



# OSCAR AND THE MOTH

BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

## DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

## ABOUT THIS BOOK



**Oscar and the Moth** is a book written by Geoff Waring. Oscar learns about **light, dark, and shadows**. Ask your child questions about **daytime** and **nighttime** in connection to the **sun**.

## WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

## ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

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

Scan the QR code to download or view online.



### Expanding | Science

#### **Oscar and the Moth**

By Geoff Waring



#### **Complete a sentence**

"When our side of the Earth turns toward the sun, it gets \_\_\_\_\_ (light)."



#### **Recall**

"Why is it colder at night?"  
(The sun's warmth is gone.)



#### **Open-ended questions**

"How are shadows made?"



#### **WH questions**

"Why do some sea creatures make their own light?"



#### **Distancing questions**

"Do you like day or night better? Why?"

### STEM Words & Ideas to Explore

- Light & Dark
- Shadow
- Daytime & Nighttime
- Sun
- Earth
- Moth





## OSCAR AND THE MOTH

### ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



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.

### SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



#### Storybox:

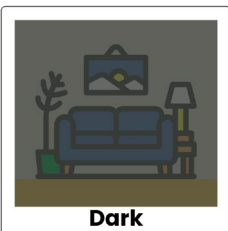
Select corresponding items and place them in a container or a box. Items may include:

- Flashlight
- Toy cat
- Paper moth

#### This adaptation can also be used to:

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

### SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Dark

#### Pictures, Symbols, Signs, or Icons:

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

#### This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



# OSCAR AND THE MOTH

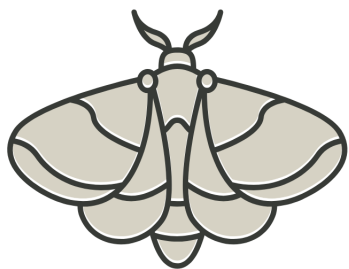
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

## How To Use VISUAL CUES:

1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

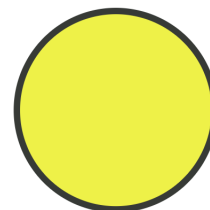
[A Guide to Visual Supports.](#)



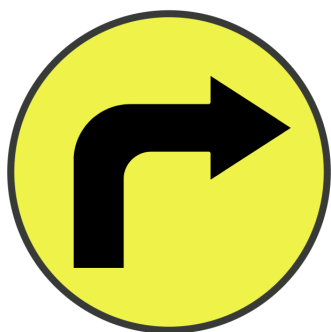
**Moth**



**Earth**



**Sun**



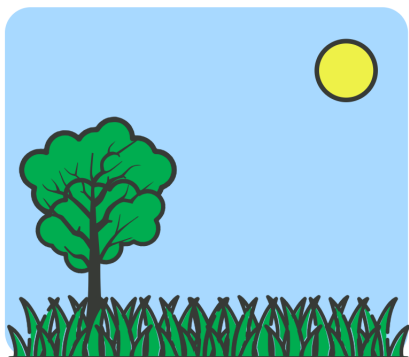
**Turn**



**Bright**



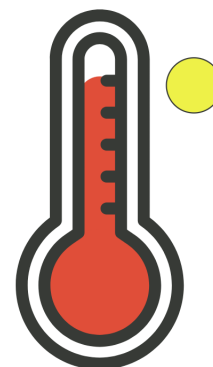
**Dark**



**Daytime**



**Night time**

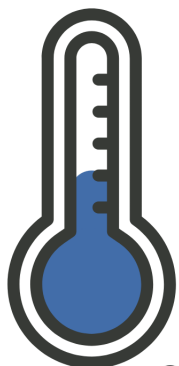


**Warm**



# OSCAR AND THE MOTH

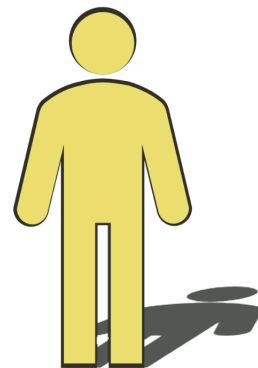
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD



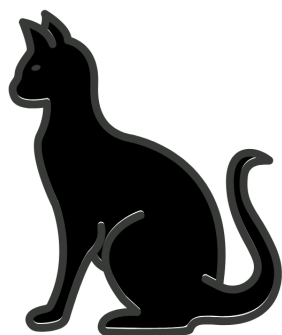
**Cold**



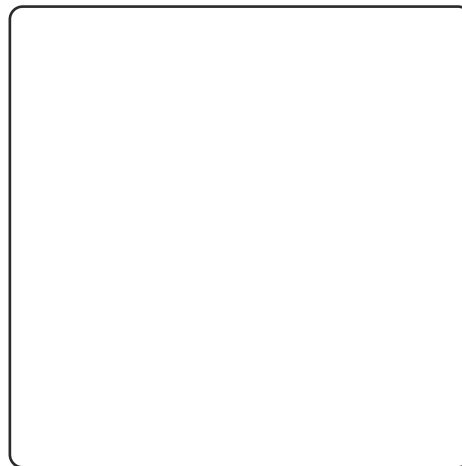
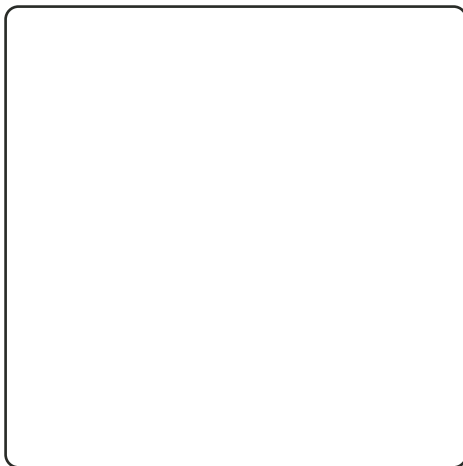
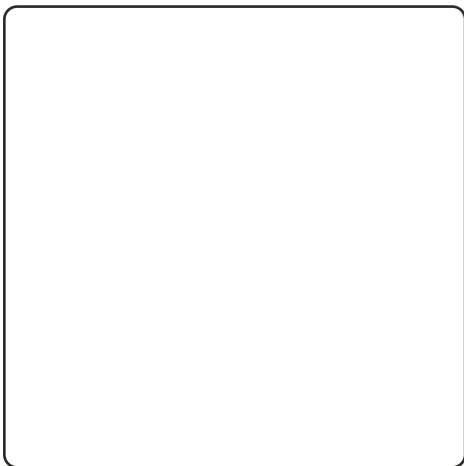
**Stars**



**Shadow**



**Cat**



## Need more visual cues?

Use the empty squares above to create your own or visit [STEMIE's Visual Cue Library](https://www.stemielearningtrajectories.com/visual-cue-library).



## OSCAR AND THE MOTH

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

### NOTICING LIGHT

**Description:** Help your child to understand the differences between **daytime** and **nighttime**.

#### 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. This helps children develop fundamental critical thinking and problem-solving skills.

Going on a morning walk will facilitate your child's creativity and provide them with an easy way to learn more about **daytime**. Discuss why and how the **sun is a source of light**. Examples of questions you might include:

- "How do you feel when the sun comes out?"
- "Why do we need sun?"
- "Why do you think we can't see stars in the daytime?"

At bedtime, discuss how **nighttime is different from daytime**. Examples of questions you might include:

- "How do you feel when the sun goes down/sets?"
- "Why are the stars so bright?"

### CREATING SHADOWS

**Description:** Help your child to understand the difference between what is **light** and what is a **shadow**.

#### 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. This helps children develop fundamental critical thinking and problem-solving skills.

A **flashlight** and a white wall or sheet are all you need for this fun activity about **light** and **shadow**!

- Gather up a variety of toys with different **shapes** (balls, trucks, baby dolls, Magnatiles).
- Set the **flashlight** on a surface about 2-4 feet away from the sheet or wall.
- Let your child explore the different **shadows** each **shape** makes. Ask, "How are they the same? Or different?"
- Encourage your child to **predict** whether an object will make a **shadow** or not and **test** it out. You can talk about what happened.



## OSCAR AND THE MOTH

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

### ADDITIONAL ACTIVITY IDEAS:

- Check out some of the amazing deep sea-fish that make their own light by visiting: <https://ocean.si.edu/ocean-life/fish/bioluminescence> You can ask:
  - “How many fish do you know by name?”
  - “Do you know the names of any fish?”
  - “Why do you think those fish need light?”
- Find a butterfly picture and a moth picture in a book or online. **Compare the differences** in their **physical appearances** and times when they are most active.
- Play a game with **light and shadow** during different times of the day on **a sunny day**. Have your child “record” what their **shadow** looks like in the morning, around noon, and in the evening. Explore how and why the shadows might look different.
- Help your child notice **things that make light** when it is **dark** (light bulbs, candles, etc.)
- Help your child make a book about their favorite **daytime** and **nighttime** activities.
- Check out our [Discovery Play Activity](#) for What Makes a Shadow?

