



BOTTLE OF LIGHT

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TEXT TYPE: Fiction: Narrative—Fantasy Story
GUIDED READING LEVEL: W/X

SUMMARY: This fantasy story takes place in a village that has no light. People have learned to function in the dark and rely on the mysterious Mister Fing, who brings small amounts of light to trade with the villagers. One day, Zumu, a curious and determined 12-year-old, decides to follow Mister Fing. In his quest to bring light to the village, Zumu encounters smiling robots, snarly-dogs, a talking walking stick, and a fierce dragon. When he returns to the village, no one believes Zumu's story except Granna Ipwepu. Zumu decides to return to Mister Fing's town and fight to prove himself, and to bring light to his village.

TEXT FEATURES

- chapters
- italics
- author dedication and bio

TEXT SUPPORTS

- descriptive language
- sequential plot

POSSIBLE TEXT CHALLENGES

- fantasy text form
- complex story, fast moving
- difficult/created vocabulary

FOCUS COMPREHENSION STRATEGY

- predicting

FURTHER COMPREHENSION STRATEGIES

- sequencing
- making connections: text to text

ORAL LANGUAGE OPPORTUNITIES

- Say Something strategy
- discussing with a partner
- discussing with a group
- safety commercial (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: using context to work out word meanings
- language predictability: developing awareness of how similes convey meaning
- language predictability: using dictionaries to solve word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make predictions about characters and events, and cite supporting evidence
- confirm or change predictions
- follow events of a story in sequence
- self-monitor when faced with comprehension challenges

ASSESSMENT TOOLS

Select from the following:

- Predicting Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 3–23)

BEFORE READING

Making Connections: Text to Text

Activate and build prior knowledge

- Engage students in a brief discussion about the fantasy genre. What do they already know about the genre? Like realistic fiction, fantasy stories have plot, characters, and setting. However, fantasy stories often deal with the impossible. Often, fantasy stories will have magic, parallel worlds, mythical creatures, quests, and great battles between good and evil. Ask students to share titles of fantasy books that they've read.

ESL NOTE: Hold up a book from the Harry Potter series and ask students if they have read the book or have seen the film. Ask students to tell you some of the 'magical' and 'impossible' elements from the story. Have a few other samples of fantasy books to show the students, including some easy picture books, such as *Jack and the Beanstalk*.

Predicting

- Show the cover of the novel and read the blurb on the back. Ask, *What clues do we have that the novel is fantasy?* Explain to students that they will be using their reader's notebook to record their predictions throughout the novel. Brainstorm some possible predictions for the first chapter, e.g., *I predict that Mister Fing is going to be a mean person. I think that in the first chapter we will find out about Zumu and where he lives.*

Text Features

Introduce supports and challenges

- Some students may have difficulty following the format of a fantasy text, particularly if they have not had much experience with the genre. Explain to students that, like most fiction texts, the first chapter will likely introduce the setting and some of the characters.
- In many fantasy texts, the author creates new words to represent objects in this imaginary world. Write these two words on chart paper: 'path-string' and 'snarly-dogs.' Have students predict what these words might mean. Ask students how they make sense of words such as these when they come across them in this fantasy (e.g., using context clues and how they connect to the words around them in the sentence, as well as reading on to see if the words make more sense).

Language Predictability and Self-monitoring

Set a purpose for reading

Predicting

- Tell students they will be reading to see if their predictions about the story are correct. They will be reading the first three chapters. Before reading each chapter, have students pause and revisit their predictions to either confirm or adjust them, and to make new predictions for the next chapter. Have students record their thoughts in their reader's notebook.

Provide for early finishers

- Any students who finish early can discuss with a partner the predictions they made at the beginning of each chapter. Have students discuss whether or not their predictions were confirmed.

DURING READING

Monitor reading

- Ask students to read the text silently and to record any interesting or difficult words. Encourage students to record a few predictions in the booklet before beginning each chapter. Also, suggest that they pause before beginning a new chapter to reflect on their earlier predictions; were they confirmed?
- Choose individual students to read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension. Always provide a comprehension prompt that highlights the focus strategy (predicting), e.g., *What do you think is going to happen next? What do you think he will do next? Is there some evidence you can show that supports your prediction?*

Observe

- Make observations on your assessment tools. (See the Predicting Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Are students gathering evidence to support the predictions they made earlier? Are students pausing to see if their predictions are confirmed, or to adjust ones that need modification? Are student recording interesting or difficult words for discussion?

AFTER READING

Revisit the purpose for reading

- Share and discuss the evidence students found to support their predictions. Were some predictions confirmed? Have students explain which ones needed adjusting.
- Read aloud the final paragraphs of Chapter 3, starting with ‘Zumu stood alone in the dark,’ on page 22. As a Say Something activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) ask, *Do you think that Zumu will catch up with Mister Fing? Do you think that Mister Fing will give Zumu more light?* Give students time to reflect on their predictions and then share their responses with a partner. Each partner takes turns listening and sharing.

Predicting

Check on outstanding challenges

- Review and discuss any challenges students experienced. Your observations will help you work out challenges students have experienced so far. Discuss some of the interesting and difficult words that students recorded. What do students do when they come to these words in their reading?

Note successful strategy use

- Point out that proficient readers are always making predictions as they read. They are always wondering what's going to happen next. Commend and give praise to individual students in front of the group for thinking ahead when reading.

Optional Approach

Predicting

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Discuss with students the importance of making predictions when they read. Encourage them to record predictions before beginning each chapter in their reader's notebook, as they read through the text on their own. Remind students to ask themselves, *Did my prediction work out? Did the author do something different than I predicted? Do I need to adjust my prediction?* Discuss with students that if their predictions are not confirmed, it doesn't mean that they've made a mistake. You might say, *Your prediction may have made sense. The author simply decided to do something different.*

Second Session (pages 24–47)

Language Predictability

Key events

- Say, *At the end of Chapter 3, Zumu was upset that he had just missed Mister Fing. He decided to let go of the path-string and head off into the forest.*
- A number of characters have been introduced in the story so far. Write their names on a chart: 'Zumu,' 'Mister Fing,' 'Mister Kalimu,' 'Granna Ipwepu,' and 'Wumingu.' Ask students, *What do we know about these characters?* List responses under each character's name.

Introduce supports and challenges

- As a group, read the last sentence in the fourth paragraph on page 29 ('Their flapping wings sounded like an enormous blanket being shaken

out as they disappeared into the darkness.’). Ask, *What two things does the author compare in this sentence (the sound of the wings and a blanket)?* Ask, *What do we call the comparison of two unlike objects or events, using ‘like’ or ‘as’ (simile)? Why do you think authors use similes in their writing (so that readers can visualize what’s happening to get a more precise picture in their minds)?*

Predicting

- On chart paper or a whiteboard, write the author’s description of the wagon ride from page 29: ‘Light from the steel drums had splashed onto the wagon’s sides during its pell-mell ride, so much so that Zumu could see the needles on the branches over his head.’ Ask, *What does the word ‘pell-mell’ mean (in a recklessly, hurried manner; disorderly)?* Have students share strategies that they use when they come to a word they do not know. Would a dictionary help solve this word if students are unable to figure it out via context or other strategies?
- Ask, *What do you think will happen next? Will Zumu catch up with Mister Fing?* Have students record their predictions for Chapter 4 in their reader’s notebook.

Predicting

Set a purpose for reading

- Tell students that they will be reading to see if the prediction they made about Zumu is confirmed. Tell students to read independently, keeping in mind the purpose for reading. Assist any students who may be having difficulty with the reading. Remind them to pause after each chapter to think about their predictions and what they have read. Students are also asked to make predictions before starting each new chapter. Interesting and/or difficult words are to be recorded for later discussion.
- At the end of the session, ask, *Was the prediction you made about Zumu confirmed?* Take some time for students to share other predictions they made throughout this session, as they began each new chapter. Take some time to review difficult and interesting words students have recorded. Go over word solving strategies that might provide assistance in figuring out the meaning of these words.

Third Session (pages 48–72)

Key events

- Zumu reaches Mister Fing and jumps on the wagon. He hides in the back of the wagon and watches what goes on. Mister Fing has a crow’s head walking stick that can talk. Mister Fing stops the wagon and throws out all of the villagers’ trades, except for the rubies and the crows. The wagon emerges from the forest and goes onto a larger road with streetlights (Zumu has never seen streetlights before). They pass houses and strange smiling people that turn out to be robots. The

wagon heads up to the top of a mountain with a large domed building housing a telescope. Zumu notices three large tanks filled with light. Mister Fing uses the rubies to repair a robot. Zumu sneaks around and decides to take some rubies and a squeeze bottle of light. He heads back to the village to tell everyone what he's found out.

Language Predictability

Introduce supports and challenges

- Tell students that this section has at least one simile. Ask students if they can recall and explain what a simile is. Read the last sentence in the fifth paragraph on page 55, 'His heart was kicking in his chest like a baby rabbit.' Ask students to explain how this is a simile. What two objects are being compared? Ask students to look out for other similes when reading.

Predicting

Set a purpose for reading

- Reread the last sentence on page 47: 'Just as he reached out to pick up the freshly carved ruby that lay there, a rasping voice said, "What are you doing, you stupid mammal? He'll see right away that it's missing!"' Ask students to predict who frightened Zumu.
- Students should continue to record predictions in their notebooks at the start of each chapter, while following up on their predictions.

Fourth Session (pages 73–99)

Key events

- In last session's reading Zumu helps outfit number 20717 with a better brain. Zumu escapes in the wagon, the wagon crashes, and the crows rescue Zumu. The robots are suspicious of Zumu and they surround him. Number 20717 arrives and tells the robots that Zumu is Mister Fing's assistant. Zumu is given a piggyback by number 20717 back to his village. They meet Granna Ipwepu and she is terrified of the robot, saying, 'Oh, no!... It's them! They've found us!'

Sequencing

Introduce supports and challenges

- Ask students if they are able to keep up with the story's plot developments. Help them break the plot up into main points by writing the following on a whiteboard:
 1. Zumu leaves the village to learn about where the light has gone.
 2. Zumu discovers Mister Fing's world and escapes back home to tell others.

Predicting

Set a purpose for reading

- Students should continue to make predictions about the events they think might transpire in each new chapter, and record these in their reader's notebooks as they read. Remind them to pause after finishing each chapter to think about their predictions and what they have

read. Interesting and difficult words are to be recorded, as done in previous sessions.

- Take some time for students to share other predictions that they made throughout this reading. As done in previous sessions, take some time to review difficult and interesting words students have recorded.

Fifth Session (pages 100–127)

Key events

- Have students talk about what happened in the last session: Number 20717 flees after Granna’s scream. No one believes Zumu’s story. People think that he ran away either because he dropped his family’s light or because he was upset that his mother was having a baby. Zumu’s mother has a baby boy. Zumu is teased at school and called a liar. Granna Ipwepu tells Zumu her story of the dragon and why she was scared of number 20717. Zumu has a plan to steal light from school and to get proof of his story. Just as he’s collected proof (rotten mushrooms that Mister Fing had tossed away) and returned to the village, he is caught.

Introduce supports and challenges

Sequencing

- Following the plot might continue to be a challenge for some students. Review the list of main plot points from last session, and continue adding more points. For example:
 1. Zumu leaves the village to learn about where the light has gone.
 2. Zumu discovers Mister Fing’s world and escapes back home to tell others.
 3. No one in the village believes Zumu’s story.
 4. Zumu hears the story about the dragon and the robots from Granna Ipwepu.

Self-monitoring

- Explain to students that in these final chapters the author will be trying to ‘tie up loose ends’ and explain his story. Discuss strategies with students, such as asking another student for help or rereading sections, if they find that they are having a tough time following the story. Encourage them to self-monitor their comprehension closely as they read the final chapters, so that they can better understand the whole story. Cite other fix-up strategies students can use when they feel their comprehension breaking down.

Predicting

Set a purpose for reading

- Tell students that they are about to read to the end of the story. Ask them what unresolved ideas or ‘loose ends’ the author will address in the last chapters. Brainstorm a list of questions that students have and

record the questions on chart paper (e.g., *Where is the dragon? Where is number 20717? Will anyone ever believe Zumu? What do the crows and the walking stick have to do with the story? Will Zumu's village ever see light? Is Mister Fing the leader of the world? How does Granna's story connect with what's happening?*). Have students use these questions to make predictions for the final chapters.

Optional After Reading

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Sequencing

In pairs, have students create a timeline of the story. Begin the timeline when Granna Ipwepu was young (page 88) and include main events until the end of the story.

Self-monitoring

Have students choose some of the interesting or difficult words that they recorded for which they were able to figure out the meaning on their own. Ask students to explain the strategies they used.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Written

Synthesizing

- Have students write chapter titles and create a table of contents for 'Bottle of Light.'

Sequencing

- Have students create a children's storybook that Zumu could use to explain his adventures to his little brother or other young children in the village.

Artistic

Analyzing

- Have students create (and write relevant content for) a map of Zumu's world, including a legend which shows where some of the main events took place. Ask students to draw Zumu's route on the map. Refer to pages 28, 31, 32, 36, 54, 59, and 67 for some ideas.

Inferring

Oral/dramatic

- Living in a world without light would be very difficult. Have students develop a safety commercial for the use of the path-strings. Refer to pages 3, 11, 19, and 74 for some ideas.