

Lesson Plan: Autumn Stamp Adventure!

Materials Needed:

- Large sheet of paper or roll of butcher paper (taped to the floor or a low table)
- Washable, non-toxic paint in fall colors (red, yellow, orange, brown)
- Paper plates or shallow trays for the paint
- 1 apple, cut in half
- Several sturdy, fresh leaves with prominent veins
- 1 mini pumpkin, cut in half (optional: a small gourd or potato can also be used)
- Smock or old t-shirt for Agnes
- Wipes or a damp cloth for easy cleanup

Subject Focus

Art, Sensory Exploration, Fine Motor Skills, Language Development

Student

Agnes (Age 2)

Time Allotment

20-30 minutes (flexible, based on engagement)

Learning Objectives

By the end of this activity, Agnes will be able to:

- Explore the textures of an apple, a leaf, and a pumpkin with her hands.
- Practice the fine motor action of dipping an object into paint and pressing it onto paper.
- Observe the cause-and-effect relationship between stamping an object and creating a print.
- Engage with vocabulary words like "stamp," "press," "leaf," "apple," "wet," and color names with verbal prompts.

Instructional Sequence

1. Wiggle & Wonder: The Introduction (5 minutes)

- **Gather Your Tools:** Go on a "nature hunt" together, even if it's just around the yard or a walk to the kitchen. "Agnes, let's find our stamps! Can you find a bumpy leaf? Here is a round, red apple!"
- **Sensory Exploration:** Before introducing paint, let Agnes hold and feel the apple half, the leaf, and the mini pumpkin. Talk about how they feel. Use simple, descriptive words: "The apple is smooth and wet." "The leaf is bumpy." "The pumpkin is hard."

2. Watch Me First: Demonstration (3 minutes)

- **Prepare the Palette:** Squeeze small puddles of paint onto the paper plates. Say the color names as you do. "Look, red paint! And yellow paint!"
- **Show the Magic:** Pick up the apple half. Say, "I'm going to dip the apple in the red paint. Dip,

dip, dip." Press it firmly onto the paper. "Now, I'll press it down. STAMP!" Lift it to reveal the print and show excitement. "Wow! Look, an apple print!"

- **Repeat** with a leaf to show how different objects make different shapes.

3. Your Turn!: Guided Practice & Creative Play (10-15 minutes)

- **Invite Participation:** Say, "Now it's your turn, Agnes! Which stamp do you want to use first? The apple or the leaf?"
- **Hand-Over-Hand Support:** If needed, gently guide her hand to dip the object in the paint (not too much!) and then press it onto the paper. The goal is for her to feel the motion.
- **Encourage Exploration:** Let her experiment! It's okay if she mixes colors, smudges the prints, or decides to use her fingers. The goal is the process, not a perfect product. Praise her efforts: "What a great stamp!" "You pressed that down so hard!"
- **Narrate the Action:** Continue to use simple action words. "You are stamping with the leaf." "Look at the yellow print you made!"

4. All Done: Closure & Clean-Up (5 minutes)

- **Admire the Masterpiece:** When Agnes starts to lose interest, announce that you are almost done. Step back and look at the paper together. Point to different prints. "Look at all your beautiful stamps, Agnes! I see an orange pumpkin print right there."
- **Transition to Clean-Up:** Make clean-up part of the activity. "Time to wash our stamps!" Let her help wash the apple and pumpkin in a small basin of water. Sing a simple clean-up song while wiping hands and the workspace.
- **Display the Art:** Let the painting dry in a safe spot. Later, hang it up where she can see it and talk about it again.

Differentiation & Inclusivity

- **For Developing Motor Skills:** If gripping the apple half is difficult, poke a craft fork into the back to create a handle.
- **For a Sensory-Seeker:** If Agnes is more interested in the feeling of the paint, allow for some controlled finger painting alongside the stamping.
- **For a Hesitant Child:** If she is wary of getting messy, use one "teacher" stamp and one "Agnes" stamp. Let her direct you on where to stamp her object. She can also try stamping with a tool like a potato masher first to get comfortable.

Assessment (Informal Observation)

Observe and mentally note the following during the activity:

- **Engagement:** Did Agnes show interest in touching the natural objects? Did she watch the demonstration?
- **Motor Skills:** Did she attempt to grasp the objects? Did she try to dip and press them onto the paper, with or without help?
- **Understanding:** Did she seem to connect the action of stamping with the print that appeared on the paper (e.g., by looking back and forth between the stamp and the print)?
- **Language:** Did she babble or attempt to repeat any of the keywords (stamp, press, color names)?