



HELLO WORLD! GARDEN TIME

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

Hello, World! Garden Time is a board book written by Jill McDonald.

Hello, World! Garden Time uses simple words and colorful pictures to describe how plants grow and that some plants can be food.

- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

<https://www.youtube.com/watch?v=nK-dT3qtlhM>

- This book is accessible for individuals with reading disabilities through **Bookshare**.
- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.



HELLO WORLD! GARDEN TIME BOOKMARK

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- Print this page and cut around the edges.
- 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?"
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:
<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



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 a comment or question

STEM Words & Ideas to Explore

- Garden
- Living things (flower, plant, bug)
- Plant parts (flower, fruit/vegetable, leaf, roots, seed, stem)
- Plant needs (water, soil)



stemie.fpg.unc.edu



HELLO WORLD! GARDEN TIME ADAPTATIONS

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SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORYBOX

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

- Seed packet
- Faux (fake) plants
- Dirt (in a taped shut bag if needed)



Image credit: Unsplash

This adaptation can also...

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



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.



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SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

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



Image Credit: STEMIE

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



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VISUAL CUES:
USE TO PROMPT

HOW TO:

Step 1: Print and cut out the images. You can also create your own visual cues (empty squares included).

Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



Gardening



Dig



Seeds



Roots



Stem



Leaf



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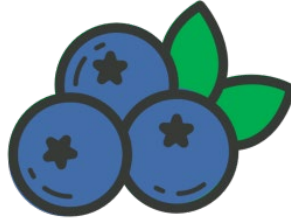
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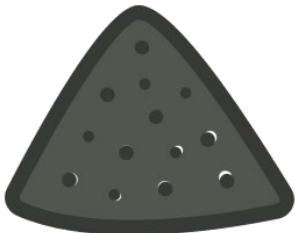
Flower



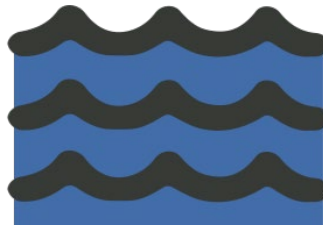
Fruit



Worm



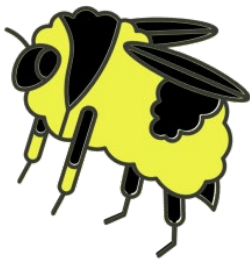
Soil



Water



Watering can



Bee



Butterfly



Green



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HELLO WORLD! GARDEN TIME EXPLORATION

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Nature Noticer

Description: Help your child **observe and investigate** attributes and characteristics of **living things** (e.g., plants, flowers, trees, birds, bugs) and non-living things (e.g., rocks, soil). Explore and experience the **weather** too!

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 and 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/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 spikey**."* 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/touching, such as the sun shining. *"I **feel the wind** blowing across my skin."* *"The **sunshine feels so warm**."*

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ADDITIONAL ACTIVITY IDEAS

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- Go on a nature walk to 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.

