

# Candle-light

PM Level 12

Green

**Text Type** Narrative

**Running Words** 229



## Preparing for Guided Reading

### Orientation to the Text

- Bring to class a variety of candles and/or illustrations including candles. Discuss their uses – for decoration, celebration and light. Let students talk about their own experiences of birthday cakes, family dinners etc.
- Light a candle and talk about the flickering flame, the wick and the wax. Observe the melting wax.

### Prior Knowledge

- The links with other stories about Ben are strong – *Ben's Teddy Bear* (PM level 5), *Ben's Treasure Hunt* (PM level 5), *Ben's Dad* (PM level 7), *The Best Cake* (PM level 10). Discussing these links is an enjoyable literary experience.
- In this book there are many phrases that indicate the passing of time, for example, *At bedtime ...*, *But before he got into bed ...*, *And then ...*, *... after the story ...*. These phrases, which many students will be starting to use in their own writing, lead to the construction of longer sentences with the rhythms of literary English.

### Key Language Structures

- Conjunctions are used to join clauses, e.g. *Mum smiled, and she put the lights out.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*before, don't, smiled, want*

#### Content Words

*bedtime, bathroom, candles, lights, story, turn, window*

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Ensure students respond to punctuation within and at the end of sentences.

### Focusing on the Book – Guided Reading

- Look at the cover illustration and talk about why Mum is reading Ben's bedtime story by candle-light. List these ideas.
- Pp. 5, 7 and 9 show a logical development. Notice that throughout this book safety with matches and candles is carefully emphasised – Mum supervises on every page.
- Make sure students know why Ben was disappointed on p. 13 and why Mum kindly put out the light on p. 15, to let him continue enjoying the candle-light.
- Ensure students are aware that the candle-light is made from a flameless LED candle that needs to be switched on.

### Comprehension

- When did the lights go out? (*Literal*)
- Why were the candles kept on the bookshelf? (*Inferential*)
- Why was Ben disappointed when the lights came on again? (*Inferential*)

### Follow-up Activities

- Write a simple book review retelling the main events of the story. Include an additional section where the students give their opinion about the story.
- Make shadow puppets of characters from a favourite story. Then perform the play behind an illuminated screen, using a powerful light.
- Write poems about candles. Help students extend their vocabulary as they watch a candle burn.
- Discuss power failure. Ask, *What could have caused it? How should we be prepared for it?*
- Discuss safety rules for using electricity and candles. List them on a chart. Record these ideas in a class book titled *Keeping Ourselves Safe*.

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## Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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## Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up