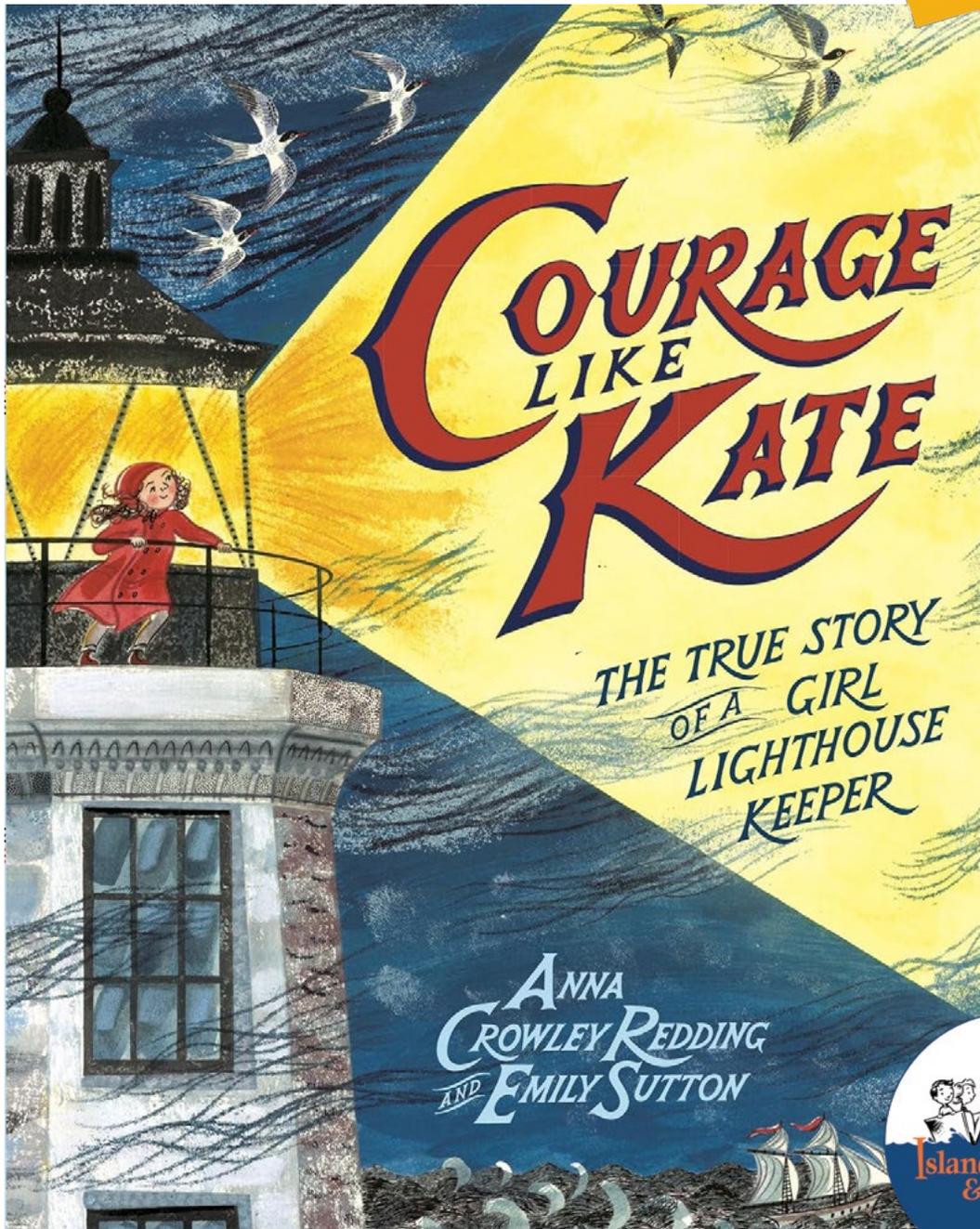


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for
learning with this book!

You gain strength, courage, and confidence
by every experience in which you really stop
to look fear in the face. You must do the
thing you think you cannot do.

– Eleanor Roosevelt



HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or ajohnson@islandreadersandwriters.org.

EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

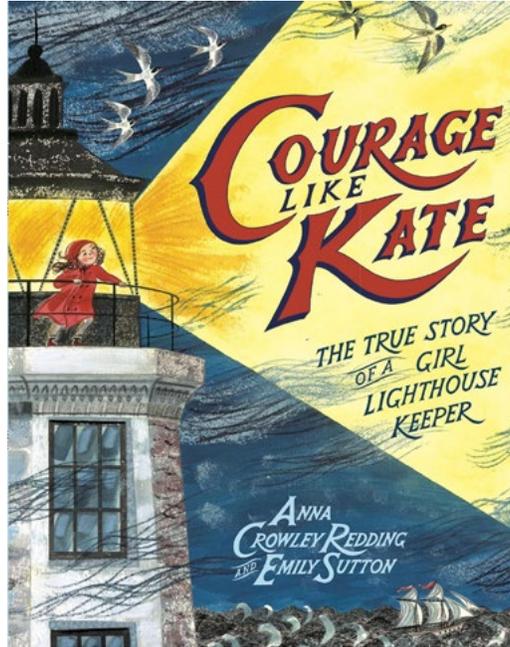


Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

What is Visual Thinking Strategies?



Watch this [video](#) to learn more about VTS.



Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

STANDARDS Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

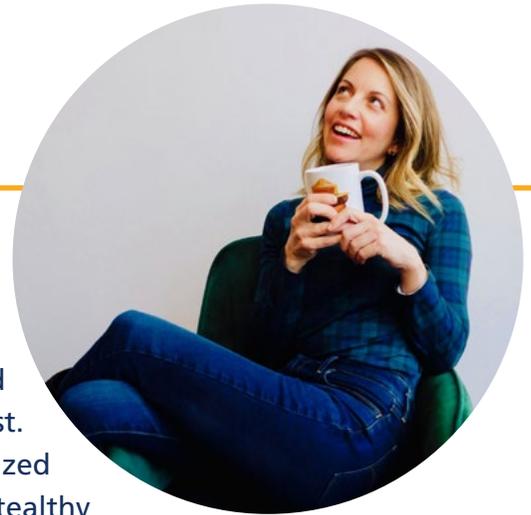
R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

R.10 Evaluate the argument and specific claims in various texts.

Social Studies component: Geography and History

EXPLORE MORE BOOK GUIDE



MEET ANNA

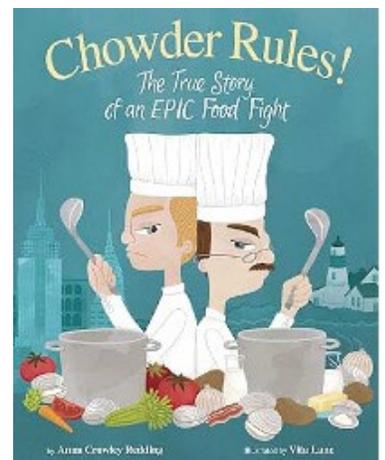
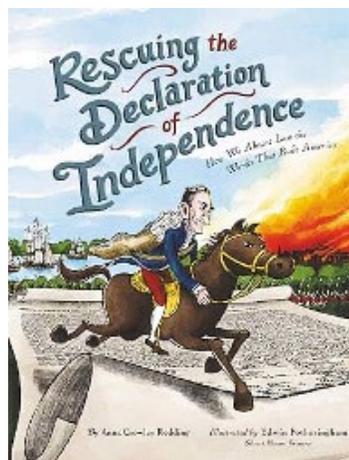
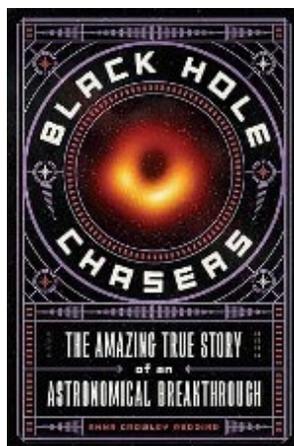
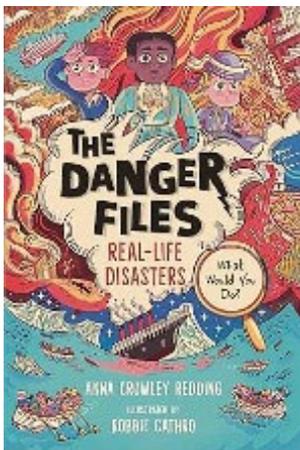
Before diving into the deep end of writing for children and young adults, Anna Crowley Redding's first career was as an Emmy-award winning investigative television reporter, anchor, and journalist. The recipient of multiple Edward R. Murrow awards and recognized by the Associated Press for her reporting, Anna now focuses her stealthy detective skills on digging up great stories for young readers — which, as it turns out, is her true passion. Anna's work is published in three languages. Two of her books have been named BEST STEM BOOKS by the National Science Teachers Association (NSTA)!

Want to learn more about Anna? Visit her [website](#).

Watch this short [video interview](#) of Anna.

Check out the illustrator, Emily Sutton's, [website](#).

More Books from Anna:



LET'S TALK! Discussion Questions

TAKING A CLOSER LOOK AT THE BOOK

1. Discuss what courage means. See [Kids and Courage](#).
2. Kate had to walk 600 steps across a rickety, wooden, walkway in all kinds of weather. Can you imagine what this would feel like? Would you be scared? Can you think of other jobs with difficult and dangerous conditions?
3. The author, Anna Crowley Redding, uses literary devices such as alliteration and onomatopoeia to make the story come to life. Why do you think the author used these tools?
4. Would you like to live on a remote island and be a lighthouse keeper? What would be fun for you? What would be the most challenging part?
5. Is there a modern day job that compares to being a lighthouse keeper? What is it and how does it compare?
6. Thinking ahead, (or back for older students) can you imagine what your life will be like at 12 years old? What tasks and jobs will you be doing? Where will you be living? Will you or did you have "Courage like Kate"?

LET'S CREATE (AND DO)! Book-Inspired Art

1. **Be a Journalist:** Write a newspaper article using primary sources. What topic catches your interest? Where will you look for your facts? Did you know that you can [ask a reference librarian](#) or your local librarian questions on any topic? What descriptive word choices can you use to bring the facts you find to life?
2. **Make an Origami Rowboat.**



ALLITERATION

is the repetition of consonant sounds at the beginning of words or stressed syllables.

Examples:

greedy

gales

grabbed

gobs

ONOMATOPOEIA

a word that actually looks like the sound it makes, and we can almost hear those sounds as we read.

Examples:

snip, **shriek**, **ROAR**

PRIMARY SOURCES

are the most direct evidence of a time or event because they were created by people or things that were there at the time or event. These sources offer original thought and have not been modified by interpretation. Primary sources are original materials, regardless of format.



3. *Lighthouse Art*

- a. Cut out a lighthouse silhouette from dark paper.
- b. Lay the silhouette on a piece of art paper and mark with a pencil where the lantern of the lighthouse is. Then lay the silhouette aside.
- c. From your pencil marks, place strips of painter's tape or washi tape (3-4 on each side at an angle) to show where rays of light will be coming from your lighthouse.
- d. Paint with watercolors or oil pastels, covering your paper in sunset colors of your choice.
- e. After it dries, pull off the tape and glue the lighthouse silhouette on top.

4. **KATE LEARNED HOW TO...**

"She learned how to sow and grow a garden, shepherd and shear the sheep, milk the cows, collect the eggs, and catch rainwater for drinking."

Have you ever tried any of these? Are there other things you could teach Kate? Use the Timeline Activity Sheet in [Appendix A](#) to create a timeline of things you've learned.

ENTREPRENEURSHIP

Kate was a successful entrepreneur—someone who starts their own business.

Kate carved duck decoys. Check out this video about [duck decoys](#) in Maine. Try carving your own from wood, clay or even soap.

Kate started an oyster farm. Visit [Explore Maine Oyster Farms!](#) What did she need to grow oysters? Research and write a short description of what she needed to make this work. How were oysters raised in the 1860-70s? What has changed in this business in the last 150 years? Think of a business you'd like to start; how would you go about this?

5. **What do you notice?** Check out the beautiful **cover** illustration under the **book jacket**. Draw a picture of your school or house, at two different times.

Look at the **endpapers** where the illustrator painted the island in two ways. Design your dream island! Sculpt out of clay or draw it on paper.

JACKET & COVER:

The jacket of a book can tell a story all on its own. It is a hint of what is to come. Spend time with the children asking the three questions about the jacket picture and let their imaginations guide you and them. Make sure to check the back to see if the illustration continues as a "wrap

around" or if there is something new. Slide the jacket up to reveal the cover underneath, is it different or the same? (You may not want to reveal what is under the jacket until the end depending on what is hidden there.)

ENDPAPERS: The endpapers are the linings on the inside of the cover of a book. They are a design choice even if they are only one color. Make a point of asking children what they see and if they can make any connections with the cover or jacket. Be sure to check the back, sometimes it is different.

6. *There are many words to describe Kate.* Find them in the attached word search in Appendix B.

7. **Writing component:** What you would need to live on an island? Write a poem about a lighthouse using onomatopoeia and/or alliteration.

ONOMATOPOEIA

creak

clang. clang. clang.

ALLITERATION

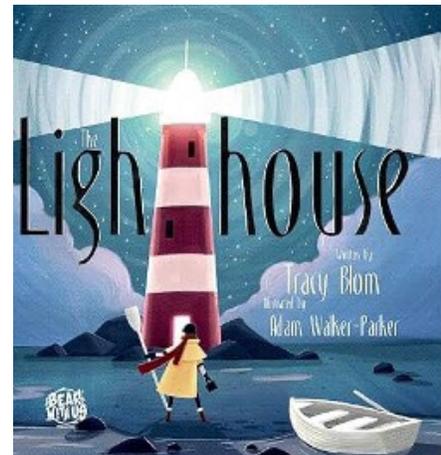
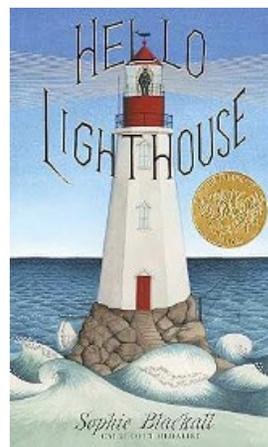
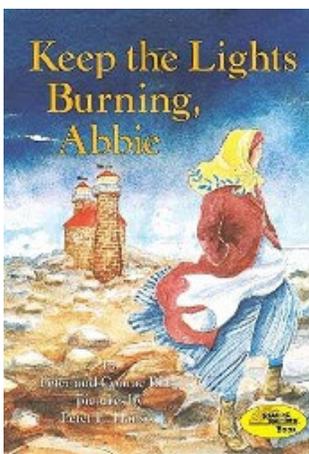
...blustery bone-chilling blizzards

LET'S DIVE DEEPER! Explore More

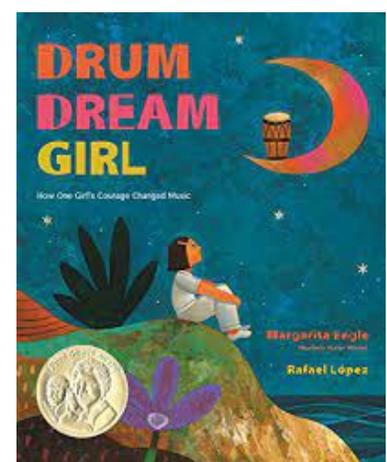
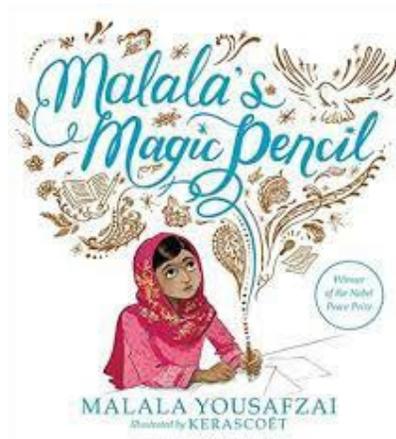
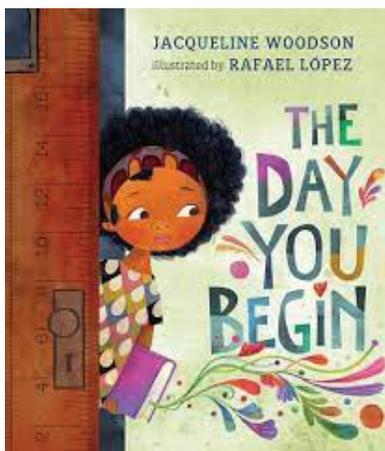
1. [Fayerweather Island Light history](#)
2. [Fayerweather Island \(Black Rock Harbor\) Lighthouse, Connecticut](#)
3. A long [video](#) about this lighthouse and its 200th celebration in 2023. Look for Anna at 52:40!
4. A list of [female lighthouse keepers](#) over the years

LET'S READ MORE!

Text to Text Connections



BOOKS ABOUT BRAVERY:



Timeline Activity

In the back of *Courage Like Kate* there is a timeline of Kate Moore's life. Start with the year you were born and build your own timeline. Add important facts about your life, and illustrate your list!

Enter the year you were born

Enter an important life event

Enter an important life event

Enter today's date & what you're doing now.

Enter an important life event

Enter an important life event

Enter an important life event



Search for these words:

- COURAGE
- DETERMINED
- GARDENER
- SELF RELIANCE
- WOMAN
- NURSE
- WILLFUL
- SAILOR
- HEART
- KEEPER
- STUBBORN

R H L H E R S T U B B O R N
 B C E O E E G T E V A R B L
 E N C W D R G A R B N E H B
 C K B O R U O N R E S N E D
 N E U M U S T I O D N A A R
 A E S A R R S I C R E G R R
 L P I N R I A W F K T N T R
 A E N A C S R G E U O S E H
 B R E M R A F N E F L O O R
 W S S E L F R E L I A N C E
 G S S D E T E R M I N E D L
 I T N G S N U R S E L I O N
 L U T S A I L O R E R L C E
 E T W I L L F U L G E O L A

- STRONG
- BALANCE
- COOK
- HEROIC
- DUTIFUL
- STRENGTH
- FARMER
- BUSINESS
- LION
- BRAVE

COURAGE LIKE KATE Wordsearch

Can you find these words that describe Kate?