



Teacher's Workbook

by Cindy Sanders

Guardians Of Light

SUMMARY OF THE BOOK

The City of Light glowed with goodness and kindness. One day, without warning, darkness invaded the city and the light disappeared. Far, far away in Shadow Village, Mrs. Belle led her students in rhyme,

*“Be your best, choose what’s right
Find your purpose, shine your light
Be kind to others in every way
And YOU will change the world one day!”*

The Guardians of Light were the only ones who could save the people and restore the light.

This is their story.

LESSONS TO BE LEARNED

- Know How to Do Your Best
- Choose What is Right
- Know Your Purpose
- Shine Your Light
- Be Kind to Others
- Realize That You Can Change the World

GETTING STARTED

Build Background and Relate to Prior Learning

Begin by discussing the meaning of a “guardian.” Elicit definitions of the word (defender, protector, or keeper). Often a guardian is someone who guards or looks after something. Ask the students if they are familiar with guardians from books or movies. Possible responses may include the soldiers who guard Cinderella’s castle or the guards at the gate of Buckingham Palace. Lead students to understand that throughout life we may find ourselves becoming a guardian of important items, pets, or even family members. Show the cover of Guardians of Light and identify the four girls on horseback as “Guardians.” Ask the students why they think a glowing butterfly is leading the group.

For teaching purposes, the book can be divided into 5 sections:

Section 1 – The City of Light (first 4 pages)

The City of Light resembles a large castle. The city is filled with happy people who are good and kind.

Section 2 – The City of Light in darkness (4 pages)

One day, a large black cloud appeared in the City of Light covering the sky like a dark glove. The happiness disappeared, and the people hid in their homes with doors locked.

Section 3 – Shadow Village (10 pages)

Shadow Village is a small group of homes and families far away from the City of Light. The Guardians of Light live here and through a series of events begin their journey outside the village.

Section 4 – Journey to the City of Light (6 pages)

A glowing butterfly leads the Guardians to the gate of the City of Light.

Section 5 – The Light Returns (6 pages)

The Guardians of Light arrive at the gate of the city and realize their purpose is to bring light to the darkness. They join hands and repeat the rhyme. Immediately, the air warms and the light begins to grow. Doors unlock, children play, and happiness returns.

SECTION 1 – THE CITY OF LIGHT

VOCABULARY

Discuss the meaning of each word as it is used in the story. Have students pronounce and use the words correctly in sentences.

Banners – noun: long strips of cloth with designs or words

Towers – noun: tall narrow buildings

Citizens – noun: members of a city or town

Basked – verb: relaxed in the warmth of the sun

Plazas – noun: public shopping areas

Arched – adjective: shaped with a curve at the top

Package – noun: object wrapped in a box

COMPREHENSION

Use the following questions during or after reading to guide students' understanding of the text.

1. In the beginning of the story, does the City of Light seem like a happy place to live? (yes, the people are kind and friendly)
2. Mr. Jacobs offered to carry a package for Mrs. Jennings. What did Mrs. Jennings offer in return? (a plate of chocolate chip cookies)

WRITTEN EXPRESSION AND RESPONSE

Have students choose one of the following:

- Draw a picture of a family picnic at the park.
- Draw a picture of the City of Lights.

SECTION 2 – THE CITY OF LIGHT IN DARKNESS

VOCABULARY

Discuss the meaning of each word as it is used in the story. Have students pronounce and use the words correctly in sentences.

Horizon – the line where the sky seems to meet the land

Swiftly – at a high speed

Huddled – gathered or crowded together

Miracle – something that is unusual or wonderful

Fleeing – running away

COMPREHENSION

Use the following questions during or after reading to guide students' understanding of the text.

1. Why do you think darkness came to the City of Light? (try to guide the children away from magic; see Thoughts from the Author at the back of the book).
2. Why do you think people went inside their homes and locked the doors? (they didn't know what was happening, darkness causes fear)

WRITTEN EXPRESSION AND RESPONSE

Have the students choose one of the following:

- Draw a picture of a large black cloud covering the sky over the City of Light.
- Choose a partner and come up with a plan to get rid of the darkness.

SECTION 3 – SHADOW VILLAGE

VOCABULARY

Discuss the meaning of each word as it is used in the story. Have students pronounce and use the words correctly in sentences.

Village – noun: a small group of houses and other buildings; smaller than a town

Piercing – verb: going into or through something

Rhyme – noun: repeating similar sounding words

Purpose – noun: the reason for which something exists

Surrounded – verb: be all around

Crooked – adjective: bent or twisted

Poke – verb: push through

Gazed – verb: look intently

Glowing – adjective: a bright light

Sprang – verb: to leap suddenly

COMPREHENSION

Use the following questions during or after reading to guide students' understanding of the text.

1. Who taught the rhyme to the children in Shadow Village? (Mrs. Belle)
2. Were all the children in the classroom Guardians of Light? (yes, if they committed to do the things in the rhyme)
3. What are the names of the girls who went into the forest? (Grace, Rose, Kate, Claire)
4. What made them want to go into the forest? (they saw light shining through the trees)
5. What are some of the things they found in the forest? (different colored flowers, plants as tall as trees, a crooked tree, glowing wishing well)
6. When it got cold and dark, what did the girls do to feel brave? (recited the rhyme)
7. What flew out of the wishing well? (a glowing butterfly)
8. Why do you think the rhyme helped the girls feel brave?

WRITTEN EXPRESSION AND RESPONSE

Have the students choose one of the following:

- Draw a picture of the inside of the forest.
- Draw a picture of the glowing butterfly.
- Write the poem on paper.

SECTION 4 – JOURNEY TO THE CITY OF LIGHT

VOCABULARY

Discuss the meaning of each word as it is used in the story. Have students pronounce and use the words correctly in sentences.

Nudging – verb: pushing gently

Crows – noun: large black bird

Repeated – verb: done again in the same way

Galloped – verb: ride a horse a full speed

Cawed – verb: a loud, hoarse sound made by crows

Gatekeepers – noun: people who guard the gate

Stamping – verb: bring down foot heavily on the ground

Hesitant – adjective: slow in acting or speaking

Flickered – verb: to shine unsteadily

COMPREHENSION

Use the following questions during or after reading to guide students' understanding of the text.

1. What was waiting for the Guardians at the end of the cave? (horses)
2. What kinds of birds were in the sky? (crows)
3. What did the Guardians do to help them gather the courage to keep going on their journey? (repeat the rhyme)
4. What did they have to cross to get to the City of Light? (a cold stone bridge)
5. When the Guardians arrived at the city, who was at the gate? (gatekeepers with swords)
6. Who was the bravest Guardian who began the rhyme by herself? (Grace)
7. When Grace started to say the rhyme, and a few lights flickered, why did she ask the girls to remember the forest and the cave? (in both instances the girls said the rhyme together and they knew what to do; teamwork!)
8. What do you think will happen next? Why?

WRITTEN EXPRESSION AND RESPONSE

Have the students choose one of the following:

- Draw a picture of the Guardians on horseback.
- Draw a picture of the Guardians in front of the gatekeepers.

SECTION 5 – THE LIGHT RETURNS

VOCABULARY

Discuss the meaning of each word as it is used in the story. Have students pronounce and use the words correctly in sentences.

Chirping – verb: short, sharp high-pitched sounds from birds

Awoke – verb: woke up from sleeping

Wrestled – verb: moved or controlled something

Cuddled – verb: held close

Saluted – verb: gave a sign of respect

COMPREHENSION

Use the following questions during or after reading to guide students' understanding of the text.

1. What is the important event in the story when the Guardians of Light get to the City of Light? (They repeat the rhyme and restore the light)
2. Why do you think the gatekeepers saluted as the Guardians left? (they realized the Guardians had saved the city)
3. As the Guardians returned to Shadow Village, what followed them? (hundreds of glowing butterflies)
4. Can anyone be a Guardian of Light? (yes, they can shine their light)

WRITTEN EXPRESSION AND RESPONSE

Have students select a prompt from the following:

- Draw a picture of the City of Light after the Guardians left. (People were happy again, lots of light)
- Draw a picture of you being a Guardian of Light.
- Memorize the rhyme and say it with a friend.

REFLECTION AND APPLICATION

After reading the book:

1. Why was the City of Light a good place to be at the beginning of the story?
2. What do you think changed the city?
3. What helped the girls when they didn't know what to do? Could that help you?
4. How can you shine your light?
5. Do you know your purpose?