

#5.2 – Flowers

Before You Begin

- Review Introduction and Preparation for the Focus Area – Things that Grow.
- Refer to Developing Weekly Activity Plans for Adventures for Toddlers for information on how to develop your plans.

Big Ideas

Here are some big ideas about things that grow that you can help toddlers explore:

- We can grow flowers.
- Flowers have names.
- Flowers come in many different colors.
- Flowers need soil, water and sunshine to grow.

Materials to Collect and Make

Featured Books

Note: *Developers could locate no appropriate books about flowers for toddlers.*

Key: (BB) – Available in Board Book only
(+BB) – Also available in Board Book

Books to Make

Red Rose, Red Rose, What Do You See? (See Attachment: [Red Rose, Red Rose](#))

Flowers of Many Colors (See Attachment: [Flowers of Many Colors](#))

Storytelling Figures

- Storytelling figures (felt or magnetic) for the book, *Red Rose, Red Rose, What Do You See?* (See Attachment: [Red Rose Storytelling Figures & Flower Match](#))
- Storytelling figures (felt or magnetic) or stick puppets for the book, *Flowers of Many Colors* (See Attachment: [Flowers of Many Colors Storytelling Figures](#))

Additional Materials

- Pictures of flowers
- Bouquet of real flowers in plastic vase
- Silk or other artificial flowers
- Flower Match Cards – 2 sets
- Purple Pansy Cards – 5
- Supplies for planting flowers: potting soil, small plastic pots with saucers, small plants such as petunias
- Measuring cup
- Small watering can
- Gardening gloves
- Small rake
- Flowers in bottles
- Scarves

Safety Note: *Check with Licensing Specialists for a list of plants / flowers that are unsafe to have in the classroom.*

Book List

Books selected from Classroom Library

Teacher Note: *Developers were unable to find any books about flowers that were appropriate for toddlers.*

Reading Books with Toddlers

Teacher Note: *Review the section in **Curriculum Tips and Techniques** on Reading Books with Children, for suggestions on how to use books with children.*

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things, nature and the environment*)

Book: *Red Rose, Red Rose, What Do You See?* (YT & OT)
(See Attachment: [Red Rose, Red Rose, What Do You See?](#))

First Reading of *Red Rose, Red Rose, What Do You See?*

- Place a small bouquet of real flowers in a plastic vase.
- Say to children, "I have some really pretty flowers I would like to show you. I am taking the flowers to the book area."
- Invite the children who join you to have turns holding the vase and examining the flowers.
- Call attention to the colors of the flowers.
- Set the vase on a shelf near the book area.
- Show the cover of the book and say, "I'm going to read this book to you about flowers. The name of the book is *Red Rose, Red Rose, What Do You See?*"
- Read the story with the children.
- Bring the vase of flowers back to the group and say, "These flowers need some water to keep them pretty for a few days. I'll add some water to the vase."
- Add water and place the flowers on a shelf where children can see them.

Teacher Notes:

- *Check with a local florist or with a grocery store where real flowers are sold. Ask them to give you any flowers they are unable to sell.*
- *Use plastic flowers if you are unable to secure real flowers.*
- *Look for flowers that match the ones in the book.*
- *When flowers are wilted, say to children, "Our flowers are wilted and we need to throw them away." Add new flowers if they are available.*

Second Reading of *Red Rose, Red Rose, What Do You See?* (YT & OT)

- Take the Flower Match cards (See Attachments: [Red Rose, Storytelling Figures & Flower Match](#)) to the book area, keeping them out of children's sight until the end of the story.
- Invite children to join you in reading a book about flowers.
- Show the cover and say the title of the book.
- Read the story with the children.
- Allow each child to select one of the Flower Match cards.
- Place the book on the floor with pages facing toward children so they can see each page.
- Read a page and ask a child who has the card that matches the page to place it on the page. Say, "Michelle, you have a red rose just like the one on this page." Return the card to the child.
- Continue turning the page and inviting children to find the matching card.

Book: *Flowers of Many Colors (YT & OT)* (See Attachment: [Flowers of Many Colors](#))

First Reading of *Flowers of Many Colors*

- Take a small plastic vase of real flowers in different colors to the book area. If possible, have flowers that have a scent that can be easily detected.
- Say to children, I have some flowers of many different colors I would like to show you. I'm taking the flowers to the book area.
- Invite children to hold the vase, one at a time, and to look at and smell the flowers.
- Set the vase on a shelf as you read the book with the children.
- Show the cover of the book and give the title. Call attention to the colors of the flowers on the cover.
- Read the story with the children.
- Bring the vase of flowers back to the group and invite children to help you identify the color of each flower.

Teacher Note: *Be aware of any allergies that children might have to certain flowers and avoid using those flowers.*

Second Reading of *Flowers of Many Colors (YT & OT)*

- Take the *Flowers of Many Colors* book and puppet or magnet board figures to the book area.
- Keep figures out of sight of children until the end of the story.
- Invite children to join you in reading the book.
- Read the story with the children.
- Display figures on the floor facing children.
- Show a page of the book and invite a child to find the matching figure.

Language and Cognitive Materials and Activities

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*Vocabulary and language comprehension and follows directions*)

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

Flowers Everywhere

There are flowers, flowers everywhere.
Their wonderful scent fills the air.

Some flowers are orange and some are blue.
I'm sure there are purple flowers, too.

Some flowers are red and some are white.
But my favorite flowers are yellow 'cause they're so bright.

How about you? Tell me real quick,
Which color flower would you pick?

Extension:

- Make two sets of the Flower Match Cards. (See Attachment: [Red Rose Storytelling Figures & Flower Match](#))
- Laminate or cover with clear adhesive to preserve.
- Add a strip of felt or a magnetic strip to the back of the cards.
- Place the appropriate card on a felt or magnetic board as you say each color in the rhyme. If children are ready for this, give each of them a figure and invite them to place the figure on the board when you say that color. You can first place your card on the board and they can add their matching one, or children who know their colors can place their card on the board when that color is named in the rhyme.

Five Little Flowers

Five little flowers (Hold up five fingers)
Standing in the sun.
See their heads nodding (Make fingers nod)
Bowing, one by one. (Make fingers bow)
Down, down, down (Raise hands, wiggle fingers & lower arms to act out falling rain)
Falls the gentle rain.
And the five little flowers
Lift up their heads again! (Hold up five fingers)

Ten Little Flowers

(Sing to tune of "Ten Little Indians" and hold up appropriate number of fingers while counting and singing)

One little, two little, three little flowers,
Four little, five little, six little flowers.
Seven little, eight little, nine little flowers.
Ten little flowers are growing.

Additional Learning Goal:

MT1.1 Demonstrates number sense and an understanding of quantity *(number names and count sequence)*

Purple Pansies

One purple pansy in our garden grew (Hold up fingers one at a time as verse progresses)
Out popped another, and that made two
Two purple pansies were all that I could see;
But Bill found another, and that made three.
Three purple pansies – if I could find one more,
I'd put them all together,
And that would make four.
Four purple pansies, sure as you're alive!
Why, here is another! And now there are five!

Extension:

- Make five purple pansy cards (See Attachment: [Purple Pansy Cards](#)) and laminate or cover with clear adhesive to preserve.
- Add a strip of felt or a magnetic strip to the back of the cards.
- Place a pansy on a felt or magnetic board as you say the verse where a pansy is added.

Additional Learning Goal:

MT1.1 Demonstrates number sense and an understanding of quantity *(number names and count sequence)*

Learning Goal:

EL1.1 Shows interest in literacy experiences

Planned Activity: Storytelling (OT)

Red Rose, Red Rose, What Do You See?
(See Attachment: [Red Rose, Storytelling Figures & Flower Match](#))

How to begin:

- Make felt or magnetic storytelling figures or stick puppets for the story.
- Read the book with children several times so they are familiar with the flowers and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard or to hold the stick puppets when you feel they can do this.

Planned Activity: Storytelling: (OT)

Flowers of Many Colors
(See Attachment: [Flowers of Many Colors – Storytelling Figures](#))

How to begin:

- Make either felt or magnetic storytelling figures for the story.
- Read the book with children several times so they are familiar with the characters and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard when you feel they can do this.

Learning Goals:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

LD1.1 Understands and responds to language (in child’s home language) (*vocabulary and language comprehension, follows directions*)

Planned Activity: Flower Match (YT & OT)

(See Attachment: [Red Rose, Storytelling Figures & Flower Match](#))

Materials: two sets of flower cards

How to begin:

- Make two sets of the Flower Match Cards and laminate or cover them with clear self-adhesive paper for durability.
- Invite a small group of toddlers to join you at a low table or in an area on the floor that is out of the flow of traffic.
- Place one set of the cards face up and allow each child to select a card.
- Say to children, “I have cards just like yours. I’m going to show you a card and ask who has a card just like mine.” Show one of the cards and say, “This is a red rose. Who has a card just like mine; a card with a red rose on it?”
- Comment when a child matches your card. Say, “Yes, Jamie, your card is just like mine. Your card has a red rose on it.” Encourage children to say the name and color of the flower.
- Continue the game until all of the cards have been matched.

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials

Planned Activity: Planting Small Plants (YT & OT)

Materials: potting soil, two or three plastic flower pots with saucers, small plants (Petunias for example), measuring cup, container for soil, newspaper, small watering can

How to begin:

- Place potting soil in a container that allows children to dip a measuring cup into it.
- Involve two or three children at a time to help with the planting.
- Cover table or an area of the floor with newspaper for easy cleanup.
- Place a pot in a saucer.
- Allow each child to use the measuring cup to transfer a cup of soil from the container to the pot. Add additional soil if needed.
- Use your hands to make a hole large enough for the plant.
- Place the plant in the hole.
- Invite each child to pat down the soil around the plant.
- Place a small amount of water in a watering can and invite each child to pour a little bit of water in the pot. Guide the children in the pouring so that each has a turn.
- Continue with the planting so that each child who wishes to be is involved in the experience.
- Involve children in placing the pots in an area where they will get sun, explaining that plants need sun to grow.

Extensions:

- Recall with children that, after planting the plants, they watered them. Explain that the plants need to be watered on a regular basis so that they grow and produce flowers.
- Develop a system for allowing turns for children to water.
- Involve the children in looking at the plants, especially when they bloom.

Self, Social and Emotional Experiences

Learning Goals:

PH2.1 Demonstrates fine-motor strength, control, and coordination (*hand-eye coordination*)

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

SS1.1 Demonstrates positive connection to family and community (*family and cultural identity*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Planned Activity: Family Flower Card (OT)

Materials: construction paper of different colors cut in half sheets, glue in small containers, craft sticks for spreading glue, petals and leaves from artificial or silk flowers

How to begin:

- Separate petals and leaves from stems and place them in two small trays, one for the petals and one for the leaves. Spread the flowers and leaves out on the trays for easy selection by the children.
- Fold the half sheet of construction paper in half again to create a greeting card.
- Invite children to create a flower card for their family,
- Allow each child to select his or her color of construction paper.
- Write on the front of the card a child has selected the following: Flowers for Belinda's Family
- Invite children to select petals and leaves for their card and glue them to their card.
- Allow the children to do as much of this experience as possible, helping only as needed and requested. For example, explain and demonstrate how to use the craft stick for spreading the glue on the petals and leaves, but **DO NOT DO IT FOR THEM!**
- Allow children to glue as many or as few petals and leaves as they choose and to place them anywhere on their card. Some children may choose to glue on only one or two petals, while another child may cover the card.

Extension:

- Provide crayons and/or washable markers so that children can add their drawings to their cards.
- Invite children to give the card to family members who pick them up.

Teacher Note: *This is **NOT A TEACHER DIRECTED ACTIVITY!** Each child **DOES NOT** have to create a card.*

Learning Goals:

SE1.2 Interacts with peers

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

Planned Activity: Find Your Flower Friend (YT & OT)

(See Attachment: [Red Rose, Storytelling Figures & Flower Match](#))

Materials: two sets of Flower Match Cards in a small basket

How to begin:

- Make two sets of the Flower Match Cards and laminate or cover with clear adhesive.
- Invite children to join you in finding their flower friend.
- Place the cards in a basket. Have the same number of cards as children, making sure that there are two cards for each type of flower.
- Allow each child to select a card.
- Say to one child, "Nicholas is looking for his flower friend. He has a red rose. Who has a red rose just like Nicholas has?"
- Support a child who may not recognize that she has the same card as another child. Say, for example, "Olivia, you have a red rose just like the one Nicholas has. Show us your red rose. You are Nicholas' flower friend."
- Continue the game until all children have matched their cards.

Teacher Note: *If there are an uneven number of children, you select a card and model the experience.*

For Younger Toddlers:

- Invite a younger toddler to join you for a game.
- Give the child two flower cards and you have one that matches one of the cards.
- Place your card on the table and invite the child to show you his / her flower "that is just like my flower."
- Say to child, "Now our two flowers are friends."
- Continue this experience with other flower cards if the child seems interested.
Involve other children in the experience

Sensory and Art Materials and Activities

Learning Goals:

PH2.1 Demonstrates fine-motor strength, control, and coordination (*hand-eye coordination*)

PH2.2 Adjusts grasp and coordinates movement to use tools (*variety of tools*)

EL3.1 Responds to features of books and print (*print knowledge*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Planned Activity: Create a Flower Garden (OT)

Materials: large strip of butcher paper, pictures of flowers cut from magazines and seed catalogs, glue in small containers, cotton swabs or small craft stick for spreading glue

How to begin:

- Place the butcher paper, the glue in containers, and cotton swabs on a table.
- Spread the flower pictures out on a tray so that children can see each one.
- Say to children, "We are going to plant a flower garden. Everyone will have a turn planting their favorite flowers." Write "Our Flower Garden" at the top of the paper.
- Invite two children at a time to join you at the table.
- Suggest that children select their favorite flower to put in the flower garden. Comment about the flowers children select. Say, for example, "Caleb is planting pink roses in the garden and Mallory is planting yellow daisies."
- Guide children to turn their picture face down, use the cotton swab to spread glue on the back of the picture, and place the side with glue on it onto the paper.
- Allow children to choose where to place their flower pictures and to select additional pictures for the garden.

Extensions:

- Consider writing under the pictures the name of the flowers and who planted them. For example, write: Caleb planted pink roses.
- Hang the flower collage on the wall at toddler's eye level.
- Invite children to join you in "reading" the names of the flowers and who planted them.
- Invite families to look at the children's flower garden.

Learning Goal;

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*physical objects and materials*)

Planned Activity: Sandy Flower Garden (YT & OT)

Materials: small tub, clean sand, small silk or artificial flowers, gardening gloves, small plastic rake and watering can (no water)

How to begin :

- Place about three inches of clean sand in a small tub.
- Add flowers to the tub.
- Place the gloves, small rake and watering can on the table next to the tub.
- Observe to see how children use the materials. Make comments such as, "Maria, I see that you are planting a red flower. Do you think it needs some water to help it grow?"

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

MT2.1 Uses classification and pattern skills (*classification*)

Planned Activity: Flowers in a Bottle (YT & OT)

Materials: clear and sturdy plastic bottles (Gatorade, whipping cream and single serve juice), small dried flowers

How to begin:

- Collect clear and sturdy plastic bottles, wash them, and remove all labels
- Place small flowers in the bottles.
- Securely glue the bottle caps onto the bottles.
- Cover the caps with a strong tape.
- Place the bottles on a low shelf or table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they look at the flowers inside the bottles?
- Join toddlers as they interact with the bottles. Pick up two of the bottles and say, "I see pink flowers in this bottle and I see red and yellow flowers in this one."

Extension:

- Make two bottles that have the identical flowers in them. Place them with bottles that are different.
- Pick up one of the bottles and invite and say, "My bottle has yellow flowers in it. Koby, can you find another bottle just like this? That's right, Koby, you found another bottle with yellow flowers in it."

Movement, Music and Gross Motor Activities

Learning Goals:

SE1.2 Interacts with peers

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

Planned Activity: Flower Dance (YT & OT)

Materials: scarves of different colors such as red, pink, and yellow stored in a basket

How to begin:

- Allow each child to select a scarf from the basket.
- Call attention to the colors of the scarves children have selected. For example, say, "Zach, your scarf is red and Jan and Hamilton's scarves are yellow; just like the colors of the flowers."
- Play a tape or CD such as "The Waltz of the Flowers" from Tchaikovsky's Nutcracker Suite. Substitute another waltz tune if this one is not available.
- Invite children to join you in "Moving like flowers blowing in the wind" as you move to the music with your scarves.

Planned Activity: Ring around the Roses (OT)

Materials: you and the children

How to begin:

- Invite children to join hands and make a circle with you.
- Begin to sing "Ring around the Roses" as you move in a circle.
- You and the children fall to the ground as you sing the last line, "We all fall down."

Teacher Note: *This is a good game to play outdoors where there is more space. It is also a good way to gather children together in preparation for going indoors.*

Transition Times

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Who Has This Flower?

Materials: two sets of Flower Match Cards ([See Attachment: Red Rose, Storytelling Figures & Flower Match](#))

- Keep one set of the cards and allow each child to select a card from the other set.
- Show one of the cards and say, "I have a purple pansy. Who has a purple pansy just like mine? That's right, Shanna, you have a purple pansy." Transition child to next activity.

Teacher Notes:

- *Adapt other finger plays previously listed as transitions to move children from one activity or place to another.*
- *Transition activities are most appropriate for older toddlers.*

Family Connection and Engagement

- Invite families to collect and bring to the center magazines or catalogs that contain pictures of flowers.
- Share with families the Flower Garden that children created.
- Suggest that families involve their child in planting flowers at home.