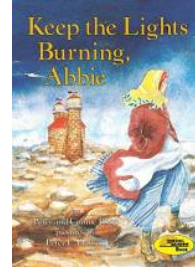


Unit 4: Communicating with Sound and Light

WEEK 5 Day 3



Text Talk
Keep the Lights Burning, Abbie, pages 7-23
 Read 1 of 3

Big Ideas	<p>Light and sound travel.</p> <p>Humans and other animals communicate with light and sound.</p>
Weekly Question	How does light change?
Content Objectives	<p>I can use details from the text and illustrations to describe the characters and setting in a book of historical fiction. (R.6.1.a, R.11.1.a, R.11.1.b)</p> <p>I can ask questions about key details in a book of historical fiction (R.4.1.a)</p>
Language Objective	I can describe the character and setting using relevant details and appropriate vocabulary. (SL.3.1.a)
Vocabulary	<p>lighthouse: a tower with a light on the top that warns or guides ships at sea</p> <p>sail: to travel in a boat</p> <p>oil: a liquid used for fuel</p> <p>trim: to cut</p> <p>wick: the waxy string on a candle</p> <p>match: a short, thin piece of wood used to light a fire</p> <p>whitecaps: foamy, white water on the top of a wave</p> <p>steer: to guide the movement of something</p> <p>wade: to walk through water</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Keep the Lights Burning, Abbie</i>, Peter and Connie Roop ● The History and Geography of Matinicus Rock slides <p>On the whiteboard write:</p>

	<p>What was life like for Abbie at the lighthouse?</p>
<p>Opening 4 minutes slides 1 and 2</p>	<p><i>Yesterday we thought about what causes light to change. A long time ago, before lamps used electricity, lamps were lit by a flame on a wick, like a candle. Lighthouse lamps used to work this way. What do you already know about lighthouses?</i></p> <p><i>Our new text is a book of historical fiction titled Keep the Lights Burning, Abbie, written and illustrated by Peter and Connie Roop. Historical fiction is a story told about real events and people who have lived before.</i></p> <p>Show the cover of the text or first slide. <i>What do you notice on the cover of this book?</i></p> <p>Encourage children to name details they see, such as the lighthouse, the rocky island, the character’s clothing, and indication of the weather. <i>Turn and talk to your partner. Based on the cover illustration, where and when do you think this story takes place? What’s its setting?</i></p> <p><i>This book is about a real person named Abbie Burgess who lived and worked in a lighthouse on a rocky island in Maine. It takes place in the 1850s; that’s almost 200 years ago!</i></p> <p>Show and briefly talk through slide 2.</p> <p>Set a purpose for reingad. <i>Today we’ll read the first half of the story. As we read, you’ll gather key details about the character and the setting. We’ll ask, What was Abbie’s life like at the lighthouse?</i></p> <p><i>When we read historical fiction—taking place at a different time—we often find vocabulary or references that may be unfamiliar. You’ll be able to ask questions about these as we read.</i></p>
<p>Text and Discussion 14 minutes page 7</p>	<p>After reading the page, turn back to the cover illustration to show the location of the lighthouse window and the view from it.</p>
<p>page 9</p>	<p><i>Who or what do you think “Puffin” is?</i> Elicit a couple of ideas and leave it hanging. <i>Let’s keep reading to find out!</i></p> <p><i>Take a look at the illustration, what do you think Abbie is helping Papa with?</i></p>
<p>page 10</p>	<p><i>What does it mean to trim the wicks?</i></p>

	<p><i>What have we learned so far about Abbie’s life in the lighthouse?</i> [Abbie helps Papa take care of the lights but has never lit them, her mom is sick, she has a sibling]</p> <p><i>What are you wondering about Abbie’s life?</i> Give children time to ask questions and to respond to each other. Leave some questions lingering to model this aspect of reading.</p>
page 14	<i>How do you think Abbie was feeling as Papa sailed off? What in the text or illustration tells you this?</i>
page 21	<i>Based on the illustration and the words, what do we know about Abbie’s sisters?</i> <i>What are you wondering?</i>
Key Discussion 6 Minutes page 23	Define whitecaps. Think, Pair, Share Prompt 1: <i>What was life like for Abbie at the lighthouse? Use details from the story to describe her life.</i> Prompt 2: <i>Based on the events in the story, what do you predict will happen next?</i>
Closing 1 minute	<i>We’ll stop reading here. Tomorrow we’ll keep reading to find out how Abbie responds to this challenge!</i>
Standards	R.4.1.a Ask and answer questions about who, what, when, where, and how. R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events. R.11.1.b Compare and contrast the experiences of characters in various texts. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. What details do children use to describe Abbie and her life at the lighthouse? How do children use both the illustrations and words to make meaning of the text? What questions do children share?

Notes

A large empty rectangular box with a black border, intended for taking notes.