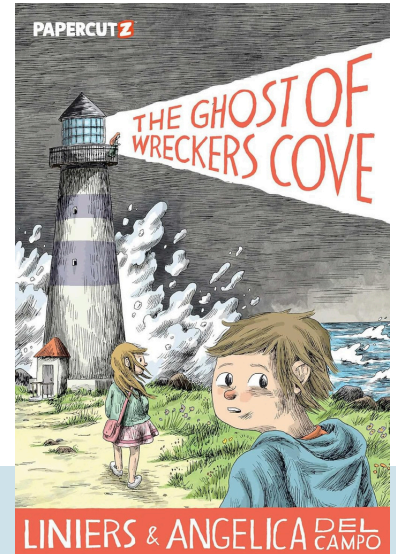


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



Meet the Author Angelica Del Campo

Anglelica Del Campo is a lawyer, editor, and writer. She was born in Argentina, grew up between Buenos Aires and Dublin, Stockholm, and currently lives in Vermont. She wrote the children's books, *The Lighthouse Ghost* and *Mr. Unicorn*.



Meet the Illustrator Liniers

Liniers is from Buenos Aires, Argentina, and now lives in Vermont as the artist-in-residence at the Center for Cartoon Studies with his wife and three young daughters. They have fallen in love with the New England landscape, the house they live in, and the night sky. Three of Liniers' children's books have been published in the US, with *Good Night, Planet*, winning the comics industry Eisner Award for Best Publication For Early Readers in 2018.

Learn more about Liniers [ONLINE](#).

EXPLORE MORE BOOK GUIDE

LET'S BEGIN!

Before reading the book...

Use the Visual Thinking Strategies (VTS) 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.

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

Watch this [VIDEO](#) for a quick VTS demo. If you have any questions please email Alison Johnson at Island Readers & Writers, ajohnson@islandreadersandwriters.org.

LET'S TALK!

Discussion Questions

1. Use this [TEMPLATE](#) to create a KWL chart about lighthouses. Write what you **KNOW**, what you **WANT** to know, and what you have **LEARNED**, then discuss with a partner.
2. Why do Christina and Martha feel and react differently to their recent move?
3. How do the two sisters begin to figure out what the mystery is?
4. Discuss as a group what they say happened that summer of 1875.
5. Why were the wreckers misunderstood? Explain your reasoning.

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.

History

*Earth and Space Sciences-
Weather Conditions*

LET'S CREATE!

Book-Inspired Art

1. In small groups, students will design a mystery hunt. Each group will create clues on index cards hidden around school. Then exchange the first clue with another team and see who can solve their mystery first.

Example: We are here to find a ghost today! Your first clue is hiding where students play.

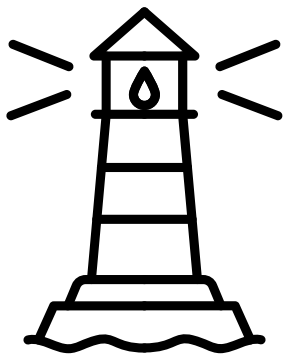
2. Christina and Martha work together to solve the mystery of Wreckers Cove. As a class, brainstorm themes students are passionate about (books, environment, animals, planets, dinosaurs, etc). Then, have each student choose a topic and create a flyer for a club, and include the following:

- Club Name
- Logo
- Slogan
- Rules
- How to join
- Roles/Responsibilities
 - What does each member do?
- Goals
 - What are you trying to accomplish?

3. Watch this [VIDEO](#) to learn how to age paper and create a weathered treasure map. Then design and label a detailed route to help someone find the missing lighthouse lens. Don't forget to use directional clues, landmarks, and illustrations.



4. In small groups, students will design and create a lighthouse. Examples of building materials are on the right side of the page. The lighthouse should be tall, stable, and be able to withstand Maine's coastal weather. Before construction begins, build background knowledge by researching the following questions:



- Why do lighthouses need to be tall?
- Why do lighthouses need to withstand strong weather?
- Why is a strong base important?

5. Write a lighthouse themed haiku, then watch this [TUTORIAL](#) to create a watercolor lighthouse to go with your poem.

Material Options:

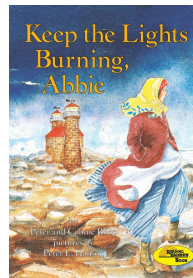
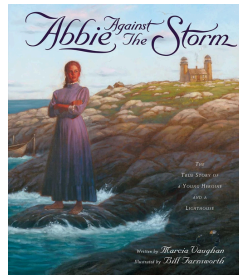
- Craft Sticks
- Paper Towel Tubes
- Index Cards
- Cups
- Pipe Cleaners
- Tin Foil
- Construction Paper
- Paper Plates
- Cereal Boxes
- Yogurt Container
- String/Yarn
- Tape
- Glue
- Rubber Bands

6. Research a real lighthouse and create a travel brochure to encourage people to visit. Think about what important information travelers would need and want to know about the location.

LET'S DIVE DEEPER!

Explore More

- Check out [The Extreme Architecture of Lighthouses](#)
- [Maine Lighthouse Museum](#)
- What impact has the invention of **GPS** had on lighthouses? Research why ships might still need lighthouses today and think about how modern technology has changed the importance of lighthouses over time.
- [VIDEO](#) showcasing ten lighthouses along the coast of Maine.
- Research Maine Lighthouse Keeper Abbie Burgess and why she was important.

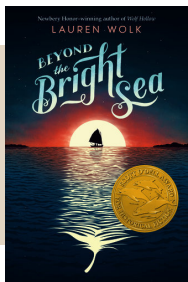


GPS:

Global Positioning System, a satellite-based navigation system used to determine precise locations on Earth

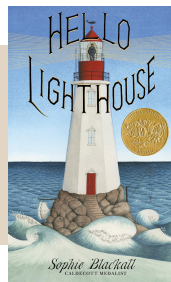
LET'S READ MORE!

Text to Text Connections



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