

## The Power Cut

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Tricky words</b></p> <p>arcade, breakfast, busy, called, candlelight, CD, cottage, fire, first, games, giant, golden, hours, journey, laugh, power, scary, shadow, sighed, station, surprise</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Clarifying**) Look at the cover and read the title. Ask: *What is a power cut? Do you ever remember having one?*
- Look through some of the pictures, and see what happens when there is no electricity.
- On page 3, find 'CD player'. Ask the children to explain what a CD is and what you do to make a CD player work.
- Turn to page 19 and ask the children to find the longest word on the second line ('marshmallows'). Ask a child to explain how you can work out what this word is. Praise them for dividing the words into two parts ('marsh-mallows') and using their phonic skills.

#### Strategy check

Find the word 'forest' on page 5. Ask a volunteer to suggest a strategy for working it out.

Find the word 'nowhere' on page 5. Ask another volunteer to suggest a strategy for working it out.

#### Independent reading

- W** Praise children for using syllables and phonics to work out longer words, e.g. 'candlelight' on page 12.
- C** (**Questioning, Clarifying**) As children read, talk about what the characters in the story do to manage without electricity. Ask: *Are the children cross, or having fun? Why do you think that is?*
- C** (**Prediction**) Talk about the events on each page as children read. Ask the children to say what might happen next.
- C** (**Summarising**) Ask children to say what the story is about in three or four sentences.

**Assessment** Check that children:

- can use knowledge of word structure to support reading, including polysyllabic words
- can give some reasons why things can happen.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask: *What did the children think they would do on holiday?*
- C** (**Clarifying**) Ask: *How do the children feel about the power cut at first?*
- C** (**Clarifying**) Look at page 10 and ask: *Why does the torch give out light when there is no power in the house?*

- C** (*Prediction*) On page 18, ask: *Do you think Wilf would be upset by his mum's comment about the fire?*
- C** (*Clarifying*) Ask: *How do the characters feel about the power cut at the end?*
- C** (*Imagining*) Ask: *What sort of holiday would you like, with electricity or without?*

## Group and independent reading activities

**Objective** Know how to tackle unfamiliar words that are not completely decodable.

- W** Remind the children that compound words are made from two shorter words, such as 'no-where' on page 5.
  - Ask them to find two compound words on page 9 ('no-body', 'any-thing').
  - Find two more on pages 11 and 13 ('with-out', 'candle-light').
  - Ask the children to continue, scanning pages 15, 17, 19, 26 and 27 and making a list of the compound words they find.
  - Display the list and add more as the children discover them in their reading.

**Assessment** Do the children recognise three-syllable words?

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

- W** Say to the children that although the story is all about not having any electricity there are lots of words in the story which are about light.
  - In pairs ask the children to read through the book picking out words that are to do with light or give off light, e.g. 'torch', 'lamp', 'candlelight', 'shadow', 'fire', 'stars', 'sparklers', 'moon', 'sparkled', 'sunset', 'candles', 'glowed'.
  - Ask pairs for suggestions of the words they have found and make a record of the words on the board.
  - 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: *Does it make the story seem more magical?*

**Assessment** Can the children think of other words to describe light?

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

- C** (*Summarising*) Ask the children, in pairs, to go through the book making a list of all the things the family did because there was no electricity.
  - Ask them to make a separate list of the things the children in the story wanted to do when they had electricity.
- C** (*Imagining*) Ask them to add activities they would like to do to both lists if they were on the same holiday.
  - Ask the children to choose which would have been their favourite activity from both lists and explain why.

**Assessment** Can the children give reasons to support their choice backed up with evidence from the story?

## Speaking, listening and drama activities

**Objective** Present part of traditional stories and their own stories for members of their own class. Consider how mood and atmosphere are created in live performance.

- Discuss how the characters in the story prepared and performed the shadow play.
- Together, choose stories the children are familiar with and ask them to plan a shadow play in small groups. Allow time to make shadow puppets.

- Each group can present their shadow play for the class or others in the school.
- Encourage children to think about how they are going to create mood and atmosphere, e.g. background music, lighting, etc.

## Writing activities

**Objective** Word-process short narrative texts.

Speak with clarity and use appropriate intonation when reading texts.

- Ask the children to choose one event from the story, such as playing hide and seek in the dark, or cooking on the beach.
- Encourage them to use a word-processing program to write a short account of the event.
- Check the children know how to use the spell checker to correct their spelling if necessary.
- Ask them to select font type, size and colour to make the writing attractive to read.
- Invite children to read out their texts.
- Display all the writing.

**Assessment** Do the children make good use of the word-processing tools to bring their writing to presentational standard?

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