

Student: _____

Date: _____

Teacher: Shawn McGirr

KEEP THE LIGHTS BURNING, ABBIE

By: Peter and Connie Roop

Source: ISBN: 978-0-87614-275-2



Pronunciation: AH

Directions: Practice by saying the word pairs and example sentences, then speak the words from this reading.

Word Pairs but-bet, gut-get, touch-tack, us-use

Example sentence: Cut luscious butter.

Examples from this reading: Medicine - Tremendous - Hazardous -

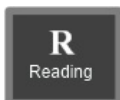
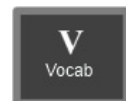
Vocabulary

Directions: Study the following keywords and definitions.

1. count on -(pv) - depend on
2. medicine -(n) - A drug or substance used to treat or prevent disease.
3. tremendous -(adj) - Very great in size, amount, or intensity.
4. looked up -(v) - look for information in a reference book
5. aid -(v) - Help.
6. hazardous -(adj) - Dangerous.
7. trimmed -(v) - To make something smaller by removing unwanted parts.
8. ground -(n) - The floor or any surface that we walk on.
9. waded -(v) - to walk through water
10. hit -(v) - To strike , reach or touch a particular place.
11. raised -(v) - To help a child grow into an adult.
12. even -(adv) - For emphasis; to make a meaning stronger.
13. dedicated -(v) - Commit to some purpose.
14. get back -(pv) - Return from somewhere.
15. scraped -(v) - To drag a sharp edge against something.

Which words are the hardest?

Focus on the tough ones!



Reading

Directions: Read the following passage carefully.

Draw a series of pictures to show actions described in the reading.		

For centuries, lighthouses have warned sailors of coastal dangers. Today's lighthouse keepers have electricity, radar, and radio to aid them in their important jobs. But long ago, simple lamps and dedicated lighthouse keepers were all that kept many ships from being wrecked on hazardous rocks and ledges.

Abbie Burgess and her family moved to Matinicus Rock, off the coast of Maine, in 1853 when her father became lighthouse keeper there. On January 19, 1856, Captain Burgess went after desperately needed supplies for his family and oil for the lamps. He left Abbie in charge of the lights while he was gone. Soon after he sailed, a tremendous storm came up that lasted four weeks. During all that time, Abbie and her sisters took care of their sick mother, and Abbie kept the lights burning.

Abbie Burgess continued to take care of lighthouses for the rest of her life. Today, her grave is marked by a small lighthouse, a miniature copy of the lighthouse on Matinicus Rock.

Abbie's story is famous in the history of brave lighthouse keepers. *Keep the Lights Burning, Abbie* is based on her own accounts of the storm and on information from other historical sources.

Abbie looked out the lighthouse window. Waves washed up on the rocks below. Out at sea, a ship sailed safely by.

"Will you sail to town today, Papa?" Abbie asked.

"Yes," Captain Burgess answered. Mama needs medicine. The lights need oil. We need food. The weather is good now, so it is safe to go out in *Puffin*."

"But what if you don't get back today?" asked Abbie. "Who will take care of the lights?"

Papa smiled. "You will, Abbie."

"Oh, no, Papa!" said Abbie. "I have never done it alone."

"You have trimmed the wicks before," said Papa. "You have cleaned the lamps and put in the oil. Mama is too sick to do it. Your sisters are too little. You must keep the lights burning, Abbie. Many ships count on our lighthouses." Abbie followed Papa down the steps. Another day, she would have raced. This morning, her legs felt too heavy to run.

She and Papa walked down to the shore. Their little boat, *Puffin*, pulled on its rope. Captain Burgess jumped into the boat. He raised the sail. *Puffin* moved away from the shore.

"Keep the lights burning, Abbie!" her father called.

"I will, Papa," Abbie cried. But the wind carried off her words. Abbie watched *Puffin* slide out to sea. Far away, she could see Matinicus Island. She knew Papa was a fine sailor. He could sail in rain. He could sail in fog. But if the wind blew up again, he could not sail back to Matinicus Rock today. The waves would be too high for the little boat. The she would have to care for the lights. Abbie looked up. The two lighthouse towers seemed as high as the sky.

Her family's stone house sat between the two towers. Not far away stood Abbie's henhouse. Abbie went to feed her chickens. She threw some corn on the ground. The hungry hens hurried to it.

Abbie sat on a rock and watched them. "Now listen, Hope, Patience, and Charity," she said. "Don't eat it all too fast. There is not much corn left. But Papa will bring you some more." Abbie sighed.

"I hope he gets home today. I am a little afraid to care for the lights alone." Patience pecked Abbie's shoe. Hope turned her head. Charity ruffled her feathers. Abbie laughed. "You three always make me feel better."

Abbie walked to the house. Esther opened the door. "When is Papa coming back?" she asked.

"This afternoon," said Abbie.

"What if another storm starts?" asked Mahala.

"Don't worry," Abbie told her. "Papa will come back as soon as he can. You two run and get the eggs. How is Mama?" Abbie asked her sister Lydia.

"Still too sick to get up," Lydia answered. "It's a good thing Papa went today. Mama needs medicine and we are running out of food."

"Then we must be careful," said Abbie. "If there is another storm, Papa will not get back today. We must make the food last."

That afternoon, Abbie helped Mahala write her letters. Esther helped Lydia cook supper. Everyone helped

take care of Mama.

Outside, the sky turned gray. The wind put whitecaps on the waves. Another winter storm was coming. When the sun went down, Abbie put on her coat. She had to light the lamps. Abbie ran up the lighthouse steps. She stopped at the top to look out. The waves were like big hills. The wind blew rain at the windows. She could not even see Matinicus Island. She knew Papa could not sail back.

Abbie was afraid.

She wished her brother Benjy, were home, but he was away fishing. What if she could not light the lamps?

She picked up a box of matches. Her hands were shaking. She struck a match, but it went out. She struck another. This one burned. Abbie held the match near the wick of the first lamp. The wick glowed. The light made Abbie feel better. One by one, she lit all the lamps, then she went to the other lighthouse tower. She lit those lamps as well. Out at sea, a ship saw the lights. It steered away from the dangerous rocks.

That night, the wind blew hard. Abbie could not sleep. She kept thinking about the lights. What if they went out? A ship might crash. Abbie got out of bed. She put on her coat. She climbed the lighthouse steps. It was a good thing she had come. There was ice on the windows. The lights could not be seen. All night long, Abbie climbed up and down. She scraped ice off the windows. She checked each light. Not one went out.

In the morning, the wind still blew. Waves rolled across Matinicus Rock. Abbie blew out each light. She trimmed each wick. She cleaned each lamp. She put in more oil. Then she went to breakfast. Then, at last, she went to bed.

For over a week, the wind and rain roared. For a while, the family had to move into one of the strong towers. One morning, water ran under the door. "My chickens!" Abbie cried. "They will be washed away!"

"Don't go outside," said Lydia. "You will be washed away, too."

"I go outside every night," she said. "I haven't been washed away yet." She opened the door. Water splashed into the room. Abbie ran out into the rain. She waded to the henhouse. She put Patience under one arm. She pushed Hope and Charity into the basket. Just then she heard another big wave coming. It sounded like a train!

Abbie raced to the tower. "Open the door!" she yelled. Lydia opened the door. Abbie ran inside.

"Oh, look!" Mahala cried. "Look there! The sea is coming!"

The wave crashed over Matinicus Rock. It washed away the henhouse. The girls pushed the door shut. Then the wave hit it. Abbie felt the lighthouse shake. She was shaking too. They had shut the door just in time.

Day after day, it snowed or rained. Abbie wished it would stop. She was tired of the wind. She was tired of the waves. She was tired of climbing the lighthouse steps and she was tired of eggs. The only thing left to eat was eggs, and Abbie was sick of them.

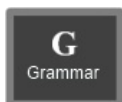
Then one morning, the waves seemed smaller. The sky was not so black. The wind did not blow so hard. Late that afternoon, the girls heard a voice outside.

It was Papa.

They ran to help him carry in the boxes. There was medicine for Mama. There was oil for the lamps. There was mail, there was food, and there was corn for Abbie's chickens.

"I was afraid for you," said Papa. "Every night I watched for the lights. Every night I saw them. Then I knew you were all right."

Abbie smiled. "I kept the lights burning, Papa."



Focus on Grammar

The **simple past** shows that an action ended. For example, the sentence "I ate dinner last night" uses the past of eat, "ate," to show that dinner ended last night.

What action ended in the past in the sentence(s) below?

Directions: Identify how the **simple past** is used in the sentence(s) below

1. Abbie Burgess and her family moved to Matinicus Rock, off the coast of Maine, in 1853 when her father became lighthouse keeper there.

2. Abbie Burgess and her family moved to Matinicus Rock, off the coast of Maine, in 1853 when her father became lighthouse keeper there.
3. The wick glowed The light made Abbie feel better.
4. Waves rolled across Matinicus Rock.
5. She climbed the lighthouse steps.
6. She scraped ice off the windows.
7. All night long, Abbie climbed up and down.
8. She checked each light.
9. It steered away from the dangerous rocks.
10. She waded to the henhouse.
11. She pushed Hope and Charity into the basket.
12. Water splashed into the room.
13. she yelled.
14. Lydia opened the door.
15. It sounded like a train!
16. She opened the door.
17. She trimmed each wick.
18. She cleaned each lamp.
19. For over a week, the wind and rain roared.
20. For a while, the family had to move into one of the strong towers.
21. This afternoon, said Abbie.
22. Still too sick to get up, Lydia answered.
23. Abbie asked her sister Lydia.
24. Esther opened the door.

25. Patience pecked Abbie's shoe.

26. Abbie sighed.

27. Abbie walked to the house.

28. Charity ruffled her feathers.

29. Hope turned her head.

30. She wished her brother Benjy, were home, but he was away fishing.

31. She stopped at the top to look out.

32. Everyone helped take care of Mama.

33. Esther helped Lydia cook supper.

34. That afternoon, Abbie helped Mahala write her letters.

35. She had to light the lamps.

36. Outside, the sky turned gray.

37. Papa smiled.

38. Captain Burgess jumped into the boat.

39. Their little boat, Puffin, pulled on its rope.

40. She and Papa walked down to the shore.

41. asked Abbie.

42. Soon after he sailed, a tremendous storm came up that lasted four weeks.

43. Yes, Captain Burgess answered.

44. Out at sea, a ship sailed safely by.

45. He raised the sail.

46. her father called.

47. Abbie watched Puffin slide out to sea.

48. Every night I watched for the lights.

49. This one burned.

50. Abbie wished it would stop.

51. She had to light the lamps.

52. She had to light the lamps.

53. For a while, the family had to move into one of the strong towers.

54. Still too sick to get up, Lydia answered.

55. Still too sick to get up, Lydia answered.

56. This afternoon, said Abbie.

57. Abbie asked her sister Lydia.

58. Yes, Captain Burgess answered.

59. asked Abbie.



Word Roots & Stems

Rule: The suffix **ly** changes an adjective into an adverb, like *slowly*.

Directions: Identify the word that ends with -ly in each sentence and write it on the line.

1. Out at sea, a ship sailed safely by.

2. On January 19, 1856, Captain Burgess went after desperately needed supplies for his family and oil for the lamps.

3. On January 19, 1856, Captain Burgess went after desperately needed supplies for his family and oil for the lamps.

Directions: Fill in the blanks below, just as in the models.

absolutely	_____	_____
angrily	(angry - y + i) + ly	He spoke angrily to his enemies.
correctly	correct + ly	Answer correctly and you could win a million dollars!
easily	_____	_____
silently	_____	_____
softly	_____	_____



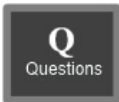
Vocabulary Practice

FILL IN THE BLANK

Directions: Use the word bank to identify the word that best completes the sentence.

count on	medicine	tremendous	looked up	aid	hazardous
trimmed	ground	waded	hit	raised	even
dedicated	get back	scraped			

1. The arrow _____ the target.
2. Please _____ Ann's phone number for me.
3. Don't leave rubbish on the _____! Pick it up and throw it away.
4. The Red Cross _____ the people after the earthquake.
5. Eric will _____ from San Francisco next week.
6. It is so easy _____ a child can do it.
7. His parents _____ him.
8. He _____ into the ocean to catch fish.
9. Take this _____ every day to cure your illness.
10. The company _____ the number of employees.
11. Boxing can be a _____ sport, sometimes causing permanent injuries.
12. The doctor _____ her life to helping people.
13. The _____ boat is the largest ship ever built.
14. You can never _____ him to do anything right.



LESSON:

Aim: Grade: 7 Subject: Prepared by: Shawn McGirr

Objectives:

- Students will be able to understand, pronounce, and use the words in the vocabulary list below.
- Students will be able to demonstrate comprehension of the passage by answering questions which require basic understanding and interpretation of the content.

Standards addressed:

Vocabulary:

1. count on	2. medicine	3. tremendous	4. looked up	5. aid	6. hazardous
7. trimmed	8. ground	9. waded	10. hit	11. raised	12. even
13. dedicated	14. get back	15. scraped			

Activity	Description	Differentiation Guide	Assessment
Pronunciation Practice: AH	<ul style="list-style-type: none">• Introduce key phoneme with minimal pairs.• Model and emphasize pronunciation.• Individual and choral repetition.	Give students who need extra help the opportunity to practice in smaller groups or individually. Alternate choral and individual repetition, calling on individual students at random. Struggling students may need additional instruction on how to make new sounds. Some students may benefit from being challenged to think of their own minimal pair.	ALL Students will be able to demonstrate an increase in pronunciation skills by successfully pronouncing the new sound during choral or individual repetition. SOME students will be able to recognize and identify the sound in other words they know.
Introduction of vocabulary	<p>Introduce the new words from the vocabulary list in above (see Objectives) by modeling pronunciation, individual and choral repetition.</p> <p>Review definitions</p> <p>Sample Questioning:</p> <ul style="list-style-type: none">• In your own words, explain the definition.• Who can think of a time when this word might be used?• Can you use this word in a sentence?• What's the antonym (opposite) of this word?	When appropriate, give different types of learners an opportunity to write down the new words, associate a visual image to cue to understanding of the word, or develop a physical action to increase the student's ability to remember the new words.	ALL Students will be able to increase their understanding and awareness of the new words. SOME Students will be asked to orally demonstrate knowledge of new words.
Reading & Comprehension Questions	Students will read the passages of and demonstrate comprehension of the content by question.	Depending on the population: Read the entire passage aloud, to model phrasing and fluency. Pause at key moments and model good reading strategies through a think aloud. Ask students to volunteer to read parts of the passage aloud. Instruct students to read the passage silently and complete the questions independently, while working with students who need more literacy help. Ask students to complete the questions by doing Think, Pair, Share	ALL Students will read the passage or follow along as the passage is read. ALL Students will strive to demonstrate comprehension of the passage by answering the questions. SOME students will be given an opportunity to share their answer aloud.

Grammar	Students will review the usage of and then identify simple_present in sentences from the reading. Students will write 5 original sentences using simple_present.	Give students need time to work on completing their own practice sentences for the grammatical structure. Invite early finishers to put their sentences on the board or challenge them to not only use the grammar structure, but also include the vocabulary from the lesson in their sentences.	ALL Students will be able to demonstrate an increased mastery of the grammar structure by independently writing sentences that correctly employ simple_present.
Word Building: Roots and Stems	Students will be encouraged to take away a word-attack strategy from this lesson by reviewing -y, which was used in the reading.	Students may benefit from having time to complete this portion of the worksheet individually or in pairs.	ALL students will be able to recognize the suffix -y and understand The suffix y changes a noun into an adjective, like dirty..
Practicing New Vocabulary	Students will be given a chance to practice applying new vocabulary by completing cloze sentences.	Students complete this section of worksheet independently prior to group review of the answers. When appropriate, have students work in pairs or small groups.	ALL Students will increase their familiarity with the new vocabulary and their ability to successfully use these new words in context. Students who get more than two of the cloze sentences wrong should be asked do other reinforcement (i.e. flash cards).
Summary	Instructor will review the objectives of the lesson with the class a whole.	The summary can be completed as quick discussion or by asking student to summarize in their notes.	Example quick assess: 3 new pieces of information from text, 2 new words, 1 question about what they learned.

Fill-in-the-blank Answer Key:

2) hit 3) look up 4) ground 5) aid 6) get back 7) even 8) raised 9) waded 10) medicine 11) trimmed 12) hazardous 13) dedicated 14) tremendous 15) count on

Matching Answer Key:

- A. 15
- B. 10
- C. 14
- D. 3
- E. 5
- F. 12
- G. 11
- H. 4
- I. 9
- J. 2
- K. 8
- L. 7
- M. 13
- N. 6
- O. 1