



Greater Des Moines Botanical Garden

Exploring, explaining and celebrating the world of plants

Addressed Learning Standards

Petals & Pages

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 Petals & Pages, we combine Iowa Core Early Learning Standards with garden related stories and activities to immerse children in literacy and plant science. Join us for this fun and educational story time.

Grade Level:

Pre-K to K

Format:

Class

Subjects:

Early Literacy
Interpersonal Interaction
Human Ecology

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.

RI.K.10

Actively engage in group reading activities with purpose and understanding.

