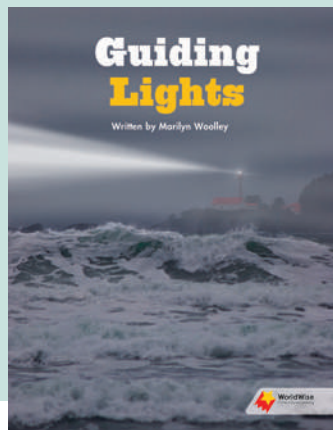


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level T**



Guiding Lights traces the history of lighthouses, outlining the various techniques that have been used over time to produce light that warns ships of dangerous coastlines and other hazards. It examines the main inventions and design improvements that have seen the development of lighthouses from simple bonfires on a hill, to the modern automated electric systems we see today.

Informative text types:

Report/Factual recount/Explanation

Science Curriculum links

Australia

- **PS (ACSSU080)** Light from a source forms shadows and can be absorbed, reflected and refracted
- **PS (ACSSU080)** Uses of mirrors in reflecting light
- **PS (ACSSU080)** Refraction of light at the surfaces of different materials
- **DT (ACTDEK022)** The impact of the use of materials, components, tools and equipment can be evaluated

New Zealand

- **PW:** Trends and relationships in physical phenomena in the areas of mechanics, electricity, heat, light and waves
- **NS:** Working scientifically is complex and involves multiple variables

Key concepts

- Lighthouses aim to warn ships of hazards and guide them safely as they come close to coastlines
- Lighthouses have changed over time as new inventions and modern technology have been incorporated into their design

Content vocabulary

aground, authenticated, automated, braziers, buoy, cargo, cemented, coastlines, design, extinguished, feeble, Fresnel lens, gale-force, harbour, hazards, illumination, lighthouse, lighthouse keeper, lightship, mortar, navigation, ports, principles, prism, reef, shipwrecks, solar-powered batteries, trade

Text features

- Labelled map, time line, logbook extract, sidebars, illustrations, photographs, text boxes, captions, glossary

Reading strategy

- Synthesising written text and a time line

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Guiding Lights*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about lighthouses. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about the history of lighthouses?* Have students work with a partner and record a list of words on sticky notes. Say: *When you are finished, join with another pair and combine your lists. Your group can then share your words and I will compile our group list.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Have students browse through the book with a partner and identify the different text features they see.

Say: *Guiding Lights recalls the history of lighthouses. The author uses a range of text features including two different types of time lines, or dated summaries, to show how lighthouses have changed and developed. Today, you will use all of this information to find out how technology and inventions have shaped the development of lighthouses.*

Reading with teacher support

Say: *Read the introduction and chapters 1 and 2 to yourselves. As you read, think about the different ways lighthouses have changed over time.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How has the author helped you to see how the design of lighthouses has developed?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 3 and 4 independently. Say: *As you read, use the same process we used with the introduction and chapters 1 and 2. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the way lighthouses have changed and evolved.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about lighthouses? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about lighthouses?* Invite the students to talk about their understandings. Have the students read chapters 4, 5 and the conclusion to themselves. Say: *Now add your thinking about the development of lighthouses to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *Was it helpful to use all of the information in the book, such as the time line, the dated summary, and the written text, to learn about lighthouses? How did the time line support the ideas in the written text?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What invention changed lighthouses the most? How did it work? Why was it so important at that time in history? What sort of person do you think Fay Horne was? What personality traits might she have needed to be the Lime Rock Lighthouse keeper for over 20 years? How has modern technology changed the role of lighthouses? (Inferential)

Are lighthouses less important today than they were in the past? Why do you think this? What information surprised you the most in this book? Think about how lighthouses continued to change as designers found solutions to problems. What has this taught you about design? (Synthesising)

Do you think the author is interested in lighthouses? Were you interested in lighthouses before you read the book? Are you interested now? What other information would you like to find out about lighthouses? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understanding by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students work with a partner to research and write “five fantastic facts” about lighthouses. Have each pair present their facts to the whole group.

Vocabulary

Have students revisit their groups’ list of lighthouse words created before reading. In the same group, have students modify their list by adding new, relevant vocabulary. Students can then take turns saying one, two, three or more words from the list in a meaningful sentence. Encourage students to use as many of their list words as possible in their sentences.

Visual literacy

Have students create a pictorial time line that shows the major developments of lighthouses, from the earliest fire lighthouses through to the modern automated systems used today.

Writing

Have the students write a factual recount about a lighthouse, using the prompt: *The history of _____ Lighthouse.*

Provide the students with a template detailing how to plan and write a recount. Remind them to outline the important and interesting events about the building and running of the lighthouse.

Planning to write a recount

Name: _____

Getting started

What is my recount about? _____

Who am I writing for? _____

Planning my recount

1. Setting: orientation

Who? _____

What? _____

Where? _____

When? _____

2. Significant things that happened (in order)

First (event 1) _____

Then (event 2) _____

Finally (event 3) _____

3. Conclusion: Comment

Can I summarise what I have written? _____



Hint: What voice will I use?
first person *I, we, my*, or third
person *he, she, they*?

Additional features I could use

☐ Extra facts

☐ Emails

☐ Time lines

☐ Quotes

☐ Photographs

☐ Diaries

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Say: *Choose a lighthouse mentioned in the book or another one you know about.* Encourage the students to talk about their ideas with a partner, then write their recount. Say: *You will need to research to find out more about the lighthouse you are writing about.*

Alternatively, the students could choose to research a historical shipwreck and write a factual recount about it.

Graphic Organiser: Putting it all together!

Name/s: _____

Trace the history of lighthouses by writing about their developments in the order that they evolved.



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Developed by
Eleanor Curtain Publishing

Text: Kerrie Shanahan, Jenny Feely
Consultants: Linda Hoyt, Lyn Reggett
Designed by Derek Schneider
Printed in China through
Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76086-208-4

