

# THE BEACON KEEPERS



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## FIRST LIGHT

## READING RESPONSE & WRITING PROMPTS

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.

# READING RESPONSE & WRITING PROMPTS

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Structured writing assignments for text evidence, reflection, narrative writing, and purposeful response. Each unit includes two prompts with a connection, writing task, scaffold, and skills/standards connection.

Use as journal entries, homework, small-group responses, or extended writing assignments. For personal reflection prompts, students may write from their own experience, from a character's experience, or through a realistic "someone might" example.

## Unit 1 (Ch. 1–4)

### 1A — Beacon Statement

**Connection:** Leo, Jada, and Max each discover their beacon through personal moments, not through a test or an assignment.

**Prompt:** *Write your own beacon statement: one sentence that describes what you stand for. Then explain in 3–5 sentences how you discovered it.*

**Scaffold:** *Start with: "I stand for \_\_\_\_ because \_\_\_\_."*

RL.5.2, W.5.3 | Self-Awareness

### 1B — Character Comparison

**Connection:** Each of the three main characters discovers their purpose through a different person.

**Prompt:** *Compare how Leo, Jada, and Max each discover their beacon. Use at least one specific detail from the text for each character.*

**Scaffold:** *Start with: "Leo discovers his beacon when \_\_\_\_\_. Jada discovers hers when \_\_\_\_\_. Max discovers his when \_\_\_\_."*

RL.5.1, RL.5.3, W.5.1 | Self-Awareness

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## Unit 2 (Ch. 5–8)

### 2A — Welcoming Space Narrative

**Connection:** Maya says, “This is what belonging feels like,” after helping set up the basement room.

**Prompt:** *Write about a time you helped make a space feel welcoming — or a time someone made a space feel welcoming for you.*

**Scaffold:** *Start with: “The room/space looked like \_\_\_\_\_. I knew I belonged when \_\_\_\_\_.”*

W.5.3, RL.5.2 | Social Awareness

### 2B — Foundation Values

**Connection:** The Beacon Keepers choose integrity, respect, and connection as their foundation values.

**Prompt:** *Choose three values for your own foundation. They may be your values, a character’s values, or a team’s values. For each one, explain why it matters and give a specific example of what it looks like in action.*

**Scaffold:** *Start with: “My three values are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.”*

W.5.1 | Self-Awareness

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## Unit 3 (Ch. 9–12)

### 3A — Repairing Mistakes

**Connection:** The Beacon Keepers choose to disclose Amil’s data access rather than wait to be caught.

**Prompt:** *Write about a time you had to choose between protecting yourself and doing the right thing. What did you choose? Would you choose the same thing again?*

**Scaffold:** *Start with: “I had to decide between \_\_\_\_ and \_\_\_\_\_. I chose \_\_\_\_ because \_\_\_\_\_.”*

W.5.3, W.5.1 | Responsible Decision-Making

### 3B — Letter to Max or Leo

**Connection:** Max tells Leo, “You notice everything. And you didn’t notice me.”

**Prompt:** *Write a letter to either Max or Leo about what happened between them. What do you want that character to understand?*

**Scaffold:** *Start with: “Dear [Max/Leo], I want you to know that \_\_\_\_\_.”*

W.5.1, RL.5.3 | Relationship Skills

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## Unit 4 (Ch. 13–16)

### 4A — Evidence, Not Just Words

**Connection:** The Beacon Keepers had to prove their work to judges who didn't know them.

**Prompt:** *Write about something you care about enough to present to a room full of strangers. How would you prove it's real with evidence, not just words?*

**Scaffold:** *Start with: "If I had three minutes to prove \_\_\_\_, I would start by \_\_\_\_."*

W.5.1, SL.5.4 | Self-Management

### 4B — Compare and Contrast

**Connection:** At the regional competition, the Beacon Keepers and Apex Robotics both present strong projects, but their approaches are very different.

**Prompt:** *Compare how the two teams prepare, present, and define success. Use at least two specific details from the text for each team.*

**Scaffold:** *Start with: "The Beacon Keepers value \_\_\_\_ because \_\_\_\_\_. Apex Robotics values \_\_\_\_ because \_\_\_\_."*

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RL.5.1, RL.5.3, W.5.1

## Unit 5 (Ch. 17–19)

### 5A — Decision Filter

**Connection:** Dr. Martinez gives the team three questions: Does it serve the mission or purpose? Does it make us stronger? Can we do it without breaking?

**Prompt:** *Apply these three questions to a character, team, or realistic student group decision. Answer each question honestly and explain what you should do based on your answers.*

**Scaffold:** *Start with: "A decision I'm facing is \_\_\_\_\_. Question 1: Does it serve my purpose? \_\_\_\_."*

W.5.1 | Responsible Decision-Making

### 5B — Pass It Forward

**Connection:** Ziggy tells Leo: "The debt goes forward, not back."

**Prompt:** *Write about someone who invested in you. Then write about one specific way you could pass that investment forward to someone else.*

**Scaffold:** *Start with: "\_\_\_\_ invested in me by \_\_\_\_\_. I could pass this forward by \_\_\_\_."*

W.5.3 | Social Awareness

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## Unit 6 (Ch. 20)

### 6A — Full-Circle Writing

**Connection:** The novel begins and ends in the same place — Saltwind Bay — but Leo is not the same person.

**Prompt:** *Write a short narrative that begins and ends in the same place, but you have changed. The narrator may be you, a character, or someone you invent. Use specific details about the place and about yourself.*

**Scaffold:** *Start with a description of the place. End with the same description but add one detail that shows how you see it differently now.*

W.5.3, RL.5.6 | Self-Awareness

### 6B — Letter to Future Self

**Connection:** The Beacon Keepers' journey continues beyond Book One...

**Prompt:** *Write a letter to yourself, to be opened at the end of the school year. Tell yourself what you've learned and what you hope for.*

**Scaffold:** Start with: "Dear Future Me, Right now I am \_\_\_\_\_. By the time you read this, I hope \_\_\_\_\_."

W.5.3 | Self-Awareness

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