A focus this book is using the five core comprehension questions as a basis for class discussion. The goal is to have students think in such terms and start to voluntarily come up with their own questions. The five questions are:

1. **How are X and Y alike?**
2. **How are X and Y different?**
3. **Who in this story was the most \_\_\_\_\_\_ (cheerful, honest, creative . . . )**
4. **Should X have done \_\_\_\_\_\_\_\_\_?**
5. **What other story does this one remind you of? (and how?)**

Throughout the lessons there is provision made for

* students to focus on learning the wonderful skill of asking good/thoughtful questions. **Encourage this project of learning to ask questions.** This group may also have time to illustrate vocabulary words. *Have these questions written onto lined paper and handed in with their folder for teacher comments on how they are doing.*
* “drawers” to illustrate numerous chapters, and write 1-2 sentences describing what they illustrated. *Post these drawings on the wall somewhere. Have sufficient blank pages ready to go. Should be handed in with their reading folder for teacher comments to be made.*

Practicing the vocabulary words can be facilitated by posting two on the board each day and inviting students to make a tally mark each time they use it in a sentence. This worked well last year.

Reading variety:

1. In class
* by paragraphs
* with assigned paragraphs they practice reading several times and then read in front of class
* by characters – all third boys read the part of Alick, all third girls read Timpey's part . . .
1. In pairs
* followed by a class reading
* followed by reading their favorite paragraph to everyone (in front of class adds more value to this approach) they read with good expression
* followed by answering specific questions given by teacher
1. Silently
* followed by class reading
1. Reader's Theater

**Lesson One**

Introduction and Chapter One “My Strange Home” p. 2-10

*Two days*

**Book Title:** Saved at Sea

**Goal/Objective:**

* Introduce new book; learn about the setting, explore background significant to the story
* SWBAT:
1. *(Day one)* sketch and/or narrate to teacher satisfaction the beginning pages as teacher reads 1-3 paragraphs at a time.
2. *(Day two)* as a class fill in a story plot overview and discuss several comprehension questions
3. *(Day two)* recite two of the *five core comprehension questions*

**Vocabulary Word:**

* gilt p. 5
* forlorn p. 6
* hillocks p. 8 – *a small hill*
* pier p. 8

**Background/Introduction:**

1. Look at cover and tell what they can know from the cover alone
2. Talk about lighthouses
	* ask what they know
	* information should include:
		+ built by rocky shores to warn sailors
		+ used to be manned by humans lighting the lamps each night
		+ the caretakers lived in the lighthouse or in a house very close by
		+ In early 1900s the oil and kerosene lamps were replaced by electricity and then automated lighting, making lighthouse keeping a thing of the past. However, lighthouses continue to play an important role in today's navigation world – *online source*
		+ lighthouses today: 57 active ones in Maine alone!
		+ are built on bedrock – and the reason for that
		+ BE SURE TO SHOW A PHOTO OF A LIGHTHOUSE – and demonstrate a simple drawing on the board; *Mary Mast has a nice model of one she would loan us*

**Reading Class**

1. Hand out visuals with six spaces for drawing to each student
* Teacher slowly read paragraph on page 2 (marked in teacher book) while students form pictures in their minds
* Give a brief time for students to briefly sketch what they heard, what stands out to them
* Invite students to narrate what they drew either to partner or to class
1. Teacher read next 2 paragraphs on p. 3 and pause again for students add to the previous picture any more details *such as ships down in the water*, then orally narrate the new information given
2. Teacher keep reading portions and students either
* orally narrate or add to the pictures – *not forcing non-drawers to draw, but allowing them to tell is helpful. The artists' enthusiasm will spur ideas and invite the non-drawers*
* *Could encourage using crayons or the colors named*
* Every time a name appears, write it on the board and have students label their stick figures and narrate what they now know about the characters
1. Continue reading, periodically stopping for questions or to allow them to catch up in their drawing narration – go to p. 8 last paragraph. Encourage students to draw as you read, adding only details they hear (words and illustrations) in the story. Details that could be added:
* Alick is 12 years old
* small house close by lighthouse for Alick and Grandfather
* sea breezes blowing in
* one other house on the other side of the lighthouse tower
* name of house residents: Mr. Millar – wife and six children
* a court with high walls and a pump inside
* beyond the court two gardens divided by a railing
* one garden very untidy and forlorn
* one garden very tidy filled with veggies and flowers
* a good sized field with rabbits, a cow and two goats
* a little pier with people on it
* a steamer that came once a week to the island with provisions and mail

Lesson One continued

*Day two*

Teacher: prepare a prominent list of the five core comprehension questions. Only the first two should be made visible this lesson.

1. Introduce the idea of the five core comprehension questions
2. Review previous day's reading using the first two of the five core comprehension question:
* *How are X and Y alike?*
* *How are X and Y different?*
* *Who was the most (cheerful, honest, creative . . . )*
* *Should X have done that?*
* *What other story does this remind you of?*

*Suggested questions for chapter one:*

1. How are Grandfather and Alex alike? *Both live on the island, both take care of the lighthouse, both love to garden, both live close to the Millars*
2. How are Grandfather and Alex different? *One is only 12, one is old*
3. How are Grandfather and Alex different from the Millars? *One's garden is tidy and the other messy, one house has six children and the other only one child*
4. How are they the same? *All love to watch for the steamer that comes weekly, all have a garden, all live on the island, all share a cow and two goats*

*Assign reading partners and reading spots. Give time to read in pairs p. 8-10. Be sure to instruct what to do when they finish. Suggestions:*

1. In pairs narrate what they liked most so far in the story or what they think was important.
2. Work at filling out a story plot overview together
3. Go back and reread yesterday's story – p. 2-8
4. Come up with more questions using the first two of the five core comprehension questions

As a class fill out a story plot overview:

* Setting: by the sea in Scotland, around the year 1900 *(this comes from the “To the Reader” information at the beginning of the book*
* Characters: Grandfather, Alex, Mr. and Mrs. Millar and their six children
* Problem: Alex's father had left and never returned and his mother died of a broken heart

Do:

* find Australia on the map (and hopefully they will ask where the lighthouse was – that information is inside the front cover: a little island off the coast of Great Britain – specifically Scotland – around the year 1900.)

**Lesson Two**

**Chapter Two** p. 11 – 17 – exciting chapter

**Goal/Objective:**

* SWBAT: read the assigned pages and then
	+ come up with questions to ask the rest of the class using from the five core comprehension questions. (*Think of characters or important props in the story and compare/contrast them)*
	+ Then also participate in a class narration, including highlighting the main four points.

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* flare p. 11 *a brightly flaming light for signaling*
* oblige p. 13 *forced*
* crag p. p. 16 *a steep, rugged rock*

**Background/Introduction**

* + Have a student narrate the ending of last chapter
	+ Either teacher read p. 11 and first sentence of p. 12 or ask a volunteer to read it, and then stop at this intriguing place and they go read in pairs

**Comprehension Project / Reading in Pairs Time**

After reading in pairs,

* come up with questions using of the five core comprehension questions – *onto lined paper*
* practice the vocabulary words as time allows OR find favorite paragraph to read to class

**Class Reading Time/Comprehension skills fleshed out:**

* Before reading in class, they tell what they think is important in this chapter and/or ask their questions, and decide on the main points of the story.
* Suggested questions using the five core comprehension questions:
	+ *How are the people in the ship and Mr. Millar/Alick/Gramdfather alike?-- frightened, buffeted by the storm, unable to help*
	+ *How are they different? One put up the flares, one saw them, one needing help, the other trying to help, one far from home, one near home*
	+ *How are the small boat and the large ship alike? Different?*
* Could be read with different people taking different parts
	+ Alick, Grandfather, Jem (Mr. Millar), Background reader (narrator)
* **Add question three of the five core comprehension questions:**  *Who in this story was the most (cheerful, honest, creative . . . )*
1. Think of emotions or character traits displayed in this chapter and then: Who was the most alert in this chapter?
2. Who was the most concerned about the fate of the shipwrecked people and determined to do something? Why do you think so?
3. Who was the most frightened by the storm? *The people in the ship, Mrs. Millar, Mr. Millar*

Main points of the story:

1. Mr. Millar alerted Grandfather and Alick to the flares, the sign of a ship in distress
2. Mr. Millar and Grandfather tried to row their boat out to help the poor people, but couldn't
3. They spent the night walking up and down the pier
4. In the morning the three tried again to help the stranded ship

**Lesson Three**

**Chapter Three**

* p. 18 -24 – exciting chapter

**Goal/Objective:**

* SWBAT: read the assigned pages and then
	+ come up with questions (#1-3) to ask the rest of the class using from the five core comprehension questions
	+ participate in a class discussion, including highlighting the main four points.

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* stern p. 19 *the back end of a ship*
* rigging p. 19 *chains and ropes that support the masts and sails of a ship*
* lull p. 21 *a short period of calm*
* relinquish p. 22  *give up*

**Background/Introduction**

* Have a student narrate the ending of last chapter
* Think of and act out how a panicked crowd on a sinking ship might act. Look for a danger that could bring to Grandfather and the others.

**Comprehension Project / Reading in Pairs Time**

After reading in pairs,

* come up with questions using of the five core comprehension questions – *onto lined paper*
* practice the vocabulary words as time allows OR find favorite paragraph to read to class

**Class Reading Time/Comprehension skills fleshed out:**

* Before reading in class, they tell what they think is important in this chapter and/or ask their questions, and decide on the main points of the story.
* **Add question four of the five core comprehension questions:**  *Should X have done that?*
* Main points: *Remember “Who did what? And then what happened?”*
	+ Grandfather, Jem, and Alick finally reached the ship and caught the rope they threw to them
	+ The ship people threw a bundle that Grandfather caught
	+ Grandfather let go of the rope holding them to the ship just before a huge wave would have dashed them to pieces
	+ That same wave sand the ship and drowned all the rest of the people
	+ The three with the little bundle returned safely to the lighthouse
	+ Mrs. Millar undid the bundle and found a little girl

**Lesson Four**

**Chapter Four**

* p. 25 – 32 – less exciting chapter

**Goal/Objective:**

* SWBAT: read the assigned pages and and participate in a class discussion centered around the five core comprehension questions, then start making the divider for the reading binder. Need to include Title, Genre, and illustration(s)

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* lass p. 26
* roguish p. 30 [ROH guish] *playfully mischievous*

**Background/Introduction**

* Have a student narrate the ending of last chapter

**Comprehension Project / Reading in Pairs Time**

This might be a good one to read only in pairs or as a class. At end

* tell what they think is important in this chapter and/or ask their questions
* Teacher or students ask questions using #1-4
* as time allows give the four main points of the chapter
* give time to work on divider
* Main points: *Remember “Who did what? And then what happened?”*
	+ The little girl awoke and cried bitterly as she saw all strangers around her – & Mrs. Millar cried too
	+ She clung to Alick and didn't want to leave him
	+ After several hours of sleep, little Timpey woke Alick up and happily played with him outside
* **Since this chapter is less exciting it may not be the best time to add question five of the five core comprehension questions:**  *What other story does this chapter remind you of? (and why?)*

**Lesson Five**

**Chapter Five**

* The Unclaimed Sunbeam p. 33-40 *less exciting chapter*

**Goal/Objective:**

* SWBAT: read the assigned pages and and participate in a class discussion centered around the five core comprehension questions, followed by completing the divider begun previous day.

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

*Suggestion: read the words in their context and have students see if they can guess the meaning from the context.*

* capsize p. 37 *to overturn*
* ramble p. 37 *to roam about*
* civil p. 39 *polite*
* port p. 39 *a harbor where ships land/unload*

**Background/Introduction**

* What do they think they will do with Timpey? What would they do if they found a lost, but obviously well-cared for puppy? *Hopefully try to find the owner!*

**Comprehension Project / Reading in Pairs Time** (or silent reading)

This might also be a good one to read only in pairs or as a class. At end

* tell what they think is important in this chapter and/or ask their questions
* decide on the main points of the story
* give time to work on divider

**Class Reading Time/Comprehension skills fleshed out:**

* Before reading in class, they tell what they think is important in this chapter and/or ask their questions, and decide on the main points of the story.

* **Introduce #5 question five of the five core comprehension questions:**  *What other story does this chapter remind you of? (and why? This or last chapter could remind one of Joseph who was torn away from his family and still prayed to God, was loved by the heathen king . . .*
* Main points: *Remember “Who did what? And then what happened?”*
	+ Grandfather and Alick love Little Timpey who brings such sunshine to them
	+ Grandfather talked to the Captain of the steamer and asked him to look for the owners of the ship
	+ Timpey prayed every night and it made Alick think a lot about God
	+ Captain Sanders brought a reply saying they couldn't find anything about where Timpey belonged

**Lesson Six**

**Chapter Six**

* The Old Gentleman's Question p. 41 – 47 *– thought-provoking chapter*

**Goal/Objective:**

* SWBAT: read the assigned pages and draw a large (using an entire 8.5 x 11 inch sheet) lighthouse built on a rock. Then also participate in a class discussion, including highlighting the main points.

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* spectacles p. 42
* consent p. 44
* earnestly p. 47

**Background/Introduction**

* Two men come with Captain Sayers steamer: Mr. Forster and Mr. Davis (the older man)

**Comprehension Project / Reading in Pairs Time**

Read silently for 5 minutes, then

1. tell teacher the strange question Mr. Davis kept asking Alick and Grandfather. What do they think he means? And
2. what question pops in your mind at the end of the chapter?

**Class Reading Time/Comprehension skills fleshed out:**

* Have students come up with questions according to the five core comprehension list and decide on the main points of the story.
* Main points: *Remember “Who did what? And then what happened?”*
	+ Two pleasant gentlemen came to talk with Grandfather about the shipwreck.
	+ Mr. Forster offered Grandfather a reward for his hard work in trying to rescue the people on the ship, but Grandfather refused it.
	+ The gentlemen offered to take Timpey off their hands, but Grandfather begged to keep her.
	+ Grandfather showed Mr. Forster the lighthouse while the older gentleman talked to Alick about being on the Rock.
	+ When Mr. Davis asked Grandfather about building his life on the Rock, Grandfather tried to change the subject.
	+ Before the steamer took the gentlemen away, Mr. Davis wrote a note for Alick to read.
* Be sure to discuss what it means to be on the Rock. Then students draw a lighthouse on a rock. May wish to have them label the illustration
* Give a minimum of 10-15 min. to draw the required picture

**Lesson Seven**

**Chapter Seven**

* A Thick Fog p. 48 – 54 *– suspenseful chapter*

**Goal/Objective:**

* SWBAT: SWBAT: read the assigned pages and then
	+ come up with questions to ask the rest of the class using from the five core comprehension questions
	+ participate in a class discussion, including highlighting the main four points.

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* head or tail p. 49 – *nothing whatsoever; neither the front or back of a coin*
* undertone p. 51 – *quietly*
* dense p. 52 – *thick*

**Background/Introduction**

* Sing the hymn “My Hope is Built on Nothing Less” as a class

**Comprehension Project / Reading in Pairs Time**

After reading in pairs,

* come up with questions using of the five core comprehension questions – *onto lined paper*
* practice the vocabulary words as time allows OR find favorite paragraph to read to class

**Class Reading Time/Comprehension skills fleshed out:**

* Before reading in class, they tell what they think is important in this chapter and/or ask their questions, and decide on the main points of the story.

* Main points: *Remember “Who did what? And then what happened?”*
	+ Alick read the note carefully and pondered its meaning.
	+ Grandfather puzzled over the comment about being built on the sand.
	+ Although Jem's mother had taught him the ways of God, Jem had chosen to walk away from God.
	+ Now Jem listened carefully to Grandfather's ponderings, then explained the meaning.
	+ Before leaving for shore the next morning, Jem told Alick that he had chosen Jesus as his Rock.
	+ When Mr. Miller did not return at the usual time, Mrs. Millar and Grandfather began to worry.
	+ Grandfather wanted to help so he went to look if Mr. Millar was coming, but he couldn't see anything because of the fog.
	+ When the clock struck 7:00 PM, Grandfather really started worrying.

**Lesson Eight**

**Chapter Eight**

* Waiting for the Boat p. 55 – 62 *– dramatic chapter*

**Goal/Objective:**

* SWBAT: SWBAT: read the assigned pages and then
	+ come up with questions to ask the rest of the class using from the five core comprehension questions
	+ participate in a class discussion, including highlighting the main four points.

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* *no new ones*

**Background/Introduction**

* Narrate previous chapter:
	+ describe scene: thick fog, worried people, ticking clock
	+ describe Jem:

**Comprehension Project / Reading in Pairs Time**

After reading in pairs, either

* come up with questions using of the five core comprehension questions – *onto lined paper* OR
* if some love to draw, they could choose one part of the chapter to draw. They need to add 1-2 sentences of explanation to their illustration OR
* could find a favorite paragraph to read to the class

**Class Reading Time/Comprehension skills fleshed out:**

* Before reading in class, they tell what they think is important in this chapter and/or ask their questions, and decide on the main points of the story.

* Main points: *Remember “Who did what? And then what happened?”*
	+ Grandfather and Mrs. Millar hurried out to the pier and waited in the cold mist for Jem to come.
	+ Grandfather listened hard for the sound of oars and kept saying he wished Jem would come.
	+ Mrs. Millar shook all over and kept fretting.
	+ Grandfather and Alick heard a boat coming and Alick started running to tell Mrs. Millar, but Grandfather tells him to wait.
	+ Four men brought Mr. Millar's dead body to the island and told the terrible news.
	+ With a groan, Grandfather went to tell Mrs. Millar the terrible news.

**Lesson Nine**

**Chapter Nine**

* A Change in the Lighthouse p. 63 – 70 *dramatic chapter*

**Goal/Objective:**

* SWBAT: come up with questions to ask the rest of the class using from the five core comprehension questions
	+ participate in a class discussion, including highlighting the main four points.
	+ OR DO A READERS THEATER HERE

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* desolate p. 67 – *very sad and lonely especially because someone you loved died or left*
* inquisitive p. 68– *noisy, curious,*

**Background/Introduction**

**Comprehension Project / Reading in Pairs Time**

After reading in pairs, either

* come up with questions using of the five core comprehension questions – *onto lined paper* OR
* choose one part of the chapter to draw. They need to add 1-2 sentences of explanation to their illustration
* find favorite paragraph to read to class
* study vocabulary words as time allows

**Class Reading Time/Comprehension skills fleshed out:**

* Before reading in class, they tell what they think is important in this chapter and/or ask their questions, and decide on the main points of the story.

* Main points: *Remember “Who did what? And then what happened?”*
1. Grandfather and Alick stayed with Mrs. Millar and the six children for the night
2. Grandfather thinks and thinks about how to get on the Rock and repeatedly talks about it to Alick.
3. Poor Mrs. Millar missed her own husband's funeral and for days afterwards had to stay in bed to regain her health.
4. Mrs. Millar and the children moved off the island and Grandfather and Alick worked hard preparing for the new man coming to the island to take Mr. Millar's place.
5. Although Grandfather and Alick asked various people, no one could tell them even the name of the stranger coming to take Mr. Millar's place.

**Lesson Ten**

**Chapter Ten**

* Our New Neighbor p. 71 – 77 *– exciting chapter*

**Goal/Objective:**

* SWBAT: come up with questions to ask the rest of the class using from the five core comprehension questions
	+ participate in a class discussion, including highlighting the main four points.

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

* inclined p. 73
* objections p. 73

**Background/Introduction**

**Comprehension Project / Reading in Pairs Time**

After reading in pairs,

* come up with questions using of the five core comprehension questions – *onto lined paper*
* practice the vocabulary words as time allows OR find favorite paragraph to read to class

**Class Reading Time/Comprehension skills fleshed out:**

* Before reading in class, they tell what they think is important in this chapter and/or ask their questions, and decide on the main points of the story.
* Main points: *Remember “Who did what? And then what happened?”*
	+ A tall young man, alone, without a wife or family, came off the steamer – he was the one taking Mr. Millar's place
	+ He finally introduced himself as Alick's own father coming to replace Mr. Millar
	+ Alick's father told the story of his shipwreck on the shore of China, imprisonment 200 miles inland, could not escape, but was finally released after 11 years!

Map: China, Scotland . . . and remember Australia too

**Lesson Eleven**

*I suggest doing chapters 11 & 12 the final day and read only as a class*

**Chapters Eleven and Twelve**

* On The Rock p. 78 – 85
* The Sunbeam Claimed p. 86 - 93

**Goal/Objective:**

* SWBAT: read the assigned paragraph(s) with fluency to teacher satisfaction in front of the class, and participate in a class narration, including highlighting the main points before finishing up on any unfinished drawing or other reading project for this book

**Vocabulary Words:** *definitions are given according to how they are used in the book;*

**Background/Introduction**

* Sing “My Hope is Built on Nothing Less” as a class. Underline all the words that remind you of this story.

**Comprehension Project / Reading Time**

* Read chapters 11 -12 in one setting. Assign a section to each child, they practice their section (only) for fluency for a few minutes and then read it in front of the class
* Finish old drawings or the divider
* If a vocabulary test is being given, it could be studied for, or administered this final day too
* More ideas:
1. everyone think of a favorite part and make a picture in their head; tell to turn and talk partner
2. Think of the story in essential parts. “What has to be a part of this story?”
	* + - Alick born, father gone, mother dead
			- terrible shipwreck
			- Timpey joins them
			- Gentleman asks, “Are you on the Rock?”
			- Mr. Millar dies
			- Alick's father replaces Mr. Millar
			- Timpey's parents come and Alick leaves
3. Make a shoebox diarama of the story

Map: India

**Vocabulary Words**

* gilt p. 5
* forlorn p. 6
* hillocks p. 8 – *a small hill*
* pier p. 8
* flare p. 11 *a brightly flaming light for signaling*
* oblige p. 13 *forced*
* crag p. p. 16 *a steep, rugged rock*
* stern p. 19 *the back end of a ship*
* rigging p. 19 *chains and ropes that support the masts and sails of a ship*
* lull p. 21 *a short period of calm*
* *relinquish p. 22 give up*
* lass p. 26
* roguish p. 30 [ROH guish] *playfully mischievous*
* capsize p. 37 *to overturn*
* ramble p. 37 *to roam about*
* civil p. 39 *polite*
* port p. 39 *a harbor where ships land/unload*
* spectacles p. 42
* consent p. 44
* earnestly p. 47
* head or tail p. 49 – *nothing whatsoever; neither the front or back of a coin*
* undertone p. 51 – *quietly*
* dense p. 52 – *thick*
* desolate p. 67 – *very sad and lonely especially because someone you loved died or left*
* *inquisitive p. 68– noisy, curious,*
* inclined p. 73
* *objections p. 73*

*Could sort by feelings, boat or seaside terms, action verbs, landscape, and oddball words*