

# Story guide



The story guide provides suggestions for using the storybooks for guided, group and independent activities. The reading activities include ideas on teaching the skills of **P** prediction, **Q** questioning, **C** clarifying, **S** summarising and **I** imagining. Comprehension questions are designed to help children develop their higher order thinking skills.

## Strands of comprehension

Skill	Strategy
<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>guess the topic and the likely development of the topic</li> <li>make predictions about stories, characters or topics of interest</li> </ul>	<ol style="list-style-type: none"> <li>1 Talk about the title and cover picture before reading. Ask <i>What do you think the story will be about?</i></li> <li>2 Before turning a page, ask <i>What do you think is going to happen next?</i></li> <li>3 At the end of the story, ask children to say whether their predictions were correct. If their predictions were not correct, identify and discuss what changed the expected direction of the story.</li> <li>4 Ask children to imagine what might happen after the last picture in the story.</li> </ol>
<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>locate specific information in response to questions</li> <li>scan a text to locate specific information by using different reading strategies</li> <li>understand intention, attitudes and feelings</li> </ul>	<ol style="list-style-type: none"> <li>1 Ask questions requiring children to <b>recall</b> information from the story.</li> <li>2 Ask children to <b>make inferences</b>.</li> <li>3 Ask children to <b>make deductions</b>.</li> </ol>
<p><b>Clarifying</b></p> <ul style="list-style-type: none"> <li>self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help</li> </ul>	<ol style="list-style-type: none"> <li>1 Discuss reasons for events in the story.</li> <li>2 Discuss how the setting and the characters create the plot in the story. Record the sequence of events where one thing leads to another.</li> <li>3 When talking about the story, encourage children to make connections between: <ul style="list-style-type: none"> <li>• their own lives and experiences and the characters and events in the story.</li> <li>• their ideas about the way the world is and the events and characters in the story.</li> <li>• books about similar characters or situations, or books by the same author.</li> </ul> </li> </ol>

Skill	Strategy
<p><b>Summarising</b></p> <ul style="list-style-type: none"> <li>skim a text to obtain a general impression and the gist or main ideas</li> </ul>	<ol style="list-style-type: none"> <li>Discuss the important events in the story. Ask children to decide on one or two events from the beginning, middle and end. Ask them to say why some events are more important than others.</li> <li>Discuss how the moods of the main characters change in the story.</li> <li>Record the setting, the problem and the resolution of the story with children.</li> </ol>
<p><b>Imagining</b></p>	<p>Ask children to:</p> <ul style="list-style-type: none"> <li>act out part of the story.</li> <li>say what they would have done if the same thing happened to them.</li> </ul>

### Higher order thinking skills

Higher order thinking skills include (but are not limited to) critical thinking, creative thinking and problem-solving skills. Children make use of such skills when they encounter unfamiliar problems, uncertainties, questions or dilemmas.

You may help children develop their higher order thinking skills with these strategies:

#### Questioning strategies

Ask questions to stimulate curiosity or demand problem-solving skills

#### Instructional communication

Provide clear instructions and explanations for each activity and task

#### Scaffolding

Give support to gradually help children think independently

#### Feedback

Give immediate and specific feedback, with a positive tone

#### Team activities

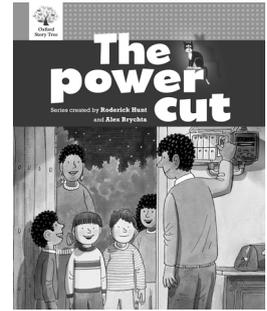
Design small group activities to foster peer learning





## Grammar and language structures

- Use the past continuous tense to refer to actions which were in progress at a given time in the past, e.g. *Biff was hiding behind a big plant.*
- Use ‘-ed’ adjectives to describe feelings, e.g. *Mum was not very pleased.*



## Vocabulary

campfire (n.)	CD player (n.)	games station (n.)	marshmallow (n.)
power cut (n.)	shadow play (n.)	sigh (v.)	torch (n.)

## Group or guided reading

Questions in bold require children to apply higher order thinking skills.

### Before reading

- C** Look at the cover and read the title. Ask *What is a power cut? Have you experienced one before?*
- I** Look through the book and talk about the pictures. Ask *What happens when there is no electricity?*

### During reading

- Q C** Talk about what the characters in the story do to manage without electricity. Ask *Are the children angry or are they having fun? **Why do you think that is?***
- P** Talk about the events on each page as you read. Ask *What do you think will happen next?*
- Pages 1–5 *What did the children want to bring with them? Did everyone enjoy the ride? **How do you know?** What did the family do on the way?*
- Pages 6–9 *Were the children helpful? What did the children do at breakfast time? Where did the family go after breakfast? Why didn't the children answer Mum? **How do you think Mum felt?***
- Pages 10–11 *What happened? **Why do you think there was a power cut?** What did Mum and Dad find? How did the children feel?*
- Pages 12–15 *Did the power come back on? How did Mum and Dad light the house? What did the children do after dinner? Were they having fun?*
- Pages 16–19 *What did the family do on the beach? **The family went to the beach on the second day after they arrived. How did the children's attitude change this time? What do you think made them change?***
- Pages 20–23 *Did the power come back on? Were the children happy or not? What did the family do at night? Where did everyone hide?*

- Pages 24–25 *What were the children going to do in the evening?*
- Pages 26–30 *Why didn't Wendy let Dad come near? How did the children prepare for the play? How did Mum and Dad feel about the play?*
- Page 31 *What did Dad have for the children? What do you think will happen next?*

## After reading

- Q C P** *What did the children think they would do on holiday?*
- C** *How did the children feel about the power cut at first?*
- C** Look at page 10. Ask *Why does the torch give out light when there is no power in the house?*
- P I** Look at page 18. Ask *Do you think William would be upset by his mum's comment about the fire?*
- C S** *Why did Dad cut off the power? How did the characters feel about the 'power cut' at the end?*
- I** *What sort of holiday would you like, with or without electricity?*

## Post-reading tasks

**Objective** Explore how particular words are used, including words and expression with similar meanings

- Procedure**
- Tell children that although the story is about not having any electricity, there are a lot of words in the story which are about light.
  - In pairs, ask children to read through the book and pick out words that are to do with light or give off light, i.e. *torch, lamp, candlelight, shadow, fire, stars, sparklers, moon, sunset, candles, glowed*.
  - Ask children for suggestions of the words they have found and make a record of the words.
  - Group the words into words that describe something that gives off light and words that describe what light looks like.
  - Talk about the affect the author has created using all these words. Ask *Do the words make the story seem more magical?*

**Assessment** Ask children to think of other words to describe light.

**Objective** Draw together ideas and information from across a whole text

- Procedure**
- In pairs or groups, ask children to go through the book making a list of all the things the family did because there was no electricity.
  - Ask children to make a separate list of the things the children in the story wanted to do when they had electricity.
  - Ask children to add activities they would like to do to both lists if they were on the same holiday.
  - Ask students to choose which would have been their favourite activity from both lists and explain why. Conduct a class/family vote.

**Assessment** Ask children to give reasons to support their choice with support from the story.

## Extended activities

**Activity** A guessing game

**Preparation** A torch

- Procedure**
- Turn off the lights in the room. (Alternatively you may play this game in a dark room.)
  - Show children how to make a shadow of a dog on the wall with your hands. (See *The power cut*, page 14)
  - Invite children to make shadows of different animals on the wall. Ask the other children to make guesses.

**Activity** A shadow play

**Preparation**

- A translucent sheet or cloth

- A torch or lamp
- Cardboard paper

- Procedure**
- Create and design a play with children. Ask and help them develop the plot and script.
  - Make some puppets by cutting them out of cardboard paper. Paste a stick at the bottom of the puppet.
  - Perform the play together.