

# Night Lights

## Book Summary

In *Night Lights*, read about the mysteries of moons, how we might travel to Mars, and the truth about sound in space.

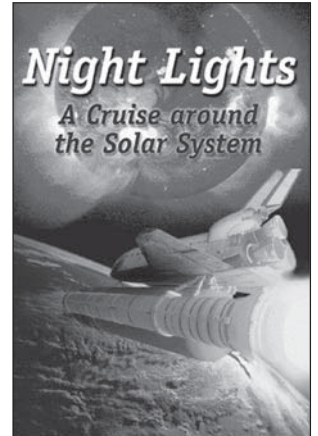
## Features of the Book

- Four nonfiction articles by three different authors
- Varied layout – photographs, fact boxes, and diagrams
- The contents page, glossary, and index
- Lists of questions to promote research
- Photographs with captions
- Specialized vocabulary – *bacteria*, *meteorite*, *gravity*

## Purpose

*Night Lights* can be used to introduce and reinforce the following skills:

- S** using prior knowledge to help make sense of the text;
- S** identifying the author's intention;
- S** reading aloud with appropriate pace and expression;
- S** investigating questions raised in a text;
- S** researching fables, myths, and legends;
- S** skim-reading to locate and summarize main ideas.



## The Guided Reading Lesson

- S** Using prior knowledge to help make sense of the text
- S** Identifying the author's intention
- S** Reading aloud with appropriate pace and expression

## Introducing the text


Activate interest and explore the students' prior knowledge by looking at the images on the front cover and reading the blurb on the back cover together.

- What do you think is happening on the cover?
- Can you explain the term "solar system"?
- Where in the solar system do you think this is?
- How would you "cruise" around the solar system?

Encourage the students to share facts that they already know about our solar system. You could record them on the board under headings, such as Planets, Moons, Travel, Dangers, or Space junk.

Ask the students to skim-read the first few pages and locate different ways that the information has been presented. Discuss the use of captions with photographs.

- What kind of information do you expect to find in a caption?
- How is it different from the rest of the text?

 Ask the students to look through the contents page and to note their predictions about the focus of each chapter.

- Why do you think this book has been presented as a collection of four different articles?
- How might this be better than having four separate books?


## Reading and discussing the text

Look at the first page of the article “Night Lights.”

- *What do you notice about the text on this page?*
- *Can you answer any of the questions?*


Ask the students to read pages 5 to 7 and to be prepared to give a definition of the term “moon.”

- *How is a moon different from a planet?*
- *Why aren’t there any moons orbiting Mercury and Venus.*

 The students can now read the rest of the article independently.

- *As you read, make a note of the different ways the author has presented the information. (body text, photographs, captions, fact files, diagrams)*

Discuss the layout of the book and allow time for the students to compare lists.

 Ask the students to reread pages 10 to 13 and make notes of the main points. Discuss the difference between a main point and details that support it. They can share and compare their summaries and offer each other constructive criticism.

Refer to the glossary and ask the students to look up the words in bold.

- *Are there any other words you would add to the glossary for this article?*
- *What definitions would you provide?*

Ask the students to turn back to the contents page and review the chapter headings. The chapters in this collection can be read in any order, so the students can decide which topic they want to read about next.

- *As you read, note one section of the text that you find interesting and be prepared to share it with the group.*


Ask the students to read aloud their chosen section of the article with appropriate pace and expression.

## Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.


### **S** Investigating questions raised in a text

The students may wish to investigate some of the questions raised in the text. For example, “Moon Mysteries” on page 14 presents a list of questions for the students to choose from.


 Ask the students to present their chosen questions and answers in a form that they can share with the class, for example, as a poster. Encourage them to use the various formats in the book as models for their work. The students may want to use the library and space-related websites to source information for their answers. They could begin by exploring: [www.seds.org/nineplanets.html](http://www.seds.org/nineplanets.html)

### **S** Researching fables, myths, and legends

Gather some books and stories that contain fables, myths, legends, or traditional tales about our solar system. Encourage the students to read the stories that interest them and to compare the ideas they find with the facts found in the articles in this book.

 The students could create a grid that compares and contrasts ideas presented in traditional tales about the solar system with the factual information in *Night Lights*.

### **S** Skim-reading to locate and summarize main ideas

 The students can use the blackline master on page 83 to record the main ideas from a skim-reading of one of the articles. Before they do this, they should write down words or phrases that indicate things that they already know. After they have summarized the main ideas from their chosen article, they can generate several questions to follow up and report on.