

# Lesson Plans and Teaching Resources for Hello Lighthouse

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

## Synthesizing Lesson Plan

## Synthesizing



**Get Ready To Read**

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book



**Learn About Comprehension Strategies**

- ✓ Think about the text
- ✓ Know what to do when you get confused

## Hello Lighthouse

By: Sophie Blackall

Grade Level: 3 / Guided Reading Level: P

### Summary

**Hello Lighthouse** is about a lighthouse that watches over the sea and the people who pass by. A new keeper arrives to take care of the lighthouse, and a shiny new lantern is put in. As time passes, the keeper life changes as a storm comes, storms, and keeps careful watch day and night. Eventually, the coast guard arrives, and it is time for the keeper and his family to leave. Both the keeper and the lighthouse must accept this change and learn how to move forward, showing that change is a natural part of life.

### Link to What You Know

- Think of a time when you went through a big change in your life. What was it like?
- Do you have a classroom job or a chore at home that you enjoy and are good at? Tell about it.

### Important Words to Know and Understand

**Dawn** – The time in the morning when the sun first comes up and the sky begins to get light

**Dusk** – The time in the evening when the sun is going down and it starts to get dark

### Why Readers Synthesize While Reading

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (books that are not real), the author usually gives you a little bit more about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add this new information to what you already know about a topic to become more of an expert on a specific topic.

## Explanation of Strategy

## Key Vocabulary

## Guided Reading Level

## Activate Prior Knowledge

## Synthesizing Lesson Plan

## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

 <h2>Synthesizing</h2> <p><b>Synthesize While Reading</b></p> <ul style="list-style-type: none"> <li>✓ Look for places where your opinion of a character changes</li> <li>✓ Notice when you learn something new about a character</li> <li>✓ Use topics</li> <li>✓ Look for new words that change your understanding of the text</li> </ul>	<h3>Hello Lighthouse</h3> <p>By: Sophie Blackall Grade Level: 3 / Guided Reading Level: P</p> <p><b>Time to Read</b></p> <p>Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.</p> <p><b>Pages 3 and 4</b> – The new keeper arrives at the lighthouse. What does he do? Why do you think he does this? How does answering this question help you understand more about the keeper's character?</p> <p><b>Pages 17 and 18</b> – Things have changed for the lighthouse since the beginning of the story. What has changed? How do the text and illustrations help you with your answer?</p> <p><b>Pages 25 to 28</b> – Things have changed once again for the lighthouse. What is happening inside? What is happening outside? How do you know?</p> <p><b>Pages 33 and 34</b> – The coast guard arrives. How does his arrival change the keeper's life? How does noticing this change help you to better understand the story?</p> <p><b>Page 37 to Fold Out</b> – The keeper and his family have left the lighthouse, but some things are still the same. What things have not changed for the lighthouse and the keeper? How does answering this question help you understand the message in this story?</p> <p><b>Time to Reflect</b></p> <p><b>Think</b> – How did your thinking change while you read <i>Hello Lighthouse</i>. What information helped you to gain a better understanding of the characters or the problem in the book?</p> <p><b>Talk</b> – Tell a reading partner about a place where your thinking changed while you were reading <i>Hello Lighthouse</i>.</p> <p><b>Reflect</b> – Think about the synthesizing work you did while reading <i>Hello Lighthouse</i>. How does paying attention to the way your thinking changes across a text help you to be a better reader?</p> <p><b>Write</b> – Write about the work you did while reading <i>Hello Lighthouse</i>. Write about how different reading comprehension strategies were most helpful to you as you read today?</p> <p><b>Write</b> – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading <i>Hello Lighthouse</i>. (Remember to include examples from the book!)</p>
 <h2>Notice the Work You Did While Reading</h2> <ul style="list-style-type: none"> <li>✓ Think</li> <li>✓ Talk</li> <li>✓ Reflect</li> <li>✓ Write</li> </ul>	<p><a href="http://www.CorePage.com">CorePage.com</a></p>

## Making Inferences

**Identifying the Author's Purpose**



**3**

**Identify the Author's Purpose While Reading**

- ✓ Think about what the author is trying to tell you or make you feel.
- ✓ Did the author write the book to entertain, inform or educate you?

**Notice the Work You Did While Reading**

- ✓ Think
- ✓ Talk
- ✓ Select
- ✓ Write

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then read the chapter or reading prompt and write your thoughts in your notebook.

**Pages 1 and 2** – The text says "Hello" many times. Who is saying "Hello" and to whom? What does the author want you to feel about the emotion of the lighthouse?

**Pages 19 and 20** – In the dark garden. How does the author's writing help you understand how the lighthouse might feel different at night? What does the author want you to feel about the emotion of the lighthouse?

**Pages 20 and 21** – The author writes, "I remember and I do things that help me feel good." How does the author help you understand how doing something can help you as a reader?

**Page 25** – The author writes, "I help the light and I write the words that help me feel good." How does the author help you understand how she feels? Does this writing help you feel better help you understand the author's message?

**Pages 27 and 28** – Hold out – think about the last text that the author used at the beginning of the story. Why do you think she chose to end the book with this text? How does this writing help you understand the question the author asked?

**Time to Reflect**

Sophie Blackstock is the author of *Hello lighthouse*. What was the purpose for writing this book? Why do you think the author chose to end the book with the last sentence? Why do you think the author chose to end the book with the last sentence?

Make – find your reading partner who has books you think would be good for the class to read. Share your books with your partner. Ask your partner to share their thoughts about the books you chose.

Reflect – think about what you learned while reading *Hello lighthouse*. How does the author's purpose help you understand the book? How does identifying the author's purpose help you understand the book?

Write – give your strategy box into your reading notebook. Write about the work you did while reading *Hello lighthouse*. (Remember to include examples from the book.)

[www.Core4Less.com](http://www.Core4Less.com)

Answer Key for Identifying the Author's Purpose  
with Hello, Goodbye

<p><b>Pages 1 and 2:</b> The text is short.</p> <p><b>Why do I think it is short?</b></p> <p><b>Pages 9 and 10:</b> The sky is bright. The ad jectives strong dark yellow.</p> <p><b>Why do I think the lighthouse is bright?</b></p> <p><b>Pages 9 and 10:</b> The sky grows dark. How does the lighthouse might feel?</p> <p><b>How do the illustrator's decisions help you understand the text?</b></p> <p><b>Pages 19 and 20:</b> The author writes "everywhere" and ways. Why do you think she does it?</p>	<p><b>Your Turn to Practice Identifying the Author's Purpose</b> with Hello Lighthouse</p> <p><b>Pages 1 and 2:</b> The text says "Hello" many times. Who is saying hello?</p> <p>Why do you think the author chose to begin the story this way?</p> <p><b>Pages 9 and 10:</b> The sky grows dark. How does the lighthouse might feel?</p> <p><b>How do the illustrator's decisions help you understand the text?</b></p> <p><b>Pages 19 and 20:</b> The author writes "everywhere" and ways. Why do you think she does it?</p> <p><b>Answer Key for</b> Hello Lighthouse</p> <p><b>Pages 3:</b> The author writes tend to why do I think Answers</p> <p><b>Pages 3 and 4:</b> The new keeper arrives at the lighthouse.</p> <p>How do the changes Answers takes</p> <p>Why do you think he does this?</p>
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<h2 style="text-align: center;">Answer Key for Making Inferences</h2> <p style="text-align: center;">with Hello Lighthouse</p>	
<h3>Page 8</h3> <p>The keeper says, "I think I have it."</p>	
<p>What does "This makes me think and the I think" mean?</p> <p>What if I am right?</p>	<p><b>Page 8:</b> The keeper writes a letter to someone. Make an inference about who you think "she" is.</p> <hr/> <p>Why does your inference make sense?</p> <hr/>
<p><b>Pages 11-12</b></p> <p>The keeper says, "I can infer."</p>	<p><b>Page 12:</b> It's wolf's arrival. Use the illustrations and the text to make an inference about people. How do the wolf's words make you feel?</p> <hr/> <hr/> <hr/> <hr/>
<p><b>Section 2</b> <b>Synthesizing</b> Hello Lighthouse</p> <p>se. what does he do?</p>	<p>Help you to better understand the story?</p> <hr/> <hr/> <hr/>
	<p>up again on this page. Make an inference about who</p> <hr/> <hr/> <hr/>

**book**  
books  
our brain  
read  
understanding  
the importance  
of important  
words  
found in the book

**Link to What You Know**  
• there about a time when you were able to have fun experiencing  
something new. Tell the class about the time and what they tell you how  
they felt. How did you know they were having fun?  
• think about a time when you had a friend in a place that felt special to  
you! Tell about it.

**Important Words for Knowledge and Understanding**

**Coast Guard** - people who protect the ocean and help keep us safe when we are on the water.  
**Animals** - a person who takes care of something, like  
animals, frightened, or in place

**Why Should I Identify the Author's Purpose While Reading?**

**Reading** identify the author's purpose to understand why the author is writing. Authors write for many reasons. They want to  
persuade, inform, or entertain their readers.

When you read fiction (books that are not real), the author  
wants to tell a story. They want to tell a story that makes people  
think about. When the author does this, they are trying to  
entertain.

On the other hand, when you read nonfiction (books about real  
people, places, things, and events), the author wants to tell  
about real things. When the author does this, they are trying to  
inform.

An author's purpose to entertain you before being informative,  
or serious. Authors of both fiction and nonfiction can write to

**1**  
**Think About Comprehension Strategies**

**think about the test**  
you are taking  
what to do when  
you get  
questions

**Click on the Pictures**

- ✓ **That's what about the book?** Ask your child to tell you or make up a short summary of the book.
- ✓ **Did the author write this book to entertain or inform or entertain you?**

Ask your child to read the following questions and have him/her answer them:

**Pages 19-20 -** the author writes "everywhere" and "running away". How does this help you to understand what the author is writing about?

**Page 20 -** the author writes "He felt the light and he wanted to go home". How does this help you to understand what the author is writing about?

**Pages 27-28** **Find Out -** think about the last text that the author used of the beginning of the story. Why do you think he chose to end the story with this? How does this help you to understand the author's message?

**Time to Select!**

**That's what about the book?** Sophie Blackall is the author of *Hello lighthouse*. What was her purpose for writing this book? Ask your child to read the book to find out what Sophie's purpose was for writing this book.

**Did the author write this book to entertain or inform or entertain you?**

**Find Out -** read the following questions and have your child answer them:

**Reflect -** think about what you learned while reading *Hello lighthouse*. How does this help you to understand what the author is writing about?

**Write -** give your child space into your reporter's notebook, where the author wrote about what he wrote in *Hello lighthouse*. Encourage him/her to include examples from the book.

## Practice Pages and Answer Keys

## WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

The diagram illustrates the alignment between an "I Can" statement, a Common Core State Standard, and three comprehension strategy slips for the book *Hello Lighthouse*.

**"I Can" Statement:** "I can write and talk about fiction using the words for the different parts (e.g., chapter, scene, stanza)."

**Common Core State Standard:** CCSS: RL.3.5

**Comprehension Strategy Slips (aligned to CCSS: RL.3.5):**

- Strategy 1:** "Hello Lighthouse: Synthesizing" - Think about the beginning, middle, and end of *Hello Lighthouse*. How does the keeper change in each part of the story? Explain how each part builds on the one before it. Use details from 3 different pages to support your thinking.
- Strategy 2:** "Hello Lighthouse: Synthesizing" - Think about the beginning, middle, and end of *Hello Lighthouse*. How does the keeper change in each part of the story? Explain how each part builds on the one before it. Use details from 3 different pages to support your thinking.
- Strategy 3:** "Hello Lighthouse: Synthesizing" - Think about the beginning, middle, and end of *Hello Lighthouse*. How does the keeper change in each part of the story? Explain how each part builds on the one before it. Use details from 3 different pages to support your thinking.

## Common Core Free Option

**Hello Lighthouse: Synthesizing**

Think about the beginning, middle, and end of *Hello Lighthouse*. How does the keeper change in each part of the story? Explain how each part builds on the one before it. Use details from 3 different pages to support your thinking.

**Hello Lighthouse: Synthesizing**

Think about the beginning, middle, and end of *Hello Lighthouse*. How does the keeper change in each part of the story? Explain how each part builds on the one before it. Use details from 3 different pages to support your thinking.

**Hello Lighthouse: Synthesizing**

Think about the beginning, middle, and end of *Hello Lighthouse*. How does the keeper change in each part of the story? Explain how each part builds on the one before it. Use details from 3 different pages to support your thinking.

## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

<p><b>Identifying the Author's Purpose</b></p> <p><b>Title:</b></p> <p>Who was the author of your book?</p> <p>What was the author's purpose for writing this book? How do you know?</p> <p><input type="checkbox"/> To Persuade   <input type="checkbox"/> To Inform   <input type="checkbox"/> To Entertain</p> <p>I know because...</p> <p>What do you think the author wanted you to think about while reading this book?</p> <p>Show a picture of the most important thing the author made you think about while reading.</p>
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## Identifying the Author's Purpose

Making Inferences		
Title:		
What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the subject?	Emotions, thoughts, Cause/Setting

## Making Inferences

Synthesizing Title:		
All that I was thinking...	My new thinking ...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking ...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

## Synthesizing

# VOCABULARY CONNECTIONS RESOURCES

**Vocabulary Connections**  
Hello Lighthouse  
By: Sophie Blackall  
Grade Level: 3 / Guided Reading Level: P

**Important Words to Know and Understand in Hello Lighthouse**

**Coast Guard**  
People who protect the ocean and help keep boats and swimmers safe

**Cod**  
A type of fish that lives in cold ocean waters

**Dawn**  
The time in the morning when the sun first comes up and the sky is bright

**Dusk**  
The time in the evening when the sun is going down and it starts to get dark

**Keeper**  
A person who takes care of something, like animals, a lighthouse, or a place

**Logbook**  
A special notebook where important events or activities are written down

**Seal**  
A small piece of wax pressed with a stamp to close or mark something, like a letter or document

**Tender**  
A small boat used to carry people or supplies

**Tending**  
Taking care of something or someone

**Wick**  
The string inside a candle or oil lamp that burns to make light

Vocabulary Word List | ©BookPagez.com

## Important Words to Know and Understand in Hello Lighthouse Word List

**Vocabulary Connections**  
Hello Lighthouse  
By: Sophie Blackall  
Grade Level: 3 / Guided Reading Level: P

Coast Guard	Cod	Dawn
		

Dusk	Keeper	Logbook
		

Picture Vocabulary Sorting Cards | ©BookPagez.com

## Word and Picture Sorting Cards

**Vocabulary Connections**  
Hello Lighthouse  
By: Sophie Blackall  
Grade Level: 3 / Guided Reading Level: P

Seal	Tender	Tending
A small piece of wax pressed with a stamp to close or mark something, like a letter or document	A small boat used to carry people or supplies	Taking care of something or someone

Wick		
The string inside a candle or oil lamp that burns to make light		

Definition Vocabulary Sorting Cards | ©BookPagez.com

## Word and Definition Sorting Cards

**Word Games with Words from Hello Lighthouse**

**Directions:** Choose the correct word from the box to complete the lighthouse story.

keeper	coast guard	tender	wick	tending	logbook
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- The Lighthouse \_\_\_\_\_ lives on the rock alone.
- He is \_\_\_\_\_ the light to make sure it never goes out.
- He uses a match to light the \_\_\_\_\_ inside the lamp.
- When the family needs more oil or food, the small \_\_\_\_\_ boat brings supplies.
- If there is a big storm, the \_\_\_\_\_ helps keep the boats safe.

**Directions:** Look at the picture in the left column. Find the vocabulary word that matches the picture and write it on the line (find in the word bank). For clues, read the definitions on the right.

<b>The Picture</b>	<b>The Vocabulary Word</b>	<b>The Definitions (Clues)</b>
	keeper	Taking care of something or someone.
	coast guard	A person who takes care of the light.
	tender	A small boat used to carry supplies.
	wick	A special notebook where important events are written.

Name: \_\_\_\_\_ Logbook Answer Key | ©BookPagez.com

**Answer Key Hello Lighthouse**

keeper: lives on the rock all alone.  
coast guard: makes sure it never goes out.  
tender: inside the lamp or food, the small supplies.  
wick: helps keep the boats safe.

Directions: Find the vocabulary word that matches the picture and write it on the line (find in the word bank). For clues, read the definitions on the right.

**The Definitions (Clues)**

- Taking care of something or someone.
- A person who takes care of the light.
- A small boat used to carry supplies.
- A person who takes care of the light.
- A small boat used to carry supplies.
- A special notebook where important events are written.

Name: \_\_\_\_\_ Logbook Answer Key | ©BookPagez.com

## Word Games and Answer Key

**Vocabulary Connections**

**Directions:** Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word
----------

**Vocabulary Connections**

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears.
- Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a checkmark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓
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**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When I or someone I know sees it, hears it, or tastes it

Independent Word Exploration | ©BookPagez.com

## Vocabulary Word Extension Activities

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**  
Hello Lighthouse  
By: Sophie Blackall  
Grade Level: 3 / Guided Reading Level: P

**Hello Lighthouse**  
A new word that I learned in this book is: \_\_\_\_\_ It means: \_\_\_\_\_

Name: \_\_\_\_\_

Directions: 1. Read the sentence. 2. Listen to the recording. 3. Complete the Personalized Vocabulary Builder Card.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

## Personalized Vocabulary Bookmark

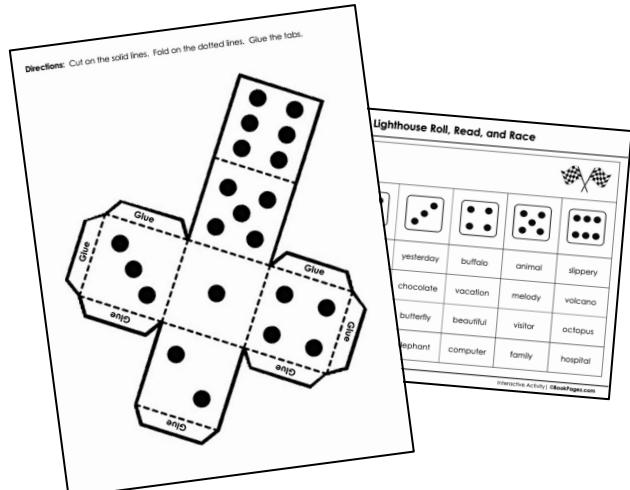
# WORD WORK LESSON PLAN AND ACTIVITIES

## Instructional Focus Based on the Words in the Book

List of words in the book that match the instructional focus

## Step by Step Lesson Plan

<p>Name: _____</p> <p><b>Three Syllable</b></p> <p><b>Directions:</b> Read each word below and clap the syllables that you hear. Draw slashes between the letters to show the three syllables in each word. Then, choose one word to use in a sentence about life at sea.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>mariner</td> <td>dangerous</td> <td>direction</td> <td>horizon</td> </tr> <tr> <td>hurricane</td> <td>overboard</td> <td>passenger</td> <td>navigate</td> </tr> </table> <p>_____</p> <p>_____</p> <p><b>Directions:</b> Build syllable ladders to get down from the top of the light house. The first one has been done for you.</p> <ol style="list-style-type: none"> <li>1. Write the first syllable in the top box.</li> <li>2. Write the middle syllable in the middle box.</li> <li>3. Write the final syllable in the last box.</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="4">  </td> <td>fantastic</td> <td>pyramid</td> <td>camera</td> <td>calendar</td> </tr> <tr> <td>fan</td> <td></td> <td></td> <td></td> </tr> <tr> <td>tas</td> <td></td> <td></td> <td></td> </tr> <tr> <td>tic</td> <td></td> <td></td> <td></td> </tr> </table> <p>Independent Word Work Practice   <a href="http://BookPagez.com">BookPagez.com</a></p>	mariner	dangerous	direction	horizon	hurricane	overboard	passenger	navigate		fantastic	pyramid	camera	calendar	fan				tas				tic				<p><b>Three Syllable</b></p> <p>and clap the syllables that you hear. Draw slashes between the letters to show the three syllables in each word. Then, choose one word to use in a sentence about life at sea.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>ger/ous</td> <td>di/rec/tion</td> <td>hor/izon</td> </tr> <tr> <td>er/board</td> <td>pas/sen/ger</td> <td>navi/gate</td> </tr> </table> <p>_____</p> <p><i>fall during a storm or else you can fall</i></p> <p>own from the top of the light house. The first</p> <p>top box: middle box: last box:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>pyramid</td> <td>camera</td> <td>calendar</td> </tr> <tr> <td>pyr</td> <td>cam</td> <td>cal</td> </tr> <tr> <td>d</td> <td>er</td> <td>en</td> </tr> <tr> <td>id</td> <td>a</td> <td>dar</td> </tr> </table> <p>Independent Word Work Practice Answer Key   <a href="http://BookPagez.com">BookPagez.com</a></p>	ger/ous	di/rec/tion	hor/izon	er/board	pas/sen/ger	navi/gate	pyramid	camera	calendar	pyr	cam	cal	d	er	en	id	a	dar
mariner	dangerous	direction	horizon																																									
hurricane	overboard	passenger	navigate																																									
	fantastic	pyramid	camera	calendar																																								
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pyramid	camera	calendar																																										
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id	a	dar																																										



## Independent Practice Page and Answer Key

## Interactive Activity

## Three-Syllable Word Hunt

### Extend Engagement Activity

## Optional Activity to Extend Engagement

## Extension Activity

# WORKSHEETS

Name: \_\_\_\_\_

## Fact or Fiction?

Shine a light on what's true and what belongs to the story world.

**Directions:**  
In Hello Lighthouse, the story shows what life was like for a lighthouse keeper, and the author's note explains real facts about lighthouses. Now it's your turn to sort the two.

Read each statement in the keeper's logbook below.

Circle the statements that are **true facts** from the author's note.  
Underline the statements that describe **fictional events** from the story.

1. Lighthouse keepers kept careful logs of the weather and passing ships.  
2. The keeper's wife gives birth inside the lighthouse.  
3. Most modern lighthouses are automated and do not need keepers anymore.  
4. The family stays in the lighthouse through calm days and fierce storms.  
5. Lamps once used oil, wicks, and lenses to shine light across the sea.  
6. The keeper paints the lighthouse, writes in his logbook, and tends the light every day.  
7. Sometimes ships would sink if the weather was too rough or the rocks were hard to see.  
8. The lighthouse stands tall like a "sparkplug" in the middle of the ocean.  
9. The family rides away in a boat when a new keeper arrives.  
10. Keepers lived in places where supplies came by boat.

© BookPagez.com | Worksheet

## Fact or Fiction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

- These are cause and effect cards for Hello Lighthouse. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards. If they don't match, flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

The new keeper arrives because	the keeper is terribly ill.
the keeper sets the table for two because	the Coast Guard arrives with a new light.
His wife is everywhere all at once because	the old keeper left and someone must tend the light.
the keeper, his wife, and his child leave because	his wife arrives.

© BookPagez.com | Cause and Effect Sorting Cards for Hello Lighthouse

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**EFFECT CARDS**

1	the old keeper left and someone must tend the light.
2	his wife arrives.
3	the keeper is terribly ill.
4	the Coast Guard arrives with a new light.

**REMEMBER!**  
cause is why something happened.  
effect is what happened.

© BookPagez.com | Cause and Effect Sorting Mat for Hello Lighthouse Answer Key

## Compare and Contrast Matching Game and Answer Key

## Compare and Contrast Questions Stems and Answer Key

Name: \_\_\_\_\_

**Hello Lighthouse**  
Cause and Effect

**Directions:**  
The first part of the sentences below tell what happened (the effect) in the book, Hello Lighthouse. Complete each sentence by telling the cause.

Name:	old keeper left and someone must tend
Directions:	use his wife arrives.
	use the keeper is terribly ill.
	because the Coast Guard arrives with
	ng happened. The effect is what happened.

**Reading Tip!**  
Remember: the cause is why something happened. The effect is what happened.

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# COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

<b>Hello Lighthouse</b> CCSS Assessment	Name: _____
	Score: / 8
<b>Directions:</b> Use what you know about <b>Hello Lighthouse</b> to answer each of the following questions.	
1. Where does the lighthouse keeper live at the beginning of the story? <input type="radio"/> A In a house on the mainland <input type="radio"/> B In a cottage in the village <input type="radio"/> C Inside the lighthouse on a rocky island <input type="radio"/> D In a boat anchored near the shore	
2. What is the central message of <b>Hello Lighthouse</b> ? <input type="radio"/> A Lighthouses are easy places to live and work. <input type="radio"/> B Change can feel hard, but new beginnings can bring joy. <input type="radio"/> C People should stay in one place their whole lives. <input type="radio"/> D The ocean is a dangerous place that must be avoided.	
3. Why does the keeper work so carefully each day, and how do his actions affect the story? <input type="radio"/> A He wants to win an award, so he works faster and makes mistakes. <input type="radio"/> B He enjoys relaxing, so he lets the lighthouse take care of itself. <input type="radio"/> C He is bored, so he looks for new hobbies instead of doing his job. <input type="radio"/> D He is responsible and dedicated, which keeps the ships safe throughout the story.	
4. What does the phrase "the wind takes a deep breath" mean? <input type="radio"/> A The wind is pushing boats all over the ocean. <input type="radio"/> B The wind is strong and steady. <input type="radio"/> C The wind is blowing only a little bit. <input type="radio"/> D The wind has stopped entirely.	
5. How does the middle of the story build on the beginning? (RL.3.5) <input checked="" type="radio"/> A It shifts from peaceful daily routines to bigger events, like storms and the arrival of the keeper's family. <input type="radio"/> B It shows the keeper becoming tired of lighthouse life. <input type="radio"/> C It focuses only on the lighthouse's history. <input type="radio"/> D It stops following the keeper and begins following ships at sea	
6. How might your point of view about living in a lighthouse differ from the keeper's? (RL.3.6) <input type="radio"/> A You might think it seems lonely, while the keeper finds it peaceful and important. <input type="radio"/> B You might think it seems easy, while the keeper thinks it is boring. <input type="radio"/> C You might think it is very safe, while the keeper thinks it is dangerous. <input type="radio"/> D You might think it is noisy, while the keeper hates quiet.	
7. How do the illustrations of the lighthouse during the storm help you understand the story better? (RL.3.7) <input type="radio"/> A They show exactly how old the lighthouse is. <input type="radio"/> B They make the storm look less serious. <input checked="" type="radio"/> C They show the power of the wind and waves, helping you feel the danger the keeper faces. <input type="radio"/> D They explain how to build a lighthouse.	
8. Why is <b>Hello Lighthouse</b> a good choice for 3rd graders to read? (RL3.10) <input type="radio"/> A It has no challenging vocabulary or ideas. <input type="radio"/> B It's a long chapter book with many characters. <input type="radio"/> C It teaches scientific facts about how lights work. <input checked="" type="radio"/> D It uses detailed illustrations and descriptive language that help readers understand a historical setting.	
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## Answer Key

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-8)



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