

# LESSON PLAN

Theme: **Flowers**      Week Of: **05/15/2023**      Teacher(s): **Hayley Nicastro**      Age Group(s): **12-24 months**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>EXPLORATION AND PLAY</b></p> <p><b>Smelling Flowers</b></p> <p>Encourage the children to explore their sense of smell.</p> <p><b>Materials</b> Flowers, Scented Soap, Scented Lotion</p> <p><b>Adaptation</b> Use light or no scents for children who may be sensitive to smells. Encourage these children to describe what they smell or how the air fills their lungs.</p> <p><b>Indicators:</b> APL1.1a</p> <hr/> <p><b>CIRCLE TIME</b></p> <p><b>Mrs. Peanuckle's Flower Alphabet</b></p> <p>Read "Mrs. Peanuckle's Flower Alphabet" with the children. Talk to them about the flowers they see. Encourage them to point and touch pictures in the book.</p> <p><b>Materials</b></p>	<p><b>EXPLORATION AND PLAY</b></p> <p><b>Flower Clean-Up</b></p> <p>Use flowers to encourage the children to practice cleaning up.</p> <p><b>Materials</b> Flowers, Basket</p> <p><b>Adaptation</b> For children who are still learning multi-step instructions, offer them their own basket to carry around the classroom.</p> <p><b>Indicators:</b> CD-SS2.1a</p> <hr/> <p><b>CIRCLE TIME</b></p> <p><b>Planting a Rainbow</b></p> <p>Read "Planting a Rainbow" by Lois Ehlert with the children.</p> <p><b>Materials</b> Book: "Planting a Rainbow" by Lois Ehlert.</p> <p><b>Adaptation</b> For dual language learners, offer this</p>	<p><b>EXPLORATION AND PLAY</b></p> <p><b>Flowers Hide &amp; Seek</b></p> <p>Hide flowers around the classroom for the children to find.</p> <p><b>Materials</b> Flowers</p> <p><b>Adaptation</b> For children still learning object permanence, place some flowers in plain sight. For a challenge, hide the flowers behind books or toys.</p> <p><b>Indicators:</b> CD-CP2.1c</p> <hr/> <p><b>CIRCLE TIME</b></p> <p><b>Mrs. Peanuckle's Flower Alphabet</b></p> <p>Read "Mrs. Peanuckle's Flower Alphabet" with the children. Talk to them about the flowers they see. Encourage them to point and touch pictures in the book.</p> <p><b>Materials</b></p>	<p><b>EXPLORATION AND PLAY</b></p> <p><b>Planting Flowers</b></p> <p>Encourage the children to practice their fine motor skills by planting flowers.</p> <p><b>Materials</b> Pipe Cleaners, Colander</p> <p><b>Adaptation</b> For children still learning to pinch and/or grasp, gently hold their hand to assist them with placing the pipe cleaner.</p> <p><b>Indicators:</b> PDM6.1b</p> <hr/> <p><b>CIRCLE TIME</b></p> <p><b>Planting a Rainbow</b></p> <p>Read "Planting a Rainbow" by Lois Ehlert with the children.</p> <p><b>Materials</b> Book: "Planting a Rainbow" by Lois Ehlert.</p> <p><b>Adaptation</b></p>	<p><b>EXPLORATION AND PLAY</b></p> <p><b>Flower Sensory Box</b></p> <p>Encourage the children to explore the textures of plants and flowers.</p> <p><b>Materials</b> Empty Container, Flowers, Grass, Dirt, Seeds</p> <p><b>Adaptation</b> For children with sensory challenges, place the flowers, grass, and dirt in a bag. Encourage them to touch and move the items inside the bag.</p> <p><b>Indicators:</b> CD-SC1.1a</p> <hr/> <p><b>CIRCLE TIME</b></p> <p><b>Mrs. Peanuckle's Flower Alphabet</b></p> <p>Read "Mrs. Peanuckle's Flower Alphabet" with the children. Talk to them about the flowers they see. Encourage them to point and touch pictures in the book.</p>

Book: Mrs. Peanuckle's Flower Alphabet

### Adaptation

For dual language learners, offer this book in other languages. For children who are hearing impaired, offer a copy of the book for them to hold, and use sign language or gestures during reading.

### Indicators:

CLL5.1a

## MUSIC AND MOVEMENT

### 5 Little Flowers

Sing and dance while counting along to 5.

### Materials

Music

### Indicators:

CD-MA1.1b

## SMALL GROUP

### Color Cards

Use color flashcards to share colors with the children.

### Materials

Color Flashcards

### Adaptation

For a challenge, encourage the children to place matching color cards together.

book in other languages. For children who are hearing impaired, offer a copy of the book for them to hold, and use sign language or gestures during reading.

### Indicators:

CLL2.1b

## MUSIC AND MOVEMENT

### Sing a Song of Flowers

Sing and dance along.

### Indicators:

CD-CR3.1a

## SMALL GROUP

### Counting Flowers

Use flowers to encourage the children to practice counting.

### Materials

Flowers

### Indicators:

CD-MA1.1a

## ART

### Sunflower Seeds

Encourage the children to draw sunflower seeds.

### Materials

Book: Mrs. Peanuckle's Flower Alphabet

### Adaptation

For dual language learners, offer this book in other languages. For children who are hearing impaired, offer a copy of the book for them to hold, and use sign language or gestures during reading.

### Indicators:

CLL5.1a

## MUSIC AND MOVEMENT

### Grow, Grow, Grow

Sing and dance along to learn about plants growing.

### Indicators:

CD-CR1.1a

## SMALL GROUP

### Flower Pictures

Share pictures of flowers with the children.

### Materials

Pictures of Flowers

### Adaptation

For a challenge, encourage the children to place matching flower pictures together.

For dual language learners, offer this book in other languages. For children who are hearing impaired, offer a copy of the book for them to hold, and use sign language or gestures during reading.

### Indicators:

CLL2.1b

## MUSIC AND MOVEMENT

### Sing a Song of Flowers

Dance and sing along.

### Indicators:

CD-CR1.1a

## SMALL GROUP

### Flower Delivery

Encourage sharing and turn-taking between the children.

### Materials

Flowers

### Adaptation

For children still learning to walk, hold their hands as they walk to the next child.

### Indicators:

CD-SS4.1c

## ART

### Materials

Book: Mrs. Peanuckle's Flower Alphabet

### Adaptation

For dual language learners, offer this book in other languages. For children who are hearing impaired, offer a copy of the book for them to hold, and use sign language or gestures during reading.

### Indicators:

CLL5.1a

## MUSIC AND MOVEMENT

### 5 Little Flowers

Sing and dance while counting along to 5.

### Materials

Music

### Indicators:

CD-MA1.1b

## SMALL GROUP

### Deep Breaths

Encourage the children to self-soothe by taking deep breaths.

### Indicators:

SED3.1b

## ART

**Indicators:**

CD-CR2.1b

**ART****Flower Handprints**

Encourage the children to create flowers with their hands.

**Materials**

Paper, Paint

**Adaptation**

For children with sensory challenges, offer a paintbrush or place the paper and paint inside a bag for the child to press their hand onto.

**Indicators:**

APL1.1b

**OUTDOORS****Seed Hunt**

Look for seeds with the children on a nature walk.

**Adaptation**

For children still learning to walk, hold their hands as they take steps.

**Indicators:**

PDM1.1b

**EXPLORATIO  
N AND PLAY****Smelling  
Flowers**

Paper, Crayons

**Adaptation**

For children still learning to pinch and/or grasp, gently hold their hand to assist while they scribble or offer encouragement.

**Indicators:**

CLL9.1b

**OUTDOORS****Planting  
Seeds**

Plant and water flowers with the children.

**Materials**

Sensory Box/Container, Dirt, Seeds, Cup, Water, Spoons

**Adaptation**

For children with sensory challenges, place the dirt and seeds in a bag. Encourage the children to move the seeds around in the bag until they are hidden in the dirt.

**Indicators:**

PDM6.1b

**EXPLORATIO  
N AND PLAY****Flower  
Clean-Up**

Use flowers to encourage the children to practice cleaning up.

**Materials**

Flowers, Basket

**Indicators:**

CD-CR2.1b

**ART****Pressing  
Flowers**

Encourage the children to create pressed flower art.

**Materials**

Paper, Paint, Paintbrushes

**Adaptation**

For children still learning to pinch and/or grasp, gently hold their hand to assist with their painting and paper folding.

**Indicators:**

APL3.1b

**OUTDOORS****Picking  
Flowers**

Encourage the children to pull flowers out of the ground.

**Materials**

Construction Paper, Scissors, Glue, Popsicle Sticks

**Adaptation**

For children still learning to pinch or grasp, place the popsicle stick lightly in the ground so it is easier to pull out. For a challenge, place the popsicle stick further into the ground so it is harder to pull.

**Painting with  
Flowers**

Encourage the children to create art using flowers.

**Materials**

Flowers, Paper, Paint

**Adaptation**

For children still learning to pinch and/or grasp, gently hold their hand to assist them with painting.

**Indicators:**

CD-CP1.1a

**OUTDOORS****Flower Hop**

Encourage the children to hop along the flowers.

**Materials**

Chalk

**Adaptation**

For children still learning to walk or balance, hold their hands as they walk or attempt to hop.

**Indicators:**

PDM5.1b

**EXPLORATIO  
N AND PLAY****Planting  
Flowers**

Encourage the children to practice their fine motor skills by planting flowers.

**Materials****Free Art**

Encourage the children to create art.

**Materials**

Art Materials, Paper, Flowers

**Indicators:**

SED1.1c

**OUTDOORS****Flower Relay**

Practice running and turn-taking in this relay race.

**Materials**

Flowers

**Adaptation**

For children still learning to run, ask them to walk and encourage them to go slightly faster. For children still learning to walk, hold their hands as they walk to the next child.

**Indicators:**

PDM5.1a

**EXPLORATIO  
N AND PLAY****Flower  
Sensory Box**

Encourage the children to explore the textures of plants and flowers.

**Materials**

Empty Container, Flowers, Grass, Dirt

**Adaptation**

Encourage the children to explore their sense of smell.

### Materials

Flowers, Scented Soap, Scented Lotion

### Adaptation

Use light or no scents for children who may be sensitive to smells. Encourage these children to describe what they smell or how the air fills their lungs.

### Indicators:

CD-SC1.1c

### Adaptation

For children who are still learning multi-step instructions, offer them their own basket to carry around the classroom.

### Indicators:

CD-SS2.1a

### Indicators:

PDM6.1a

## EXPLORATION AND PLAY

### Flowers Hide & Seek

Hide flowers around the classroom for the children to find.

### Materials

Flowers

### Adaptation

For children still learning object permanence, place some flowers in plain sight. For a challenge, hide the flowers behind books or toys.

### Indicators:

APL1.1a

Pipe Cleaners, Colander

### Adaptation

For children still learning to pinch and/or grasp, gently hold their hand to assist them with placing the pipe cleaner.

### Indicators:

PDM6.1b

For children with sensory challenges, place the flowers, grass, and dirt in a bag. Encourage them to touch and move the items inside the bag.

### Indicators:

CD-SC1.1c