

# Keep the Light Burning

PM Level 28

Ruby

**Text Type** Narrative

**Running Words** 4432



## Preparing for Guided Reading

### Prior Knowledge

- Ask students to share their experiences of power outages with you. Talk about the things that they were not able to do during a blackout and the measures they took to cope with the situation.

### Orientation to the Text

- During the Great Depression, Annabelle and Henry's mother organises for the family to take up a post at a remote lighthouse to earn enough money to save their farm. When a major storm hits and their parents go missing, Annabelle and Henry realise it's up to them to keep the lighthouse working all night.

## Building the Balanced Reader

### Grammatical Conventions

- Encourage students to look for simple sentences and to notice the impact they have in adding drama or emphasis – for example, “Welcome to paradise!” on page 13. Compare this with the descriptions in the complex sentences in the text.

### Vocabulary

#### Key Vocabulary

application, brooded, drought, dwindling, fortunate, gallery, Great Depression, immense, lighthouse, parched, treacherous, unemployed

### Spelling

- Point out the word *drought* on page 8 and ask students which letters make the /ow/ sound in the word. Invite students to think of other words they know that end in ‘ought’ and discuss whether the vowel phoneme is the same as or different from the one in the word *drought*.

### Visual Literacy

- Look carefully at the illustrations with students. Ask, *How do the images help you to understand what life was like in the time when the story was set? How has the illustrator created an atmosphere to suit the times?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think the title means? Is it a title that makes you want to read the book?*
- Read the Author's Note on page 4 together. Ask, *Why do you think the author included this information? Do all narratives have an Author's Note?*

- Continue to page 6 and point out the words *fat drops of rain that had greeted them*. Ask, *Did the rain really greet the children? What did the author mean by this?* Discuss the meaning and effect of other figurative language on the page, such as *hissing, spitting needles* and *like showers of precious coins*.
- Read to the end of the first chapter together. Ask, *How has the author introduced the story? What do you know about the characters and setting of the text?*
- Stop on page 28 and discuss the figurative language used to describe the storm. Ask, *How does this help you to understand what it was like there? Why do you think the author used figurative language here?*
- Continue to page 31 and discuss the complication of the narrative so far. Ask, *What might happen next?* Read to page 37 and talk about the additional elements of the complication. Ask, *How has the author built the tension in the story?*
- Point out the phrase *almost hypnotised with exhaustion* on page 44. Ask, *Why didn't the author just say that the children were very tired? Do you think the use of figurative language is effective here?*
- Continue to the end of the book. Ask, *How was the complication resolved? Were you satisfied with the ending? Why or why not?*

### Comprehension

- Why did the family go to Tasman Island? (*Literal*)
- What did the author mean by saying, *The children saw that there was something that glittered too brightly in his eyes* in referring to the outgoing lighthouse keeper? (*Inferential*)
- How do you think lighthouse keeping has changed since the time the story is set in? (*Applied Knowledge*)

### Follow-up Activities

- Conduct some research with students about Tasman Island and its lighthouse. Compare your findings with the events in the story and identify the facts and the fictional elements.
- List the different safety measures the family had to observe when they were living on the island and discuss why each of these was necessary. Compare this with the safety measures in place for students at school.
- Ask students to imagine they are a lighthouse keeper in the time in which the book is set. Have them write some diary entries to recount what they did, what they saw and how they felt each day.

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## Learning Intentions

- We are learning to identify and analyse the parts of a narrative.
- We are learning to identify and interpret figurative language.

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## Success Criteria

- I can describe the title, orientation, complication and resolution.
- I can explain why particular events are significant to the narrative structure.
- I can find examples of figurative language and explain how it enhances the story.

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## Guided Reading Notes

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