

THE BEACON KEEPERS



FIRST LIGHT

VOCABULARY UNITS 1-6

Support Materials

Educational Use Notice

These materials are provided by Lordsburg Press as optional companion resources for *The Beacon Keepers: First Light*. They are designed to support classroom, library, homeschool, family, and small-group conversations around the themes of the book, including trust, teamwork, integrity, student voice, purpose, and responsible leadership. These resources are not a formal curriculum, clinical program, counseling tool, psychological assessment, or substitute for professional judgment. Educators, librarians, parents, and facilitators should adapt questions and activities based on student age, readiness, classroom culture, district policy, and local requirements. Some prompts may invite personal reflection. Students should never be required to share private experiences. They may respond from their own experience, from a character's experience, or through a general "someone might" example.

VOCABULARY

Vocabulary instruction across Units 1–6 follows the same sequence used in the student worksheets: predict from context, check the meaning, use the word in a story-connected sentence, and connect one word to a small action.

This educator-facing companion keeps the EFG vocabulary and definitions together with model responses and teaching guidance. The examples below are not a fixed answer key. Accept student responses that show an accurate understanding of the word and a reasonable connection to the story.

Vocabulary Quick-Reference

Unit 1: deliberately, respect, integrity

Unit 2: aggregate, momentum, mission statement, risk

Unit 3: anonymized, scaffolding, team drift, ethical

Unit 4: pilot, rigor, undeniable, compelling

Unit 5: sustainable, capacity, strategic, legitimacy

Unit 6: innovative, recognition, framework

Instructional Routine

- A · Predict From Context — Students make a best-guess meaning before seeing the definition and identify the story clue that helped.
- B · Check the Meaning — Students compare their prediction with the approved meaning. A close prediction counts when the context reasoning is sound.
- C · Use the Words — Students write a sentence connected to the story that demonstrates the meaning, rather than simply placing the word into a sentence.
- D · Word to Action — Students connect one word to a small, safe action that shows the idea in practice.

General Teacher Look-Fors

- The student explains how a context clue shaped the prediction.
- The sentence shows the meaning of the word without needing the definition beside it.
- The action is realistic, safe, and clearly connected to the chosen word.

Vocabulary worksheet standards: RL.5.4, L.5.4, L.5.6. SEL connections vary by unit.

Unit 1: Find Your Beacon (Ch. 1–4)

WORD BANK

Word	What it means in the story
deliberately (Ch. 1)	done on purpose and with careful thought
respect (Ch. 4)	treating people, ideas, and responsibilities as if they matter
integrity (Ch. 4)	doing the right thing, even when it is hard or costs something

A • Predict From Context ○ — Educator Guidance

Have students make a prediction before showing the definitions. The goal is not exact wording. Look for a reasonable meaning supported by a nearby action, consequence, contrast, or explanation in the chapter.

Word	Context question to prompt thinking
deliberately	Does the surrounding action seem accidental, rushed, or chosen on purpose?
respect	What is being treated as important: a person, an idea, a responsibility, or all three?
integrity	Is the character choosing what is right even when another choice would be easier?

B • Check the Meaning ●

After students compare their predictions with the definitions, ask: What part of your prediction was close? Which clue helped most? A useful correction is evidence of learning, not a wrong answer to hide.
Tip: Keep the prediction visible so students can see how their thinking changed after checking the meaning.

Unit 1: Find Your Beacon — Application & Look-Fors

C · Use the Words ★ — Possible Model Responses

These examples show the kind of story-connected sentence that demonstrates understanding. They are educator guidance, not manuscript quotations or required wording.

Word	Possible story-connected sentence
deliberately	Leo deliberately organizes his day because structure helps him feel steady.
respect	Leo shows respect when he listens before deciding what to do.
integrity	The crew begins to understand that integrity means their actions must match what they say matters.

D · Word to Action ♦ — Possible Applications

The student worksheet asks for one word and one small, safe action. Any realistic action that shows the meaning can work.

Word	One small action that could show it
deliberately	Pause before responding and choose one task to do with care.
respect	Listen to someone fully without interrupting.
integrity	Correct a mistake or tell the truth about something that needs to be fixed.

Teacher Look-Fors

- Predictions use a clue from the sentence or chapter, even if the student does not reach the exact definition.
- Students distinguish deliberate action from something accidental or automatic.
- Respect is treated as valuing people, ideas, or responsibilities, not simply obeying.
- Integrity includes choosing what is right when the choice has a cost or feels uncomfortable.

Standards: RL.5.4, L.5.4, L.5.6 | SEL: Self-Awareness, Social Awareness

Unit 2: Build Your Foundation (Ch. 5–8)

WORD BANK

Word	What it means in the story
aggregate (Ch. 7)	individual pieces of information combined into totals or groups, so you see overall patterns instead of one person's details
momentum (Ch. 7)	the energy and drive that builds when something keeps moving forward
mission statement (Ch. 5)	short statement of what a team is trying to do and why it matters
risk (Ch. 8)	the chance that something could go wrong, cause harm, or damage trust

A • Predict From Context ○ — Educator Guidance

Have students make a prediction before showing the definitions. The goal is not exact wording. Look for a reasonable meaning supported by a nearby action, consequence, contrast, or explanation in the chapter.

Word	Context question to prompt thinking
aggregate	Are individual observations being kept separate, or combined so a larger pattern can be seen?
momentum	What begins to move more easily as the work continues?
mission statement	Does the sentence explain both what the team is trying to do and why the work matters?
risk	What could go wrong, who could be affected, or what trust could be damaged?

B • Check the Meaning ●

After students compare their predictions with the definitions, ask: What part of your prediction was close? Which clue helped most? A useful correction is evidence of learning, not a wrong answer to hide.

Tip: Keep the prediction visible so students can see how their thinking changed after checking the meaning.

Unit 2: Build Your Foundation – Application & Look-Fors

C · Use the Words ★ – Possible Model Responses

These examples show the kind of story-connected sentence that demonstrates understanding. They are educator guidance, not manuscript quotations or required wording.

Word	Possible story-connected sentence
aggregate	The team aggregates observations so it can see patterns without focusing on one student.
momentum	Momentum builds as new members join and the project begins to feel real.
mission statement	The mission statement gives the team one clear reason for the work.
risk	The team has to think about risk before collecting or using information.

D · Word to Action ♦ – Possible Applications

The student worksheet asks for one word and one small, safe action. Any realistic action that shows the meaning can work.

Word	One small action that could show it
aggregate	Combine anonymous class tallies into one total or simple chart.
momentum	Finish one useful next step that helps a project keep moving.
mission statement	Write one sentence that explains what a group is trying to do and why.
risk	Name one thing that could go wrong before starting, then identify one safeguard.

Teacher Look-Fors

- Aggregate means combining information to reveal a pattern; it does not mean exposing individual details.
- Momentum is more than speed. Students should connect it to continued progress or growing energy.
- A mission statement should communicate both purpose and direction in a short form.
- Risk responses identify uncertainty or possible impact, not only something that has already gone wrong.

Standards: RL.5.4, L.5.4, L.5.6 | SEL: Relationship Skills, Social Awareness, Responsible Decision-Making

Unit 3: Weather the Storm (Ch. 9–12)

WORD BANK

Word	What it means in the story
anonymized (Ch. 10)	changed so no one can tell which student the information came from
scaffolding (Ch. 12)	temporary support that helps something reach higher
team drift (Ch. 10)	when people are still working, but they stop acting like one team
ethical (Ch. 11)	relating to what is right and wrong

A • Predict From Context ○ — Educator Guidance

Have students make a prediction before showing the definitions. The goal is not exact wording. Look for a reasonable meaning supported by a nearby action, consequence, contrast, or explanation in the chapter.

Word	Context question to prompt thinking
anonymized	Can a reader connect the information back to a specific student?
scaffolding	What temporary support is helping the team continue the work more responsibly?
team drift	Are people still busy while communication, shared purpose, or coordination is fading?
ethical	What choice protects people and trust, even if it is harder?

B • Check the Meaning ☹

After students compare their predictions with the definitions, ask: What part of your prediction was close? Which clue helped most? A useful correction is evidence of learning, not a wrong answer to hide.

Tip: Keep the prediction visible so students can see how their thinking changed after checking the meaning.

Unit 3: Weather the Storm – Application & Look-Fors

C · Use the Words ★ – Possible Model Responses

These examples show the kind of story-connected sentence that demonstrates understanding. They are educator guidance, not manuscript quotations or required wording.

Word	Possible story-connected sentence
anonymized	The team needs anonymized data so individual students cannot be identified.
scaffolding	Dr. Martinez provides scaffolding by giving the team support and conditions for continuing the work.
team drift	Team drift appears when everyone stays busy but the group stops communicating as one team.
ethical	Disclosing the data problem is an ethical choice because honesty helps protect trust.

D · Word to Action ♦ – Possible Applications

The student worksheet asks for one word and one small, safe action. Any realistic action that shows the meaning can work.

Word	One small action that could show it
anonymized	Remove names or identifying details from a practice data set before sharing it.
scaffolding	Ask for a checklist, example, or adult support when a task is still new.
team drift	Use a short check-in to make sure everyone still understands the shared goal.
ethical	Speak up when a process could hurt someone or break trust.

Teacher Look-Fors

- Anonymized is different from deleted: the information can remain useful while identifying details are removed.
- Scaffolding is temporary support, not punishment or permanent control.
- Team drift can happen even when everyone appears productive.
- Ethical thinking considers impact, responsibility, and trust, not only whether someone meant well.

Standards: RL.5.4, L.5.4, L.5.6 | SEL: Self-Management, Responsible Decision-Making, Relationship Skills

Unit 4: Prove Your Ground (Ch. 13–16)

WORD BANK

Word	What it means in the story
pilot (Ch. 13)	a first small test of an idea before doing it full size
rigor (Ch. 15)	thoroughness and carefulness in work
undeniable (Ch. 13)	so clearly true that it cannot be argued against
compelling (Ch. 13)	powerfully convincing; hard to ignore

A • Predict From Context ○ — Educator Guidance

Have students make a prediction before showing the definitions. The goal is not exact wording. Look for a reasonable meaning supported by a nearby action, consequence, contrast, or explanation in the chapter.

Word	Context question to prompt thinking
pilot	Is the team testing a limited version before expanding the idea?
rigor	What shows that the team checked, tested, prepared, or practiced carefully?
undeniable	What evidence makes the team's claim difficult to dismiss?
compelling	What makes an audience care, pay attention, or understand why the work matters?

B • Check the Meaning ●

After students compare their predictions with the definitions, ask: What part of your prediction was close? Which clue helped most? A useful correction is evidence of learning, not a wrong answer to hide.

Tip: Keep the prediction visible so students can see how their thinking changed after checking the meaning.

Unit 4: Prove Your Ground – Application & Look-Fors

C · Use the Words ★ – Possible Model Responses

These examples show the kind of story-connected sentence that demonstrates understanding. They are educator guidance, not manuscript quotations or required wording.

Word	Possible story-connected sentence
pilot	The pilot lets the team test the idea on a smaller scale before going bigger.
rigor	Rigor shows up when the team tests, checks, and practices instead of assuming the work is ready.
undeniable	The team wants evidence strong enough to make its results undeniable.
compelling	The team learns that a compelling presentation connects evidence to a clear human reason for the work.

D · Word to Action ♦ – Possible Applications

The student worksheet asks for one word and one small, safe action. Any realistic action that shows the meaning can work.

Word	One small action that could show it
pilot	Try a small version of an idea first and note what works before expanding it.
rigor	Double-check one result, source, or step before calling the work finished.
undeniable	Support one claim with a specific example, observation, or result.
compelling	Explain why a project matters to a real person, not only what the project does.

Teacher Look-Fors

- Students distinguish a pilot from a full launch or a simple rehearsal.
- Rigor means careful, thorough work; it does not require perfection.
- Undeniable should be connected to evidence, not confidence or volume.
- Compelling can come from truth, clarity, and relevance; it does not have to mean flashy.

Standards: RL.5.4, L.5.4, L.5.6 | SEL: Self-Management, Responsible Decision-Making

Unit 5: Spark Other Lighthouses (Ch. 17–19)

WORD BANK

Word	What it means in the story
sustainable (Ch. 18)	able to continue over time without burning out
capacity (Ch. 18)	the amount of work a person or team can realistically handle
strategic (Ch. 18)	chosen carefully to serve a specific goal
legitimacy (Ch. 18)	being taken seriously; having earned the right to be heard

A • Predict From Context ○ — Educator Guidance

Have students make a prediction before showing the definitions. The goal is not exact wording. Look for a reasonable meaning supported by a nearby action, consequence, contrast, or explanation in the chapter.

Word	Context question to prompt thinking
sustainable	Can the work continue without exhausting the people or resources supporting it?
capacity	How much can the person or team truly take on right now?
strategic	Was the choice made because it serves the goal, or only because it sounds exciting?
legitimacy	What has the team done that gives others a reason to trust or take the work seriously?

B • Check the Meaning ☹

After students compare their predictions with the definitions, ask: What part of your prediction was close? Which clue helped most? A useful correction is evidence of learning, not a wrong answer to hide.

Tip: Keep the prediction visible so students can see how their thinking changed after checking the meaning.

Unit 5: Spark Other Lighthouses – Application & Look-Fors

C · Use the Words ★ – Possible Model Responses

These examples show the kind of story-connected sentence that demonstrates understanding. They are educator guidance, not manuscript quotations or required wording.

Word	Possible story-connected sentence
sustainable	The team wants its growth to be sustainable instead of saying yes to everything.
capacity	Capacity matters because the team cannot accept every good opportunity.
strategic	Using the decision filter helps the crew make a strategic choice instead of an excited one.
legitimacy	The team's careful work and results help it earn legitimacy with people outside the group.

D · Word to Action ♦ – Possible Applications

The student worksheet asks for one word and one small, safe action. Any realistic action that shows the meaning can work.

Word	One small action that could show it
sustainable	Protect enough time for rest or the work that matters most.
capacity	List current commitments before agreeing to add another one.
strategic	Use the three decision-filter questions before saying yes to a new commitment.
legitimacy	Follow through on one promise or support a claim with clear evidence.

Teacher Look-Fors

- Sustainable does not mean something must last forever; it means it can continue without damaging the people doing it.
- Capacity includes limits. Strong responses recognize that time, energy, and attention are finite.
- Strategic choices are intentional and tied to a goal, not simply exciting or popular.
- Legitimacy is earned credibility or trust, not the same as fame, status, or popularity.

Standards: RL.5.4, L.5.4, L.5.6 | SEL: Self-Management, Responsible Decision-Making

Unit 6: Lighthouse Keepers (Ch. 20)

WORD BANK

Word	What it means in the story
innovative (Ch. 20)	introducing new ideas or methods
recognition (Ch. 20)	being noticed or honored for meaningful work
framework (Ch. 20)	steps or ideas that help organize and repeat the work

A • Predict From Context ○ — Educator Guidance

Have students make a prediction before showing the definitions. The goal is not exact wording. Look for a reasonable meaning supported by a nearby action, consequence, contrast, or explanation in the chapter.

Word	Context question to prompt thinking
innovative	What is new or different about the approach, and why is that difference useful?
recognition	How is the team being noticed or honored even though it does not win first place?
framework	Are the ideas organized so another group could understand and repeat the process?

B • Check the Meaning ●

After students compare their predictions with the definitions, ask: What part of your prediction was close? Which clue helped most? A useful correction is evidence of learning, not a wrong answer to hide.
Tip: Keep the prediction visible so students can see how their thinking changed after checking the meaning.

Unit 6: Lighthouse Keepers – Application & Look-Fors

C · Use the Words ★ – Possible Model Responses

These examples show the kind of story-connected sentence that demonstrates understanding. They are educator guidance, not manuscript quotations or required wording.

Word	Possible story-connected sentence
innovative	Innovative describes the team's use of new ideas and methods to make the work more useful to students.
recognition	The Beacon Keepers receive recognition for meaningful work even without winning first place.
framework	The framework gives other groups steps and ideas they can organize and repeat in their own setting.

D · Word to Action ♦ – Possible Applications

The student worksheet asks for one word and one small, safe action. Any realistic action that shows the meaning can work.

Word	One small action that could show it
innovative	Try one new method for solving a familiar problem and notice what changes.
recognition	Name a specific contribution someone made and explain why it mattered.
framework	Turn a familiar process into three clear steps someone else could follow.

Teacher Look-Fors

- Innovative means more than “new”; students should connect the new idea or method to a useful purpose.
- Recognition is not the same as winning. The story treats meaningful work as worthy of notice even without first place.
- A framework organizes thinking or action so the work can be understood and repeated; it is not necessarily a rigid script.

Standards: RL.5.4, L.5.4, L.5.6 | SEL: Self-Management, Responsible Decision-Making