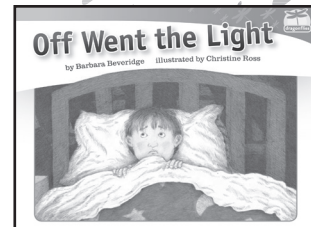


Off Went the Light

by Barbara Beveridge

illustrated by Christine Ross



Overview

Two brothers share a bedroom. Andy can't get to sleep because he can't find his toys. William can't get to sleep because Andy keeps asking for help. When all the toys are found, Andy happily goes to sleep, leaving William awake and grumpy.

Suggested purposes

This book supports the comprehension strategies of using prior knowledge and noting details in illustrations. It provides opportunities for monitoring the student's integration of reading strategies.

Text features (Focus on only one or two per session.)

- the initial consonant blends – *fl*, *sl*
- the digraphs – *ph* – *elephant*; –*sh* – *she's*, *wish*; –*th* – *they*, *them*
- the contractions – *can't*, *she's*, *he's*
- the names of the children and their toys
- the prepositions – *on*, *off*, *under*, *in*
- the repetition
- the use of direct speech
- the use of italics for emphasis on page 7
- the use of the ellipsis to indicate a pause on page 8
- the use of an exclamation mark for emphasis on page 8
- the underlying theme of opposites – *on* and *off*; *light* and *dark*; *awake* and *asleep*; *happy* and *unhappy*
- the feelings of the children, expressed through the illustrations and their conversation

Setting the scene

Ask the students to talk about any special toys that they take to bed at night. Discuss bedtime routines. *Do you sometimes have trouble getting to sleep?* Discuss sharing a bedroom. *Does your brother or sister ever keep you awake?* Sleepovers or holidays may be occasions when the students find themselves sharing a bedroom.

The first reading

Discuss the cover illustration. *How is the boy feeling? How can you tell? Why isn't he asleep?* Ask the students to read the title. Offer support with the meaning – some students may have difficulty with “Off Went the Light” because of its colloquial nature.

Read the names of the author and the illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions.

Title page – Listen to the students read the title again.

Page 2 – Write the boy's name on the board. *Who is this?* The students should be able to use their knowledge of “and” to decode his name. *What sound does “y” often have at the end of a word?* Refer back to the text. *What is Andy saying to his brother?* Listen to the students read the text themselves, encouraging them to attend closely to graphophonic information in order to decode the interest words.

Page 3 – *Who is the other child? Can you find his name?* Help the students to decode “William” by writing it on the board and covering up the ending so they can just see “Will”. *What did William say? Where was Ted?*

Page 4 – By now the students will be starting to get a feel for the “On/Off” framework of the text. *Now what does Andy need?* If the students need support with “Elephant”, you could write it on the board and help them decode it. Draw attention to the “ph” digraph.

Page 5 – Note that the students will need to attend closely to graphophonic cues to decode Elephant’s hiding place.

Page 6 – Note those students who are able to independently decode the names of the toys.

Page 7 – The use of italics for “not” indicates that William is losing patience. *How do you think he’d say that? How would you be feeling if it were you?*

Page 8 – Encourage the students to read this page with expression. *What will William do now? Has anything like this ever happened to you?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text, observing their integration of strategies and their expression.
- Focus on any of the initial consonants, blends, or digraphs that the students may have been unsure of. Locate the words in context and make a list of other words that start the same way.
- Focus on the digraph at the end of the word “wish”. List other words that end with the digraph “sh” or the rime “ish”.
- Look at the use of contractions. Read each sentence where a contraction appears, replacing the contraction with its extended version. Draw out the idea that contractions make dialogue sound more natural.
- Focus on the names of the toys. *How did you work out that it said “Mr Moon”? What helped you?* Encourage the students to reflect on their use of reading strategies.
- Talk about the structure of the text and how the alternating use of the phrases “off/on went the light” develops the idea that William is getting irritated.
- Talk about the other opposites implied in the text – “asleep” and “awake”, “light” and “dark”, “happy” and “unhappy”. Encourage the students to suggest how the illustrator shows when the light is off and when it is on (the colours aren’t as bright and she has used shading).
- Discuss the characterisation and the behaviour of the brothers. *Who is older? How can you tell? Was Andy being fair? What else could Andy have done? What could William have done? What will happen on the next night?*

Suggestions for further activities

- Make your own audio version of the story or act it out.
- The students could retell the story to a friend, including some of the details in the illustrations.
- Ask the students to suggest ways that Andy could overcome the problem of his “lost” toys. Record their answers as a problem-solving chart.
- Discuss bedtime routines or rituals that the students may have.
- Encourage each student to draw a picture of his or her room and show where their belongings are kept.
- Model the use of contractions in shared writing.
- BLM word activity: use prepositions

The students can fill in the missing prepositions and illustrate each sentence according to the character’s name in the box.

- BLM comprehension activity: relate the story to own experiences

The students can write a list of the strategies they use when they can’t get to sleep.