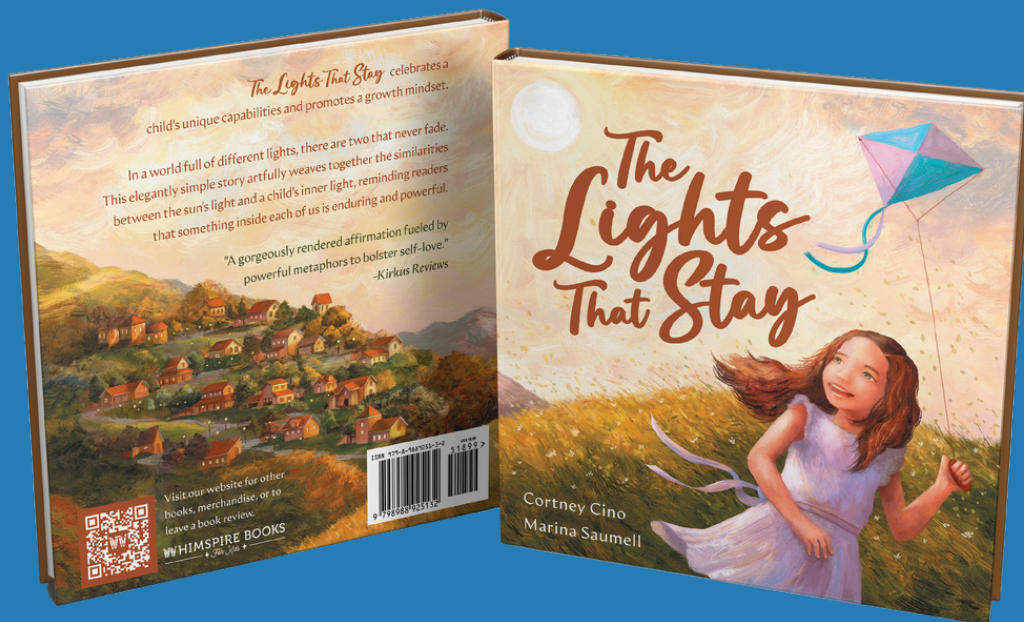


The Lights That Stay

by Cortney Cino, illustrated by Marina Saumell
Whimspire Books for Kids; 2023



Educator Guide with Activities

ALIGNED WITH COMMON CORE STATE STANDARDS (CCSS)

WHIMSPIRE BOOKS
— ✨ For Kids ✨ —



Verdict:
"GET IT"
-Kirkus
Reviews



BOOK SUMMARY

The Lights That Stay is a recommended read-aloud for children ages 5-10. Supporting growth mindsets as well as providing factual information about the sun, this social-emotional learning picture book leads to discussion and prompts positive thoughts and action. It follows a young girl from childhood into adulthood as she overcomes a variety of challenges.

Warm and inviting illustrations enhance and extend the text.

"A gorgeously rendered affirmation fueled by powerful metaphors to bolster self-love."

-Kirkus Reviews



979-8-9889251-0-1 - Paperback (12.99)

979-8-9889251-3-2 - Hardcover (18.99)

979-8-9889251-4-9 - eBook (5.99)

Trim -8.5 x 8.5 inches, 32 pages

Publish date: Jan 2024

Available wherever books are sold



BEFORE READING

Suggestions for building background knowledge and interest in the story



Introduce the book: Show the cover. Read the title.



The Lights That Stay is the **title** of the book.

- Why is a book title important? (A title gives **clues** to what the book is about. The title might make us curious about **what happens** in the story or **why** the author wrote about the **subject** of the book. The title offers **important information**.)
- What does it mean when something *stays*?
- What are some examples of lights? (Encourage brainstorming. In a group setting, note on chart paper or whiteboard.)
- Can you think of *a light that stays*?
- Thinking about the book title, what might this book be about?



Point out the names below the title. Explain that these identify the **author** and the **illustrator** of the book.

- What does an author do? What does an illustrator do?



Generate interest in the story and draw on background knowledge. Discuss:

- What do you notice on the cover? (A girl is outdoors; a kite; the sun; perhaps the season of the year.)
- What is the girl, or **main character**, doing?
- How do you think the main character is feeling? Why?
- What do you wonder? What do you want to know? (In a group setting, list responses on chart paper or whiteboard to return to later.)

CCSS.ELA-LITERACY.L.1-2.4,5
CCSS.ELA-LITERACY.RL.1-2.1,3,4
CCSS.ELA-LITERACY.RI.1-2.5
CCSS.ELA-LITERACY.SL.1-2.1-4,6



WHILE READING

Suggestions for delving into the story



Read the first spread.

- Encourage listeners to use context skills to determine the meaning of **illuminate**. (To supply or brighten with light; light up.)



Read the second spread.

- What do you think the two lights are that don't need switches or dials, that make life better, and always burn bright? (Note guesses.)



Read the next spread.

- The sun is the first light. What did you learn about the sun on this page? (In a group setting, note on chart paper or whiteboard.)
- Re-read the last line, "This light shines **outside**." What clue does this give to the other light? (It shines **inside**.) Discuss.
- What do you think we will find on the next page?



Read the next spread.

- Discuss the examples offered of the light inside us.
- What are other examples?



Read the next spread.

- Encourage listeners to use context to define **constant companion**.
- Brainstorm other times when the sun's light changes.



WHILE READING (CONT.)



Turn to the next spread.

- What do you notice about the girl? (She is sad in the illustration on the left-hand side of the book.)
- What might the girl be sad about?
- Discuss what the girl is doing on the right-hand side of the book. What might she be getting ready for?
- Read the spread.
- Discuss the meaning of **persistent**. (Sticking to something; perseverance; not giving up.)
- Can you think of a time when you were persistent, or didn't give up, even though it was hard?
- What do you think will happen next?



Read the next three spreads.

- What do you notice in the illustrations? (The girl is getting older; she is facing challenges.)
- What are some challenges you have faced?
- How did you “lean forward to take a leap” or “keep your head down” as you worked out your challenges?
- Have you thought of that as your inner light? Discuss.



Read the next spread.

- What does it mean to be reminded of something through the eyes of another?
- Have you ever been able to tell what someone is thinking or feeling by the look in their eyes?
- Discuss and encourage listeners to offer examples from their experiences. (See Writing Exercises for a related activity.)



WHILE READING



Read the next spread.

- What does **ignite** mean? (To heat or kindle; to fire up; to catch light.)
- Discuss the idea that our inside light grows as a result of our experiences and challenges, and *ignites* when we overcome trials.
- Have you had an experience that shows this to be true?



Read to the end of the book.

- What are some ways your inside light shines? How does your light reveal, or show, a little more of you each day?
- How can we keep our inside light bright?
- Looking back to the title, what do you think it means?

AFTER READING

Suggestions for follow-up



Return to the chart paper/whiteboard lists generated before reading. Discuss what we wondered, what we read, and what we know now.

CCSS.ELA-LITERACY.RL.1-2.1,2,3,4,6,7,10
CCSS.ELA-LITERACY.SL.1-2.1,2,4,6



EXTENSION ACTIVITIES & CURRICULUM CONNECTIONS



Draw a picture of yourself showing your light to others. Write a caption.

CURRICULUM CONNECTION: ART, ENGLISH LANGUAGE ARTS



Team-time: Split into teams of 2-4 to research the sun. Prior to beginning the research, work as a whole group to generate a list of what to look for or find out about. Share findings with the class. (Curriculum Connection: Research Skills, Science, ELA)

CURRICULUM CONNECTION: RESEARCH SKILLS, SCIENCE, ELA

WRITING EXERCISES



Write about a time when you overcame a big challenge and describe how you did it.



Write about a time when you were reminded of your light through the eyes of another.

CCSS.ELA-LITERACY.W. 1-2. 1,2,3,6,7,8
CCSS.ELA-LITERACY.SL.1-2. 1,2,3,4,5,6
CCSS.ELA-LITERACY.RI.1-2.1,10
CCSS.ELA-LITERACY.L.1-2.1,2

The Common Core State Standards (CCSS) addressed by the discussion questions and activity sheets in this guide are noted throughout. For more information on the CCSS, visit corestandards.org.

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Directions: Complete each sentence.

The sun warms my _____. My light
warms my _____.

The sun brings _____. My light brings
_____.

The sun shows _____. My light shows
_____.

The sun and my light help me _____
_____.

Both are _____ that stay.

My light shows a little more of _____
each day.





On the last page of the book the girl is dreaming about the ways her light will shine. Draw a picture of how your light will shine in the future or how it has helped you in the past.

