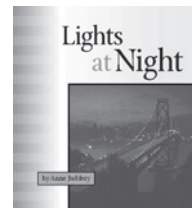


Lights at Night

by Anne Juddery



Book Summary

Clear photographs draw children's attention to the variety and necessity of "night light."

Features of the Book

- Consistent placement of text.
- Every sentence begins with the same word.
- The "sh" blend – "shop."
- The high-frequency words – "on," "in," "the," and "a."
- The change from "on" to "in" on page 4.
- The rhyme – "shop" and "stop."
- The "Light" and "night" rhyme with a single consonant change.
- The challenge of two lines of text on page 8.

Purpose

Lights at Night can be used in a guided reading setting to introduce the following skills and strategies:

- S** hearing and recording the sounds in words sequentially;
- S** recognizing rhyming words;
- S** rereading the text at difficulty and searching for meaning;
- S** practicing writing using rhyme and rhythm.

Introducing the text

Discuss the uses of lights, and what a city looks like at night.

- Have you ever been out late at night and seen lots of city lights?
- What other lights can you see at night? (moon, stars, car lights)
- What would happen if there were no lights?

Read the cover text to the group and discuss the photograph.

- Why would you need lights on a bridge like this?

Reading the text

S Hearing and recording the sounds in words sequentially.

S Recognizing rhyming words.

S Rereading the text at difficulty and searching for meaning.

Read the title page together, emphasize the rhyme.

Pages 2 to 7 – Look at each of the photos.

- Where are these lights?
- Why do you think there are lights in this place?
- What would happen if these lights went out?

Page 8

- Why don't we cross the street whenever we like?
- What tells us we can cross the street? What do the words say?

Children now read the book independently.

Revisiting the text


- Which of these lights can you see in the daytime as well as at night?
- Were there any words that took awhile to read? How did you work them out?
- Did the photographs help a lot, or not?
- What do you notice about "light" and "night"?

Write the "sh" blend on the board. Say the sound slowly. Find the word in the story that begins like this.

- Do you know any others?

Following Up

S Practicing writing using rhyme and rhythm.

 The children could innovate on the story by writing their own version of *Lights at Night*, thinking of other places they know that have lights.

B Complete the blackline master opposite.