

*Finding out about Lighthouses.*



## Reading Mastery 5.

Dear Parents/ Carers,

Reading mastery is where the whole class share and study the same extract. The children are taught to summarise ( say what something's about in their own words); retrieve literal information ( information which is easily found in the text); use inference ( the answer to a question isn't in the text, so the children have to use what they know to answer the question); give an opinion. Please read the extract to your children every day, until Friday when they may be able to take over.

We are encouraging the children to both answer questions verbally and in writing. Each time the children answer a question, they should use the sentence starters provided, in order to form complete sentence answers.

There are a selection of different ways of answering questions, as you will see from this PDF.

Steps to success are given at the start of each lesson, so this should give an idea of what we expect of the children. There are also examples of answers for you to see.

Good luck!  
Y3 team.

**Monday**

**Lesson one-** Prior knowledge (what I know already) and posing questions.

**LO: I can use my prior knowledge to say what I know already about lighthouses.**

**I can pose questions, identifying what I want to find out.**

## Steps to success

What makes a good summariser?



- To read paragraphs carefully and say what is happening in each paragraph in your own words;
- To use less words to summarise what you've read.





## Steps to success

What makes a good predictor?

- Read the synopsis and get the gist of the book;
- Use your prior knowledge of the world around you make links with the text;
- Use what you know about a subject to pose relevant questions.



First of all, let's look at your prior knowledge.  
**What do we already know about lighthouses?**

Let's discuss and mind map here.



**What do you want to know about lighthouses?**



**Write three questions below.**

Sharing questions.



Reflection.



What have you learnt today?

**LO: I can use my prior knowledge to say what I know already about lighthouses.**

**I can pose questions, identifying what I want to find out.**

Today I have learnt....

Tuesday  
Lesson two  
Summarising.

**I can identify main ideas drawn  
from more than one paragraph  
and summarise these**

**I can explain the meaning of words  
in context.**

## Steps to success

What makes a good summariser?



- To read paragraphs carefully and say what is happening in each paragraph in your own words;
- To use less words to summarise what you've read.





## Steps to success

Understanding vocabulary.



- If it's a word you know, use synonyms to explain what the word means;
- If it's an unfamiliar word, read around the word in context to see if that helps;
- Look for any parts of the word you already know. Can you make any links?
- Use a dictionary to find a definition.

*Let's read the article together.* PTO

## Learning about Lighthouses.

### 1.What is a lighthouse?

- A building which gives out light.
- They help keep ships and boats safe by showing where the land is.

### 2.Who built the first lighthouse?

- The first known lighthouse was built in Ancient Egypt over 2000 years ago and it was called "The lighthouse of Alexandria".
- It was in an Island called Pharos- some languages still use that word instead of "lighthouse".
- The first lighthouse in Britain was built in Devon after the Roman invasion.



### 3. How does a lighthouse work?

- Light from the lighthouse used to come from lamps burning oil or candles.
- Today lighthouses use electricity just like in our homes!
- The light in lighthouses usually follow a pattern.

Do all lighthouses have the same light patterns?

No, every lighthouse has a different light pattern to alert boats and ships that there is land or dangerous areas of water nearby!

LIGHTHOUSES

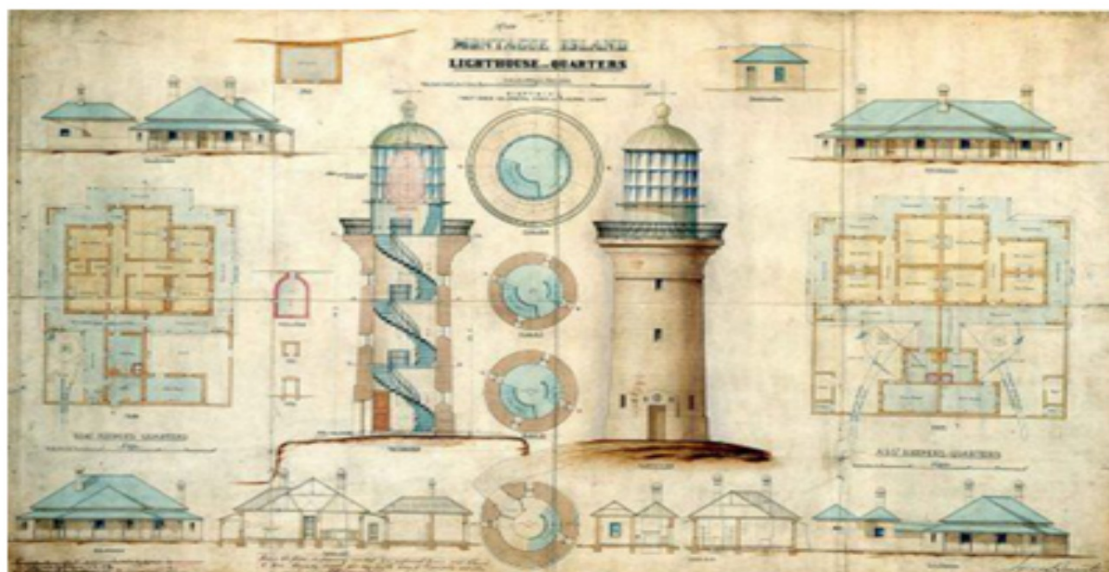


### 4. Where are lighthouses found?

On rocky cliffs;  
On sandy shoals;  
In shallow channels;  
At the entrances to harbours  
in order to help ships get in  
and out of the harbour;  
To warn ships about reefs  
under the sea;  
On islands.

##### 5. What is inside the lighthouse?

- The Lantern Room is the glassed-in housing at the top of a lighthouse tower containing the lamp and lens. The windows have to be special, strong storm panes, supported by metal bars.
- Beneath the lantern room is usually a Watch Room where fuel and other supplies were kept and where the keeper prepared the lanterns for the night and often stood watch.
- On a lighthouse tower, an open platform called the gallery is often located outside the watch room. This was mainly used for cleaning the outside of the windows of the Lantern Room.



## 6. Do all lighthouse have the same exterior?

- Not all lighthouses are stripy – but they are all painted to stand out against the cliffs and sea that surround them.
- Some are painted black and white; some are painted with spiralling stripes.
- Lights near to each other that are similar in shape are often painted in a unique pattern so they can easily be recognized during the daylight.

## 7. What do Lighthouse Keepers do?

- Lighthouse keepers were needed to trim the wicks (when oil lamps were still used), replenish fuel, wind clockworks and perform maintenance tasks such as cleaning lenses and windows.
- Nowadays, most lighthouses are controlled by computers and mechanics and lighthouse keepers don't live on the lighthouse. Lighthouses are checked on by mechanics.

List keywords and information to summarise each section below.

We'll discuss these tomorrow.



Section 1	
Section 2	
Section 3	
Section 4	
Section 5	
Section 6	
Section 7	



**Reflection: What have you learnt?**



**I can identify the main ideas drawn from more than one paragraph and summarising these**

Today I have learnt....

**Wednesday**

**Read the article again**

**Lesson three- Retrieval and  
Recording information**

**Vocabulary and language**

**L.O: I can discuss words and phrases that are technical  
language and related to the specific article**

**I can make sense of highlighted keywords by using  
reading strategies.**

## Steps to success

Understanding vocabulary.



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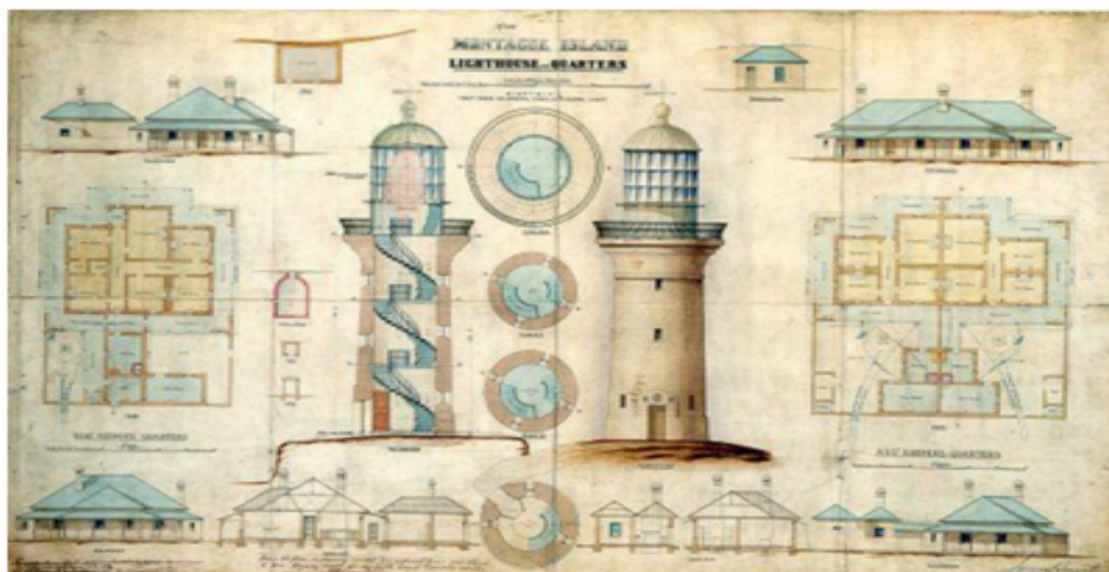


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Guided session-How to work out what an unfamiliar word means.

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LIGHTHOUSES



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Consider:

What you know already about the subject.

Read around the word to see if the other words make sense.

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Lesson three- vocabulary and language.

L.O: I can discuss words and phrases that are technical language and related to the specific article



I can make sense of highlighted keywords by using reading strategies.

Re read section 7.

7. What do Lighthouse Keepers do?

□ Lighthouse keepers were needed to trim the **wicks** (when oil lamps were still used), **replenish** fuel, wind clockworks and perform **maintenance** tasks such as cleaning lenses and windows.

□ Nowadays, most lighthouses are controlled by computers and mechanics and lighthouse keepers don't live on the lighthouse. Lighthouses are checked on by **mechanics**.

When have you heard of the word in bold before? Part of the word which might lead you on to another word, has been written in capital letters. Make notes by the word.

**Wicks** \_\_\_\_\_

**RePLENish** \_\_\_\_\_

**MAINTenance** \_\_\_\_\_

**Mechanics** \_\_\_\_\_

Discuss your ideas with your teacher.

Sharing answers.

Wicks- candles, something you light, when someone annoys you, something a bedspread can be made out of (candlewick);

Replenish- plen- plenty, make sure there is enough of it, re- replace;

Maintenance- maint- maintain; keep going; stick at it; maintenance person- someone who makes sure something is working well;

Mechanics- machinery- how something works, someone who looks after machinery.

Now write a definition for the word *replenish*.

In this context, the word replenish means \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sharing answers.

The word replenish in this context means to make sure there is enough fuel to keep the lighthouse running smoothly.

**Reflection- what have you learnt?**

## **Retrieval and Recording information**

### **Vocabulary and language**

**L.O: I can discuss words and phrases that are technical language and related to the specific article**

**I can make sense of highlighted keywords and add them to L (what I've learnt about lighthouses).**

**Today I have learnt.....**

Thursday

Re read the extract

Lesson four: L.O: I can use my research to answer questions.

I can evaluate the texts, saying whether they were able to answer my questions.



Have a look at the questions you posed at the beginning of the research.

Tick any questions which have been answered.

Independent task.



*Discuss first with an adult.*

Was the text good enough to answer your questions?

Why?

Why not?

How could the text have been improved?

Lesson four- independent task.

L.O: I can use my research to answer questions.

I can evaluate the texts, saying whether they were able to answer my questions.

Did the text answer your questions from lesson one? Tick or cross the questions you posed.

How could the text have been improved?

The text could've been improved by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

Sharing answers:

The text was unable to answer my questions. I feel the text could be improved by giving more detail about all aspects of lighthouses and research what it is children would actually like to know.

Although the pictures were quite informative, these could've been updated and provided more modern images of lighthouses. The information in the article was also more about lighthouse in the past. Modern updates would've been good. Diagrams and annotations might have explained how lighthouses worked .

Reflection:

What have you learnt?

L.O: I can use my research to answer questions.

I can evaluate the texts, saying whether they were able to answer my questions.

Today I have learnt.....

Friday- The Big Question.

Could you live on a lighthouse?

Give evidence to say why or why not.



