's classroom.

1. A round reading table sat in back of the room, so that row had one fewer desk than the others.
2. Mrs. Tracy did not want Dave and Karen who were brother and sister to sit next to each other.
3. Dave's sister had trouble seeing the chalkboard so the teacher moved her to the front seat and the others back a seat.
4. Tom liked his seat by the door.
5. The teacher's desk was in the front of the room.

### Class Roster

Ryan Ponacky  
 Samantha Embriano  
 Darlene Roberts  
 Courtney Zisky  
 Tom Bender  
 Eric LoBianco  
 Jeff Hicks  
 Karen Tessman  
 Rich Downing  
 Jessica Feeney  
 Dave Tessman  
 Kayla Brown  
 Melissa Mayer  
 Joey Sisman



Read the story to discover how the seating chart was different **before** Jessica came and before Karen's seat was changed. Draw it on the back.

