



THE LIGHTS THAT DANCE IN THE NIGHT

BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



The Lights That Dance in the Night is a book written by Yuval Zomer. This book explains the Northern Lights and describes the **animals** that **notice** them. Look at the **night** sky and talk about what you see.

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Science

The Lights That Dance in the Night

By Yuval Zomer

C Complete a sentence
"We are lights that dance in the _____ (night)."

R Recall
"Who howled beneath the lights' glow (wolves)?"

O Open-ended questions
"What do the lights look like?"

W WH questions
"What kinds of creatures celebrated the Northern Lights?"

D Distancing questions
"What would you do under the Northern Lights?"

STEM Words & Ideas to Explore

- Light
- Nighttime
- Dance
- Animals





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ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

Select corresponding items and place them in a container or a box. Items may include:

- Yellow ball (for the sun)
- Glow in the dark stars
- Strips of various colored papers
- Stuffed animals

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



THE LIGHTS THAT DANCE IN THE NIGHT

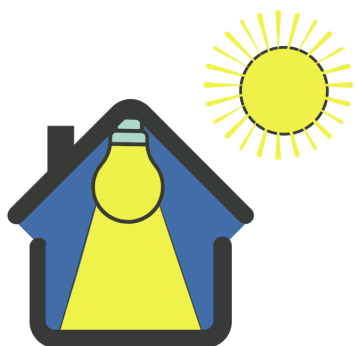
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

[A Guide to Visual Supports.](#)



Light



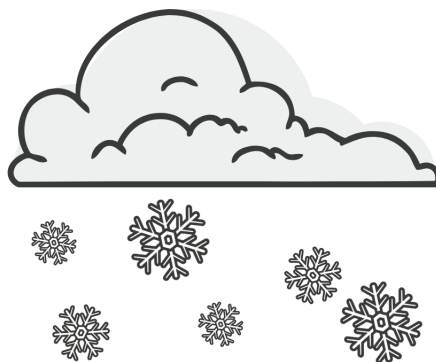
Night time



Winter



Clouds



Snow



Need more visual cues?

Use the empty squares above to create your own or visit [STEMIE's Visual Cue Library.](#)



THE LIGHTS THAT DANCE IN THE NIGHT

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

CREATING LIGHTS



Description: Help your child **observe light movement with their senses**. Talk about **light sources** and **colors**.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills.

Close all the blinds and curtains in the room. Then turn the **lights off**. Use a **flashlight** with different **colored** cloths or lenses to mimic the colors of the Northern Lights. Sweep the flashlight **back and forth** across the wall or ceiling to mimic the Northern Lights moving or 'dancing.' Encourage your child to move the flashlight and consider using multiple lights with different colored cloths to mimic the different **colors** of the Northern Lights. Be careful not to leave the cloths on the flashlight(s) for too long.

ADDITIONAL ACTIVITY IDEAS:

- Create sensory bottles filled with **different materials** (glow in the dark stars, mirror chunks, glitter). Bottles should be glued shut for exploration.
- One night before bed, go outside with your child to look at the sky. Then the next day, help your child report what they saw. Talk about what the things they saw might be and **compare** it to the sky on another **night**.
- Have a flashlight dance party. **Turn off** the **lights** and dance around with your child while you both hold **flashlights** or glowsticks. Play with turning the **lights on and off** and explore how the lights move around the wall. **Move the light closer and further away from the wall and explore what is different then!**
- Gather up materials – some that you can **see through and some that you cannot see through**. Use a **flashlight** to **test** whether the light **shines through the materials**. Explore why or why not and record your findings.

