


# Lesson Plans and Teaching Resources for Hello Lighthouse

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Synthesizing Lesson Plan



#### Get Ready To Read

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

#### Summary

**Hello Lighthouse** is about a lighthouse that watches over the sea and the people who pass by. A new keeper arrives and takes care of the light, making sure it shines to guide ships safely. As time passes, the keeper's life changes—he starts a family, faces 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

**Down** – 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



#### 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: F

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### Guided Reading Level

### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Synthesizing Lesson Plan



#### Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or a topic
- Look for new words that change your understanding of the text

#### Time to Read

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.


**Pages 3 and 4** – The new keeper arrives at the lighthouse. What does he do? Why do you think he does that? How does answering this question help you understand more about the keeper's character?

**Pages 17 and 18** – 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?

**Pages 25 to 28** – Things have changed once again for the lighthouse. What is happening inside? What is happening outside? How do you know?

**Pages 33 and 34** – 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?

**Page 37 to Fold Out** – 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?




#### Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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#### Get Ready To Read

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#### Summary

**Hello Lighthouse** is about a lighthouse that watches over the sea and the people who pass by. A new keeper arrives and takes care of the light, making sure it shines to guide ships safely. As time passes, the keeper's life changes—he starts a family, faces 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 about a time when you found out some hard news. How did it make you feel?
- Have you ever left a place that you wanted you didn't have to leave? Tell about it.

#### Important Words to Know and Understand

**Lighthouse** – A special building where important events or activities are written down.

**Lead** – A small piece of wire pressed with a stamp to close or mark something, like a letter or document.




#### Learn About Comprehension Strategies

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

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#### Make Inferences While Reading

- Look for clues that tell you how a character might be feeling
- Study the pictures, what are you seeing about the characters, setting and events?

#### Time to Read

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.


**Page 3** – The keeper writes a letter to someone. Make an inference about who you think the letter is. Why does the keeper write a letter to someone?

**Pages 11 and 12** – The keeper's wife arrives. Use the illustrations and the text to make an inference about the keeper's new life with his wife. How does your inference help you to better understand the story?

**Page 22** – The word "look" shows up again on this page. Make an inference about why the keeper is looking. How does this feeling about this help you as a reader?

**Page 34** – The keeper receives an unexpected letter. Based on the text and illustrations, make an inference about the letter. What do you think it says? What feelings does it bring?

**Pages 37 and 40** – The story ends with no words, just pictures. Make an inference about the keeper and his family. Are they happy leaving the lighthouse? Why or why not? How does looking at the pictures help you to understand the message of the story?




#### Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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### Making Inferences



#### Get Ready To Read

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

#### Summary

**Hello Lighthouse** is about a lighthouse that watches over the sea and the people who pass by. A new keeper arrives and takes care of the light, making sure it shines to guide ships safely. As time passes, the keeper's life changes—he starts a family, faces 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 about a time when you were able to tell how someone was feeling, even if they didn't say the words to tell you how they felt. How did you know?
- Have you ever noticed a friend in a place that felt closed to you? How did you know?

#### Important Words to Know and Understand

**Coast Guard** – People who protect the ocean and help ships and boats.

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




#### 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: F

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

- Think about what the author wants to tell you or make you think about
- Did the author write to persuade, inform or entertain?

#### Time to Read

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.


**Page 1 and 2** – The text says "Hello" many times. Who is saying hello? Why do you think the author chose to begin the story this way?

**Pages 9 and 10** – The sky grows dark. How does the lighthouse night feel? How does the lighthouse night feel?

**Page 15 and 20** – The author writes "everywhere" and "homing" and "down" in interesting ways. Why do you think the author did this? How does answering this question help you as a reader?

**Page 22** – The author writes "he kept the light and writes in the lighthouse" many times throughout the story. Why do you think the author did this? How does answering this question help you better understand the keeper's character?

**Pages 37 to Fold Out** – Think about the fact that the author used a fold-out at the end of the story. Why do you think the author did this? How does answering this question help you better understand the author's message?



#### Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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### Identifying the Author's Purpose

### Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

**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.

☐ I can write and talk about fiction using the words for the different parts (e.g., chapter, scene, stanza). CCSS: RL.3.5

**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.

☐ I can write and talk about fiction using the words for the different parts (e.g., chapter, scene, stanza). CCSS: RL.3.5

**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.

☐ I can write and talk about fiction using the words for the different parts (e.g., chapter, scene, stanza). CCSS: RL.3.5

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPage.com

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.

**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.

Reader's Notebook: Comprehension Strategy Slips | ©BookPage.com

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

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 world?	Directions: Thought, Cause, Feeling.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making  
Inferences

**Synthesizing**

Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think... but now, I think...
Because...	Because...	Because...

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Synthesizing

## VOCABULARY CONNECTIONS RESOURCES







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

<b>Vocabulary Connections</b>	<b>Hello Lighthouse</b> By: Sophie Blackall Grade Level: 3 / Guided Reading Level: P
<b>Important Words to Know and Understand in Hello Lighthouse</b>	
<b>Coast Guard</b>	People who protect the ocean and help keep boats and swimmers safe
<b>Cod</b>	A type of fish that lives in cold ocean waters
<b>Down</b>	The time in the morning when the sun first comes up and the temperature gets warmer
<b>Up</b>	The time in the evening when the sun is going down and it starts to get dark
<b>Keeper</b>	A person who takes care of something, like animals, a lighthouse, or a place
<b>Logbook</b>	A special notebook where important events or activities are written down
<b>Seal</b>	A small piece of wax pressed with a stamp to close or mark something, like a letter or document
<b>Tender</b>	A small boat used to carry people or supplies
<b>Tending</b>	Taking care of something or someone
<b>Wick</b>	The string inside a candle or oil lamp that burns to make light

## Vocabulary Connections

**Hello Lighthouse!**  
 By: Sophie Blackall  
 Grade Level: 3 / Guided Reading Level: F

**Directions:** 1. Read the book cover. 2. Fold on the solid line. 3. Draw, write or illustrate the top of each Coast To Coast card.

Coast Guard	Cod	Dawn
		
Dusk	Keeper	Logbook
		

Picture Vocabulary Sorting Cards | ©BookPage.com

## Word and Picture Sorting Cards

## Vocabulary Connections

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

**Step by Step Directions:**  
**1.** Cut on the dotted line. **2.** Fold on the solid line. **3.** Glue, tape or staple the top of each card to a book.

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

<b>Wick</b>		
<p>The string inside a candle or oil lamp that burns to make light</p>		

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">Grade Level: 3 / Guided Reading Level: F</p>			<p><b>Hello Hellohouse</b> By: Sophie Blackall Guided Reading Level: F</p>
<p><b>Coast Guard is a/an</b> noun verb adverb adjective</p> <p>Definition of Coast Guard:</p>	<p><b>Cod is a/an</b> noun verb adverb adjective</p> <p>Definition of Cod:</p>	<p><b>Dawn is a/an</b> noun verb adverb adjective</p> <p>Definition of Dawn:</p>	<p><b>Hello Hellohouse</b> By: Sophie Blackall Guided Reading Level: F</p>
<p><b>Coast Guard looks</b> like this:</p>	<p><b>Cod looks</b> like this:</p>	<p><b>Dawn looks</b> like this:</p>	<p><b>a/an</b> verb adjective</p>
<p><b>Coast Guard reminds me of:</b></p>	<p><b>Cod reminds me of:</b></p>	<p><b>Dawn reminds me of:</b></p>	<p><b>of</b> <b>ic</b></p>
<p><b>I saw this word in</b></p>	<p><b>I saw this word in</b></p>	<p><b>I saw this word in</b></p>	<p><b>books</b> <b>ic</b></p>
<p>Interactive Vocabulary Notebook Cards   ©bookPage.com</p>			<p><b>mins</b> <b>ord in</b></p>

## Interactive Vocabulary Notebook 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**

- The lighthouse \_\_\_\_\_ lives on the rock all 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 (fill in the word bank). For clues, read the definitions on the right.

The Picture	The Vocabulary Word	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 special notebook where important events were written.

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

## Answer Key

### Hello Lighthouse

the box to complete the lighthouse story.

**keeper    coast guard    tender    wick    tending    logbook**

- \_\_\_\_\_ lives on the rock all alone.
- \_\_\_\_\_ make sure it never goes out.
- \_\_\_\_\_ wick \_\_\_\_\_ inside the lamp \_\_\_\_\_ or food, the small \_\_\_\_\_ boat brings supplies.
- \_\_\_\_\_ guard \_\_\_\_\_ helps keep the \_\_\_\_\_

\_\_\_\_\_ plume. Find the vocabulary word that \_\_\_\_\_ (fill in the word bank). For clues.

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 special notebook where important events were written.

Logbook

Answer Key | ©BookPages.com

## Word Games and Answer Key

## Vocabulary Connections

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

---

**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

**Visualize**

Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**

When or where have you seen it, heard it, felt it, smelled it, or tasted it?

---

**Directions:**

Read the sentence below and select a word from the sentence that is new to you. Write the word in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

**Visualize**

Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**

When or where have you seen it, heard it, felt it, smelled it, or tasted it?

---

**Directions:**

Read the sentence below and select a word from the sentence that is new to you. Write the word in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

**Visualize**

Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**

When or where have you seen it, heard it, felt it, smelled it, or tasted it?


Spring Words | ©bookpages.com

## Vocabulary Word Extension Activities

## Vocabulary Connections

### Hello Lighthouse


By Sophie Blackall



A new word that I learned in this book is:

Name:

**Step by Step Directions:** 1. Read the book. 2. Identify the vocabulary word. 3. Add it to your Vocabulary List. 4. Add it to your Vocabulary Map. 5. Use the word in the story of a Bookworm.



Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | [80sofagez.com](http://80sofagez.com)

[illegible]

## Personalized Vocabulary Bookmark

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**

**Instructional Focus:**  
Three-Syllable Words

**Background:**  
Syllabication is the process of dividing a word into syllables. A syllable usually contains one vowel sound. After that vowel, breaking longer words accurately and read more smoothly.

In third grade, students begin to learn how to recognize and read three-syllable words. Readers can use sounds, clapping the beats in a word, or prefixes and suffixes.

**Examples:**

yes/ter/day	fam/i/ly
dis/ap/pear	to/geth/er
hap/pi/ly	impor/tant

**Materials and Preparation:**

- A copy of *Hello Lighthouse*
- Chart paper and markers
- 2 different colored pencils
- Light House Roll, Read, and Race page
- Answer Key for Light House Roll, Read, and Race page
- 2 different colored pencils
- Three Syllable Practice Page
- Optional: Word Detective
- Optional: Three-Syllable Word Hunt

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

**Word Work**

**Step 2: Connect Word Work to Reading (continued)**

**Three-Syllable Words in the Text**

- Explain that you will now read the book from beginning to end. Tell students that they might hear some words that have more than 3-syllables. Those words are good to notice, but they will not be added to the anchor chart because they do not have 3-syllables.
- Remind students to listen for three-syllable words but to wait until the reading is finished to share.
- Read *Hello Lighthouse* aloud from start to finish.

**Examples of Three-Syllable Words found in the text:**

- forever
- disappear
- polishes
- disaster
- gathering
- unexpected
- telescope
- together
- horizon
- belongings

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a *Light House Roll, Read, and Race* page, 2 different colored pencils, and a dice.
- Show students how to roll the dice to determine which column they must read from (e.g. if they roll a 3, they read from column 3).
- Show students that once you have found the correct column, you read the first available word in the lowest row (e.g. in column 3- elephant).
- Show students how to draw lines between the syllables in the word that they have read using their colored pencil. Once they have done this, that word is "completed" and cannot be played on again. So, the next time a student rolls a 3, they will need to move to the word above "elephant" in column 3 (e.g. in column 3- butterfly).
- Students alternate turns until the entire *Light House Roll, Read, and Race* page has been played.
- The student who reads and puts syllable slashes in the top word in a column (e.g. in column 3- yesterday) "wins" that column.
- Explain that this activity works best if you say each word out loud and clap the sounds you hear.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

**Three Syllable**

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

**Directions:**  
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.

mariner	dangerous	direction	horizon
hurricane	overboard	passenger	navigate

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:**  
Build syllable ladders to get down from the top of the light house. The first one has been done for you.

- Write the first syllable in the top box.
- Write the middle syllable in the middle box.
- Write the last syllable in the last box.

fantastic	pyramid	camera	calendar
fan			
tas			
tic			

Independent Word Work Practice | ©BookPagez.com

**Three Syllable**

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

**Directions:**  
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.

dangerous	direction	horizon
overboard	passenger	navigate

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:**  
Build syllable ladders to get down from the top of the light house. The first one has been done for you.

- Write the first syllable in the top box.
- Write the middle syllable in the middle box.
- Write the last syllable in the last box.

pyramid	camera	calendar
pyr	cam	cal
a	er	en
id	a	dar

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

**Directions:** Cut on the solid lines. Fold on the dotted lines. Glue the tabs.

**Light House Roll, Read, and Race**

Interactive Activity | ©BookPagez.com

Interactive Activity

**Three-Syllable Word Hunt**  
Extend Engagement Activity

**Directions:**

- Have students stand in pairs at their desks.
- Provide each pair with a clipboard, paper, and pencil.
- Tell students that they will go on a hunt for three-words around the school in pre-approved classrooms and spaces. Once they find a three-syllable word, they should write it on their paper with slashes between each syllable (e.g. in the music room they might see an "instruments").
- Tell students that words on posters or displays count towards their hunt (e.g. they might see the word "physics" on a poster).
- Tell students that you will set a timer for 5 minutes. Their goal as a pair is to find as many 3-syllable words as they can in the designated time.
- After 5 minutes, have students return to the classroom and share the words that they found.

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

**Word Detective: Three-Syllable Words**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for three-syllable words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

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.

© BookPages.com | Worksheet

## Fact or Fiction

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

**Directions:**  
1. These are cause and effect cards for *Hello Lighthouse*. Read the cards.  
2. Cut out the cause and effect cards.  
3. Mix the cards up then place them face down in front of you.  
4. Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.  
5. Play until you find all the matches.  
6. 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.

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

**EFFECT CARDS**

- 1
- 2
- 3
- 4

**REMEMBER!**  
Cause is **why** something happened.  
Effect is **what** happened.

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## Compare and Contrast Matching Game and Answer Key

## Compare and Contrast Questions Stems and Answer Key

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

**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.

**Hello Lighthouse**  
Cause and Effect

The new keeper arrives because \_\_\_\_\_

The keeper sets the table for two because \_\_\_\_\_

His wife is everywhere all at once because \_\_\_\_\_

The keeper, his wife, and his child leave because \_\_\_\_\_

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

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**Hello Lighthouse**  
Cause and Effect

the old keeper left and someone must tend \_\_\_\_\_

use \_\_\_\_\_ his wife arrives.

use \_\_\_\_\_ the keeper is terribly ill.

because \_\_\_\_\_ the Coast Guard arrives with \_\_\_\_\_

ing 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.	
<b>1. Where does the lighthouse keeper live at the beginning of the story?</b>	
<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	
<b>2. What is the central message of 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.	
<b>3. Why does the keeper work so carefully each day, and how do his actions affect the story?</b>	
<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.	
<b>4. What does the phrase "the wind takes a deep breath" mean?</b>	
<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.	
CCSS Assessment 3rd Grade Reading Standards for Literature	

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

Answer Key

<b>5. How does the middle of the story build on the beginning? (RL.3.5)</b>
<input 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
<b>6. How might your point of view about living in a lighthouse differ from the keeper's? (RL.3.6)</b>
<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.
<b>7. How do the illustrations of the lighthouse during the storm help you understand the story better? (RI.3.7)</b>
<input type="radio"/> A They show exactly how old the lighthouse is. <input type="radio"/> B They make the storm look less serious. <input 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.
<b>8. Why is Hello Lighthouse a good choice for 3rd graders to read? (RI.3.10)</b>
<input type="radio"/> A It has no challenging vocabulary or ideas. <input type="radio"/> B It is 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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