



HELLO, WORLD! GARDEN TIME

BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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

Reading with babies and toddlers uses strategies such as:

- **Pointing to pictures**
- **Using expressive facial features and voices**
- **Spending as much time as your child wants on pages, they are very curious about**
- **Modeling the right answer to help your child learn new words**
- **Asking simple Wh- questions, such as "What is this color?"**

ABOUT THIS BOOK



Hello, World! Garden Time is a book by Jill McDonald. This book uses simple words and colorful pictures to describe how **plants grow** and that some **plants** can be **food**. What **plants** you like to eat?

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.



Foundational | Science

Hello, World! Garden Time

By Jill McDonald

Point to pictures



Be Expressive!



Model correct answers

"Buzz. Say 'Buzz'"



'WH' questions

"What does the earthworm do?"



Do not rush

Wait for a response after each comment or question



STEM Words & Ideas to Explore

- Garden
- Plants
- Insects
- Plant parts
- Plant needs





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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.

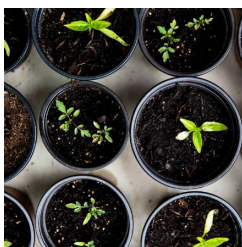


Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



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:

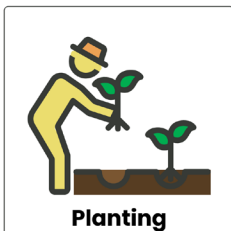
Select corresponding items and place them in a container or a box. Items may include:

- Seed packet
- Fake plants
- Dirt (in a taped shut bag or Ziplock)

This adaptation can also be used to:

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

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



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



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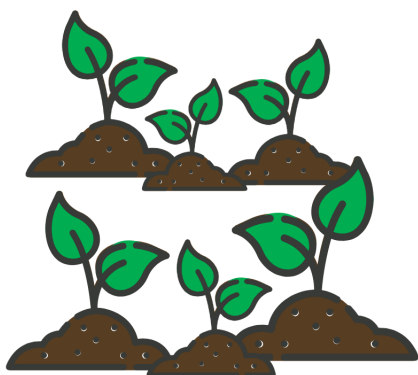
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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

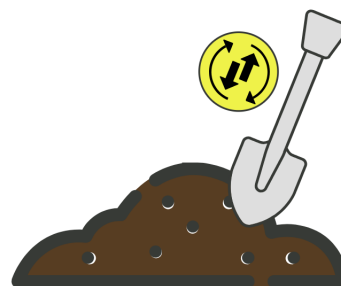
[A Guide to Visual Supports.](#)



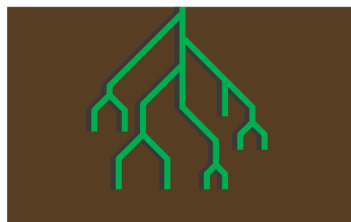
Garden



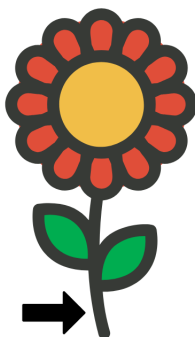
Planting



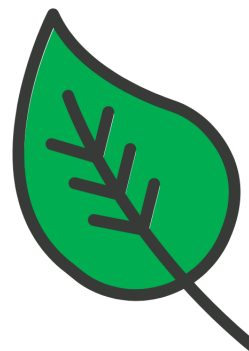
Dig



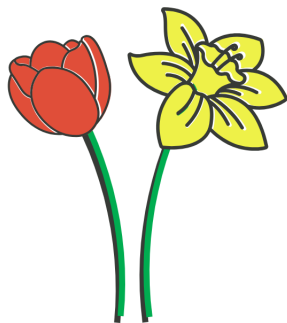
Roots



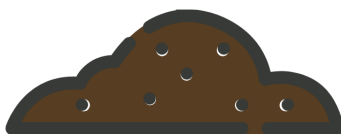
Stem



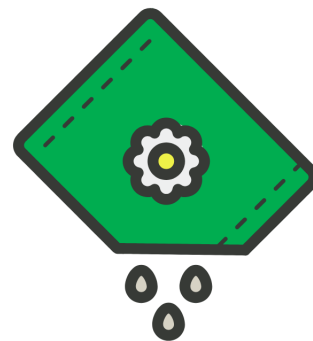
Leaf



Flowers



Soil

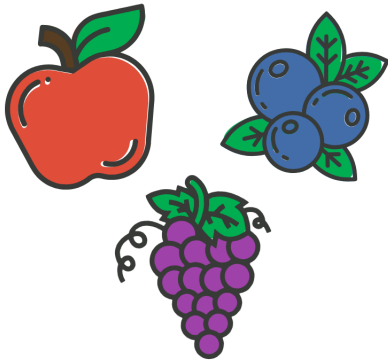


Seeds

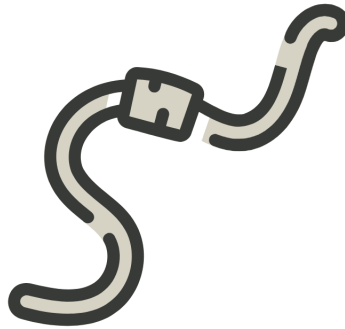


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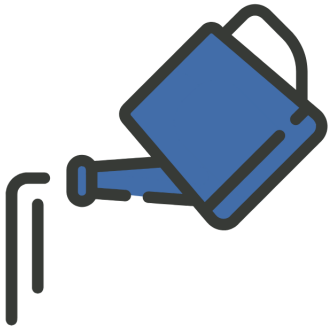
Fruit



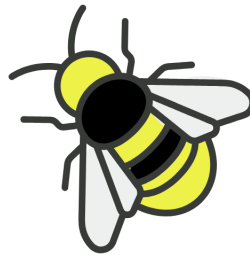
Worm



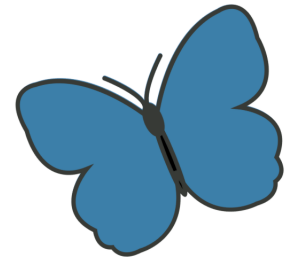
Water



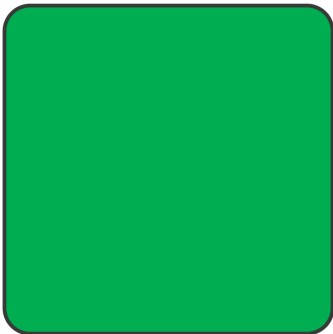
Watering can



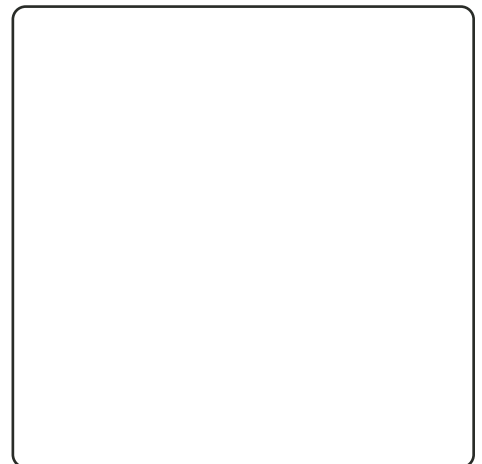
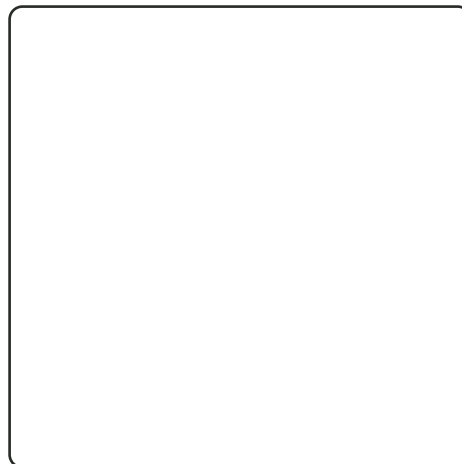
Bee



Butterfly



Green



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).



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

NOTICING NATURE

Description: Help your child **observe** and **explore attributes** and characteristics of **living things (plants, flowers, trees, birds, bugs)** and **non-living things (rocks, soil)**.

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.

Point out and describe things you and your child are **noticing** with your **senses (see, hear, feel, smell/taste)**, such as the **birds chirping, bugs buzzing, and fragrant flowers**. “I hear the cardinal chirping!”

Encourage their exploration by talking or signing about what they are doing and seeing by saying, “Look at that fallen pinecone. I wonder how it **feels**.” “The dirt and sand feel **gritty**.” “The rocks feel **smooth**.” “You put your hand in the water and now your hand is **wet**!”

Take a short break from strolling and touch the **grass**. “The **grass feels prickly**.”

Encourage exploration of fallen leaves. “Oh, you picked up the **leaf**! What do you notice about the leaf? The leaf is **small, yellow**, and makes a **crinkling sound**.”

Point out and describe things you and your child are noticing and feeling, such as the **sun** shining. “I **feel the wind** blowing across my skin.” “The **sunshine feels so warm**.”

ADDITIONAL ACTIVITY IDEAS:

- Go on a nature **walk** together and collect **rocks, soil, water, leaves, twigs, and sand** to make Earth sensory bottles (recycled water bottles are great for this). Be sure to duct tape or hot glue shut and have one empty sensory bottle of just **air**.
- Plant a mini-garden with your child and describe how you **plant the seeds, water the soil, and place it in the sun** to help the **plants or vegetables grow**.
- Pick a nearby tree to regularly observe with your child. Help your child notice how **the tree changes throughout the year**. You can take pictures or notes and **compare** them as you go. You could also keep a book with all the pictures to document the changes and share with others.

