

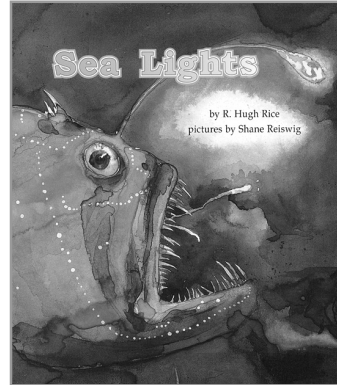
Books for Young Learners Teacher Resource

Book Notes



Sea Lights

Author R. Hugh Rice
 Illustrator Shane Reiswig
 12 pages ■ 128 words



Sea Lights

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G		I	

S = Shared G = Guided I = Independent

SYNOPSIS

A nonfiction book describing how some sea creatures use the light they create.

WHAT THE BOOK OFFERS

- Nonfiction expository
- Third person
- Present tense
- Comparisons, similes, “like”
- Full-cover illustration
- Some complex sentences
- Medial phrases
- Detailed information, although creatures are general; named in identification guide at back of book

POSSIBLE SKILLS EMPHASIS

- Using identification guide on page 12
- Understanding similes, why authors include them, and how they influence reading
- Identifying key information and supporting details
- Content-specific vocabulary

INTRODUCING THE BOOK

What links do you see between the cover illustration and the title? And what does the illustration on the title page add? So what is your understanding about the content of this book? What kind of sea lights do you expect to read about in this book?

And what kind of text do you think it will be? So what does that mean for the kind of reading you will need to do? What might you need to do as you read?

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Sea Lights (continued)

FOCUS OF INSTRUCTION

Page 3: Draw attention to the comparison. *How has the author helped you know what the light is like? What happens when you come to the phrase “like batteries in flashlights”?* (reading slows, make connections to what you know) *Which word tells you to make a comparison? When you see “like” in a text, you know that you are probably going to get more information, or you are going to need to pause and think, make a comparison with something you know, or think about what the author wants you to know.*

- It is suggested that during the first reading the focus remains on the uses of light generated by the sea creatures rather than on the creatures or their names. Once they reach the identification guide on page 12, the children could go back, attaching labels to the creatures, although this may prove too challenging for some readers.

FOLLOWING THE READING

- The identification guide could be used with some readers. Others could make a list of the ways that sea lights help these creatures. Or, the creatures listed in the identification guide could be written in one column and the way they use the light noted in the adjacent column.
- Discussion about similes—revisit how they cause readers to pause or slow down the reading and think, when authors use them, how to make similes, and create examples among the group.
- The students could consider how the illustrations add to the atmosphere and detail of the text. This discussion could include how the illustrator has covered all the available space and how this creates mood through the setting.