

FLOWER HANDPRINT

CREATE A FLOWER WITH JUST YOUR HANDS!

THINK ABOUT . . .

Learning new vocabulary words may be difficult for children if they do not have a concrete example for what the words mean. This activity uses an art project to embed new vocabulary words, the letter “F”, and fine motor skills. While working on the activity, use expansion to further expose your child to rich language!



MATERIALS NEEDED:

- Flower Handprint PDF
- Colored paint

PREPARATION:

- 1- Print out the Flower Handprint PDF
- 2- Set out all of the materials for your child

VOCABULARY:

- | | |
|----------|-------------|
| • Flower | • Leaves |
| • Stem | • Handprint |
| • Petal | • Grow |
| • Colors | • Plant |
| • Paint | • Dirt |



ACTIVITY

- 1- Let your child use their creative imagination and design a flower handprint! You can print the pdf below or use any paper.
- 2- First, have your child paint his/her whole hand with green paint. They will place their hand on the lower half of the paper and press down. His/her fingers will serve as the stems of the flowers.
- 3- Next, your child will dip one finger into yellow paint and create a dot on top of each of the fingertips. The yellow dots will represent the center of the flower (see example)
- 4- Your child can then choose any paint color to create the petals for the flowers. They will use one finger to make dots around each “center” of the flower.
- 5- While working on this activity, use expansion to expand on what your child has said. If they say, “flower”! You can expand on this by saying, “You made a blue and green flower”!
- 6- Use self-talk or parallel talk to describe what you are doing or to focus on your child’s vocabulary or language targets
- 7- While the handprint is drying, have your child use paint and his/her finger to trace the uppercase and lowercase letter “F”. You can teach the sound that “F” makes by saying, “F says *fff* flower”.

HELPFUL TIPS:

- Check for understanding by asking your child to come up with other words that start with “F”. Give them a few examples to begin with. If they are not able to come up with one on their own, give them two choices to choose from. “What word starts with “F”, *fast* or *dog*”?
- Don’t worry if your child cannot produce the /f/ and /l/ together. The /l/ is a particularly later-developing sound.
- Consider expanding the experience for your child by planting real flowers in a garden or pot.

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.



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