



## Greater Des Moines Botanical Garden

Exploring, explaining and celebrating the world of plants

### Addressed Learning Standards

## A Garden Exploration

In order for curious minds to bloom, it is essential to plant a love of reading at a young age. According to the National Education Association and the National Association for the Education of Young Children, students that are read to at a younger age have higher success rates in school, increased vocabulary skills, better developed imaginations and more. In A Garden Exploration, we combine Iowa Core Early Learning Standards with garden related stories and activities to immerse children in literacy and plant science.

#### Grade Level:

Pre-K-K

#### Locations:

Class  
Activity

#### Subjects:

Early Literacy  
Science  
Human Ecology

#### Next Generation Science Standards:

##### **K-LS1-1**

Use observations to describe patterns of what plants and animals (including humans) need to survive.

#### Iowa Core:

##### **Early Learning Standards**

##### **4.1 Language Understanding and Use**

Infants and toddlers understand and use communication and language for a variety of purposes.

##### **4.2 Early Literacy**

Infants and toddlers engage in early reading experiences.

##### **8.3 Small Motor Development**

Children develop small motor skills.

##### **11.1 Language Understanding and Use**

Children understand and use communication and language for a variety of purposes.

##### **11.2 Early Literacy**

Children engage in early reading experiences.

##### **13.1 Art**

Children participate in a variety of art and sensory-related experiences.

##### **14.1 Awareness of Family and Community**

Children demonstrate an increasing awareness of belonging to a family and community.

##### **14.2 Awareness of Culture**

Children demonstrate an increasing awareness of culture and diversity.

**14.3 Awareness of relationships between people and the environment in which they live.**

Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.

**Literacy**

**SL.K.2**

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.5**

Add drawings or other visual displays to descriptions as desired to provide additional detail.

**RI.K.1**

With prompting and support, ask and answer questions about key details in a text.

**RI.K.2**

With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3**

With prompting and support, identify characters, settings, and major events in a story.

**RI.K.4**

With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5**

Identify the front cover, back cover, and title page of a book.

