“It is the talk that surrounds the story book reading that gives it power.”
— National Association for the Education of Young Children (NAEYC) & International Reading Association

Reading aloud to young children is important, and HOW you share books can make a big difference. Research shows that following these read-aloud practices significantly improves the language skills of children who participate:

1. Have a conversation about a book
   - Frequent conversations—back and forth exchanges
   - Ask questions that require more than one word answers
   - Wait long enough for responses
   - Be responsive to what the child says

2. Model advanced language
   - Repeat what your child says and add more to it:
     1. Provide new information
     2. Recast what they say with more advanced vocabulary
     3. Repeat what they say with correct grammar/word use, or a longer sentence

3. Prompt critical thinking skills
   - Ask how and why questions
   - Ask children to explain their answers
   - Give clues to get them to the right answer if possible

4. Intentionally build vocabulary
   - Reread the same book often
   - Stop and explain the meaning of one or two words
   - Define words using words they already know
   - Ask children to repeat the words to improve their memory of the sounds in the word

5. Teach and provide practice of social and emotional skills
   - Everyone has something valuable to say and listen to (self-regulation)
   - Listen to peers with eyes and ears (self-awareness)
   - Building community (relationship skills) “So you and Jamari both take a bus to the grocery with their mommies.”
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| 1-2  | What do you see here?  
How are the butterfly's wings different from topside to bottom-side? 
Tell about a time when you saw a butterfly? How did its wings look? |
| 3-4  | Why do you think it might be a good idea for a butterfly to disappear? 
Did you ever play a game and disappear? Where is a good hiding place in your home? |
| 5-6  | How is a moth the same as a butterfly? 
How is it different? 
Did you ever see a moth? Tell about it. |
| 7-8  | If you could change your color, what color would you choose to camouflage yourself in the grass? 
What would happen if this moth tried to hide in green grass? |
| 9-10 | An inchworm is a type of caterpillar which turns into a moth. Can you think of any other creature that changes form as it grows (metamorphoses)? |
| 11-12| What animal do you think might like to eat an inchworm? 
Did you ever see an animal eat a bug or worm? Tell about it. |
| 13-14| Why do you think people call this insect a praying mantis? If you could change it's name, what might you call it? 
Can you think of a time when you heard an insect make a sound? Tell about it. |
| 17-18| How many insects can you think of that have wings? 
Can you think of an animal that jumps to escape predators like the grasshopper does? |
| 20-22| What is it about this insect that makes it look like a bee? 
Why do you think looking like a bee would help a fly escape it's enemies? |
| 23-24| Did you ever get stung by a bee? 
How did it happen? How did you take care of the sting site? |
| 25-26| What do spiders like to eat? 
What likes to eat spiders? |
| 29  | If you could be a creature in this book, which one would you choose? Tell why you'd like that one. |