



THE LIGHTS THAT DANCE IN THE NIGHT

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

The Lights That Dance in the Night is a book written by Yuval Zomer.

The Lights That Dance in the Night uses simple words and colorful pictures to talk about the journey of the Northern Lights.

- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.
<https://www.youtube.com/watch?v=114qclnXuCE>
- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.



THE LIGHTS THAT DANCE IN THE NIGHT BOOKMARK

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- Print this page and cut around the edges.
- Do not forget to **PEER!** Use additional **P**rompts if needed, **E**valuate and **E**xpand your child's answers, and **R**epeat the prompts.
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:

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

- If you print this page, you can download or view online by scanning the QR code below.



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

- Lights
- Night
- Dance



stemie.fpg.unc.edu



THE LIGHTS THAT DANCE IN THE NIGHT ADAPTATIONS

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SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORYBOX

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

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



Image credit: Microsoft Stock

This adaptation can also...

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



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.



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SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

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



Image Credit: STEMIE

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



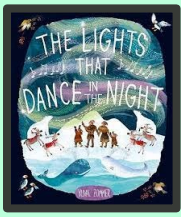
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VISUAL CUES:
USE TO PROMPT

HOW TO:

Step 1: Print and cut out the images. You can also create your own visual cues (empty squares included).

Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



Light



Night



Dance



Winter



Snow



Clouds



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EXPLORATION II

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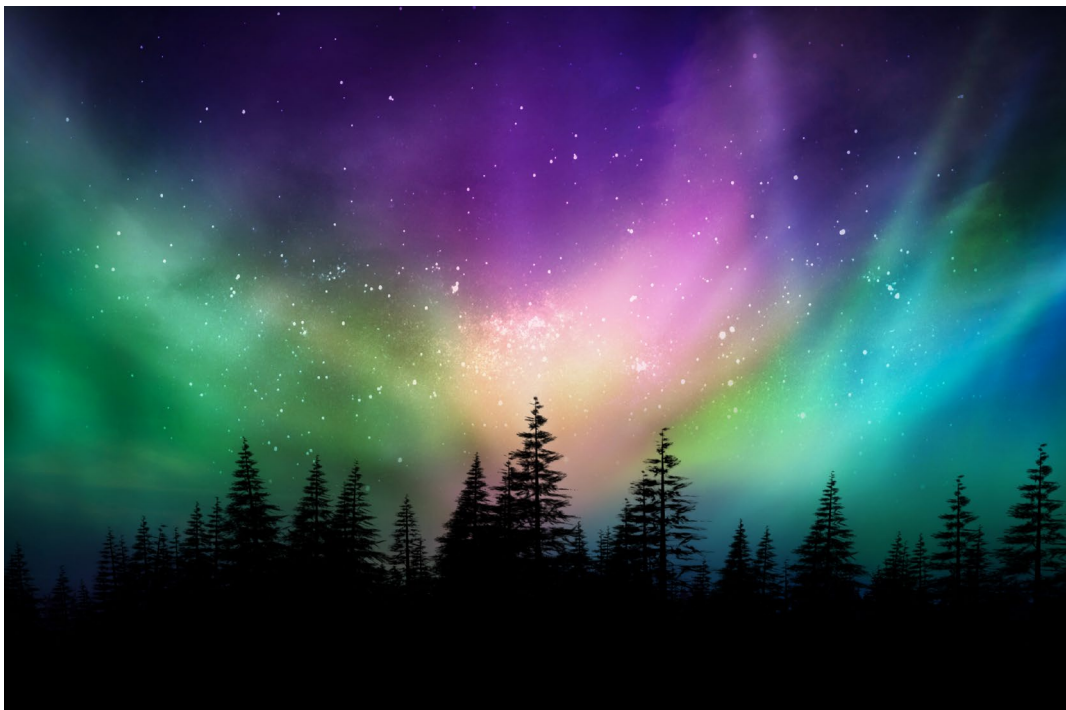
Light Dancer

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 and 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 lens 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.



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ADDITIONAL ACTIVITY IDEAS

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- Create sensory bottles filled with different materials (e.g., 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 items they saw might be and compare it to the sky on another night.
- Have a flashlight dance party. Turn out the lights and dance around with your child while you both hold flashlights and/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/why not and record your findings.

