**Guided Reading Lesson Plan**

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| **Date** |  | | |
| **Title:** | **Keep the Lights Burning, Abbie**  By Peter and Connie Roop | **Level:**  **J** | **pp. 7-23** |
| **Introduction/**  **Meaning**  **Statement** | Before lighthouses had electricity, the lighthouse keeper lived at the lighthouse so he could go up and light the gas lamps each night. The lighthouse lights helped ships avoid the land when sailing after dark. Since the ships carried important materials and supplies, the lighthouse keeper’s job was very important. (Read the author’s note on page 5 to build background for students.) | | |
| **Predict /**  **Locate** | Compound words: **lighthouse**, p. 7; **henhouse**, p. 16; **whitecaps**, p. 23  As students read, have them list any other compound words they find (careful, afternoon, everyone) | | |
| **Vocabulary** | Words with multiple meanings: **count on**, p. 10 (depend upon); **ruffled**, p. 18 (the chicken puffed out/rearranged feathers) | | |
| **Language**  **Structure** | p.10, **“This morning, her legs felt too heavy to run.”** Are her legs really any heavier than before? What does the author mean? How does this help us understand more about Abbie? | | |
| **Text**  **Structure** | p. 23, **“The wind put whitecaps on the waves.”** Figurative language that cannot be taken literally. (personification of the wind, alliteration: wind, whitecaps, waves)What does the author mean? (With older students, use figurative language vocabulary.) | | |
| **EQ/**  **Strategy/**  **Skill** | EQ: **Why do authors use sentences that don’t actually mean what they say?**  Skill: Using figurative language to draw conclusions/make inferences. | | |
| **Questions** | **Can we find another sentence that does not mean exactly what it says?** (Puffin pulled on its ropes., p. 12; the wind carried off her words., p. 13; And others) **How does the illustrator help us understand the story?** (p. 16, p. 19, pp. 22-23) **Why did Papa leave now? What in the text helps us answer?** (p. 8; p. 18; p. 21) | | |
| **Observations** |  | | |
| **Teaching Point** | Discuss how people talk, using phrases that don’t mean exactly what is said. (Use some examples from the classroom so students have common experiences to draw upon.) Relate our use of figurative language in talking to the authors’ use in the text. Discuss why they do this, how it helps us as readers, etc. | | |
| **Word Work** | Adding –ed to show past tense—various levels of difficulty: p. 7—**looked (look + -ed), washed (wash + -ed), sailed (sail + -ed);** p. 10—**trimmed (trim + -ed/double m-short /i/; p. 13—carried (carry, y becomes i before + –ed)** | | |
| **Date** |  | | |
| **Title:** | **Keep the Lights Burning, Abbie**  By Peter and Connie Roop | | | **Level:**  **J** | **pp. 25-40** |
| **Introduction/**  **Meaning**  **Statement** | In our book, Abbie’s father has gone to get supplies. There is a bad storm, so he cannot get back right away, so Abbie has to light the lamps so ships won’t sail close to the land and wreck. (Take a picture walk.) | | |
| **Predict /**  **Locate** | See if students can use adding –ed from previous word work. p. 28, **climbed** (silent letter/+ -ed); p. 31, **washed** (-sh/+ -ed) | | |
| **Vocabulary** | Multiple meanings, continued: p. 25, **light** (verb); p. 26 **struck** (lighting a match); p. 28, **scraped** (removing ice) | | |
| **Language**  **Structure** | pp. 36-37, authors list things Abbie is **tired of. Why is Abbie tired of these things? How does this list help us understand more about this story?** | | |
| **Text**  **Structure** | **p. 25, “The waves were like big hills. The wind blew rain at the windows.”** (simile and personification) Helps readers visualize what Abbie sees and know how bad the storm is. | | |
| **EQ/**  **Strategy/**  **Skill** | **How do readers use what an author says (means) to understand more about the story?**  Skill: referencing the text to answer questions, even when drawing conclusions. | | |
| **Questions** | **How long has Papa been gone? What in the text tells you?**  **How bad is this storm? Where does the text help us know?** | | |
| **Observations** |  | | |
| **Teaching Point** | Focus on how the reader can find areas in the text to answer questions, even when the answer is not directly within the text. | | |
| **Word Work** | **Depending on previous discussion results, choose: continue past tense verbs or search for additional compound words**  More + -ed; other spelling changes: blow/blew; strike/struck; light/lit; see/saw; keep/kept; go/went; etc.  **Breakfast; inside; henhouse; lighthouse; afternoon; outside** | | |

**C:\Documents and Settings\sandrews\My Documents\My Pictures\Microsoft Clip Organizer\j0212217.wmf *Keep the Lights Burning, Abbie***, written by Peter and Connie Roop

Read pp. 7-23 to answer.

Vocabulary: **count on** (p. 10); **ruffled** (p. 18)

**Find another sentence from the book that does not mean exactly what it says?**

**Look at pp. 16, 19, and 22-23. How does the illustrator help us understand the story?**

**Why did Papa leave now? What in the text helps us answer?**

Word Work—adding –ed

** *Keep the Lights Burning, Abbie***, written by Peter and Connie Roop

Read pp. 25-40 to answer.

Vocabulary: **light** (p. 25); **struck** (p. 26); **scraped** (p. 28)

**How long has Papa been gone?**

**What in the text tells you?**

**How bad is this storm?**

**How do you know?**

Word Work: