



# EAN EDUCATIONAL SCENARIO



## Flowers everywhere!

**Main source reference:** Alexiou, T. & Penderi, E. (Eds.). (2022). *EAN Educational Scenarios*. Aristotle University of Thessaloniki. In the framework of Action “Teacher Training for the Introduction of English in Preschools (EAN)”, ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)

**Specific scenario reference:** Alexiou, T., Penderi, E., Serafeim, M., Gioftsali, K., Ntousi, I., & Tsiadimos, N. (2022). *Flowers everywhere!* In T. Alexiou & E. Penderi (Eds.). (2022). *EAN Educational scenarios*. Aristotle University of Thessaloniki. In the framework of Action “Teacher Training for the Introduction of English in Preschools (EAN)”, ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)



<b>Title</b>	<b>Flowers everywhere!</b>
<b>Thematic Category</b>	<b>Spring</b>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• The familiarisation of the children with issues regarding the natural environment is important, especially with the changing of the seasons. Even in the areas where children may be close to nature, encouraging them to observe helps in the cultivation of aesthetic education. Furthermore, the quality of the preschool environment improves when there are plants and seasonal flowers for the children to take care of.</li><li>• The aim of this particular scenario is to expose the children to everyday language related to spring and especially to some flowers.</li><li>• The activities provide the children with the opportunity to revise the vocabulary (colours and numbers) as well as the cognitive functions such as memory and inductive thinking.</li><li>• The present scenario can be a starting point for a project “A garden in our school!”, but also for other themes related to spring and nature, such as “Insects”.</li></ul>





## Children

- ✓ know some flowers in Greek
- ✓ remember the autumn colours in English (brown, red, orange and yellow)
- ✓ can use familiar vocabulary in English (e.g., colours and numbers) to describe things

## Teachers

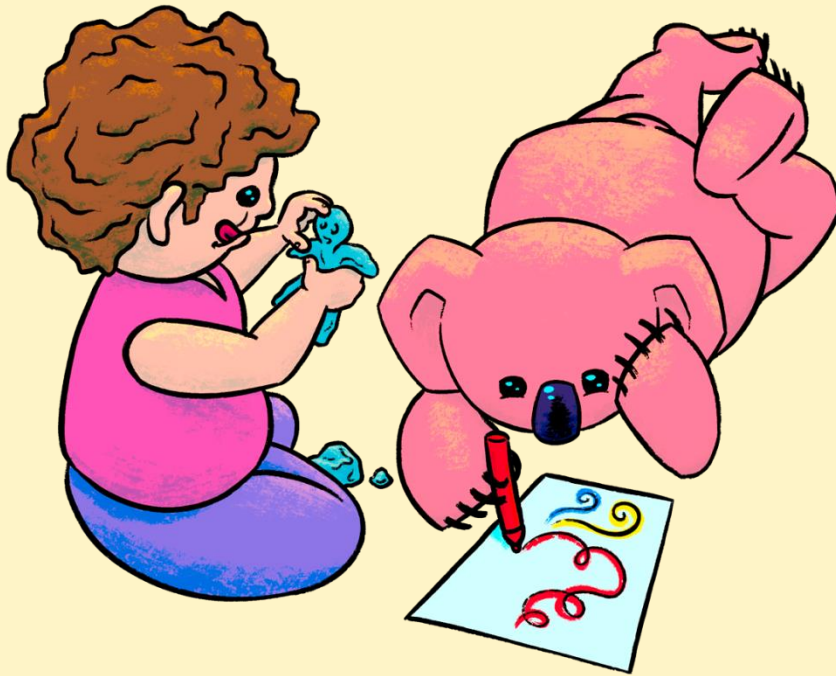
- ✓ The preschool teacher (**PT**) has worked on the theme of spring with the children and they have talked about flowers in bloom
- ✓ The English language teacher (**LT**) has revised vocabulary related to colours and numbers in previous activities.
- ✓ The teachers have decided on a visit to a florist.





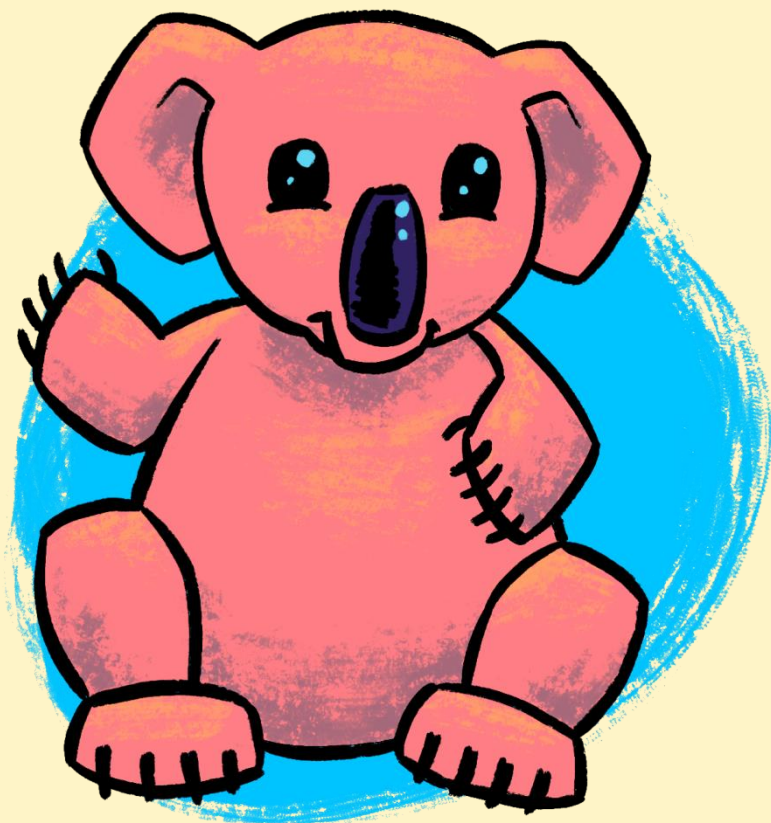
<p><b>Main Thematic areas</b></p> <p>Child and Communication (Language)</p> <p>Child, themselves and society</p>	<ul style="list-style-type: none"><li>• To use basic vocabulary in English related to flowers</li><li>• To use phrases in order to express their preferences for something (e.g., what their favourite flower is)</li></ul> <p><b>Suggested vocabulary</b> red roses, white daisies, purple violets, pink tulips</p> <p><b>Suggested phrases</b> Touch something... e.g., red, What can you see?, Can you see the trees? Flowers everywhere!, I love flowers in the spring!, What's your favourite...?, How many flowers are there?, What a nice flower!, A gift for you!</p>
<p><b>Thematic areas involved</b></p> <p>Child and Natural Sciences</p>	<ul style="list-style-type: none"><li>• To collect and categorise plants from their local environment</li><li>• To collect information about events, people and data (interviews)</li></ul>
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none"><li>• To count objects from the classroom</li><li>• To practise subtraction so that they can solve a problem (take out, remove flowers from a vase)</li></ul>
<p><b>Developing attitudes</b></p>	<ul style="list-style-type: none"><li>• To develop a love and respect for nature (flowers)</li><li>• To understand the value of giving a simple present, like a bouquet of flowers</li></ul>





- ✓ Kiki the Koala
- ✓ Song “The leaves on the trees” and “I love flowers in the spring”
- ✓ Dice with numbers on
- ✓ A pot with plasticine on the bottom or a Flashcard
- ✓ Artificial flowers
- ✓ Flashcards of flowers (roses, daisies, violets, tulips)
- ✓ Absorbent paper or coffee filter
- ✓ Food colouring or acrylic paint



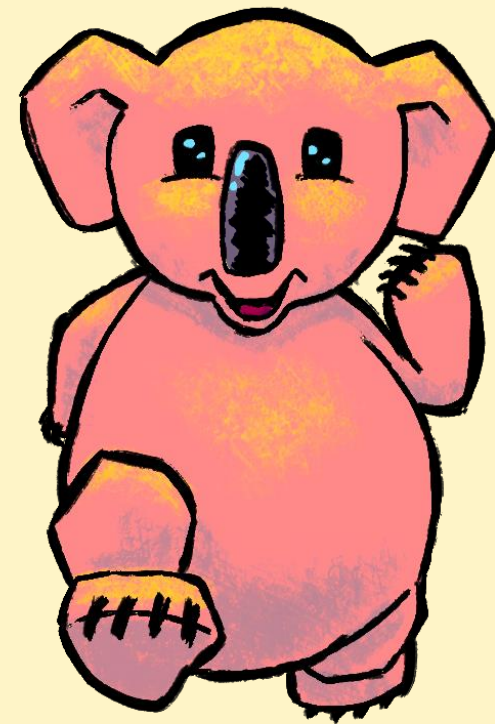


Description of the procedure and  
suggested activities








Kiki comes into class and greets the children. She tells them that as she was coming to school, she noticed that lots of flowers were in bloom. How beautiful the flowers and the colours looked!






 **(PT-LT)** We ask the children about what they have observed regarding the change of the colours in nature. **(LT-PT)** We, then, encourage them to listen and remember the song “The leaves on the trees” (see the scenario “How many leaves can you see?” in the thematic area Autumn).

 When the children listen and remember the song, **(LT-PT)** we ask them to remember the colours of Autumn (**brown, red, orange, yellow**) and to find objects of the same colour in the classroom. Each time we say “**Touch something... red**”, the children, in groups, must find red objects.

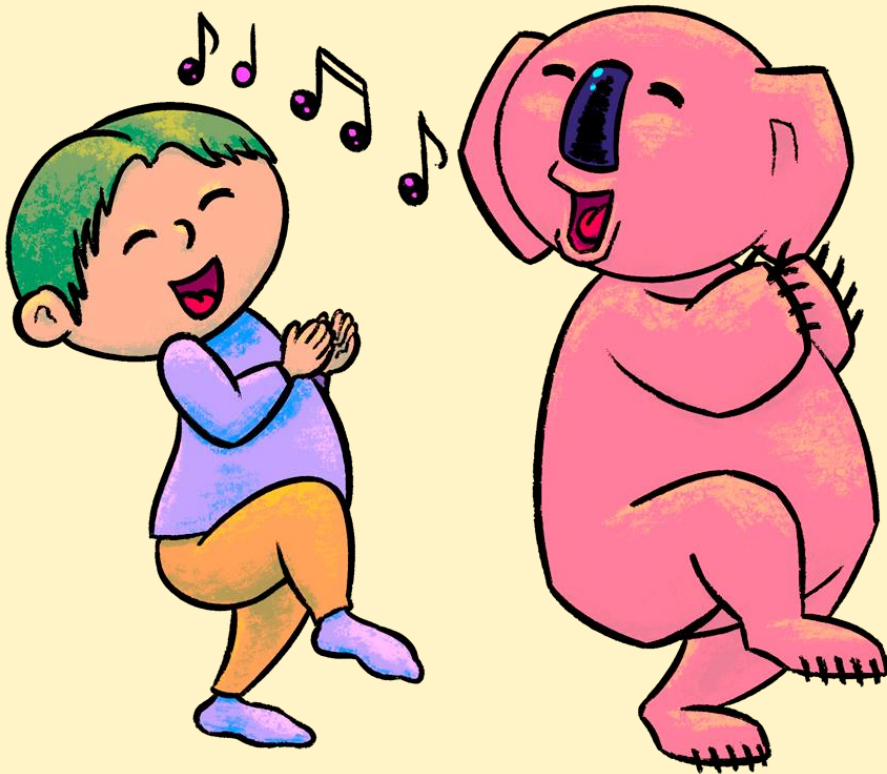
 **(LT-PT)** We ask the children to look outside

the window or to go out into the school playground and observe nature (if this is not possible, we can use pictures of spring or flashcards). We ask the children “**What can you see? Can you see the trees? Leaves? Grass?**”, etc., and the children answer using the known vocabulary in English.

 When the children say what they found interesting, Kiki asks them why they think nature changes so much. She is enthusiastic and greets Spring with a song (see next slide). “**I’m happy! Spring is here! Flowers everywhere!**”.







Never fear spring is here! Flowers everywhere!

Can you see red roses anywhere?

Never fear spring is here! Flowers everywhere!

Can you see the white daisies anywhere?

Never fear spring is here! Flowers everywhere!


Can you see the purple violets anywhere?


Never fear spring is here! Flowers everywhere!


Can you see pink tulips anywhere?








 **(LT-PT)** Kiki tells the children **“I love flowers in the spring!”**. But which flowers are her favourite? She will reveal this with a song. **“Let’s sing a flower song!”** (see next slide)

 **(LT-PT)** We sing the song “I love flowers in the spring”. They accompany the lyrics with the corresponding actions or flashcards as many times as they like.

 **(LT-PT)** Depending on the dynamics of the class, we repeat the song at a faster rate. During the song, we pause at the words **“spring, roses, daisies, violets, tulips”** and let the children say these words while showing the corresponding flashcards.

 **(LT-PT)** We then ask the children **“What’s your favourite flower?”**. The children answer either by naming the flower or by pointing to the flashcard.

 The children vote (**“Let’s vote!”**) for the most popular flower in their class and write the number of votes on the board and find the result using English vocabulary (flowers and numbers).

 In addition, the groups conduct a small survey in the other classes or in their family (interview **“What’s your favourite flower?”**).





I love flowers in the spring, in the spring!

I love flowers in the spring, in the spring!

Roses, daisies, violets and tulips,

I love flowers in the spring!

I love roses in the spring, in the spring!

I love roses in the spring, in the spring!

Roses, daisies, violets and tulips,

I love roses in the spring!

I love daisies in the spring, in the spring!

I love daisies in the spring, in the spring!

Roses, daisies, violets and tulips,

I love daisies in the spring!

I love violets in the spring, in the spring


I love violets in the spring, in the spring,


Roses, daisies, violets and tulips

I love violets in the spring





 **(LT-PT)** Each child takes a flashcard of a flower at random (**rose, daisy, violet and tulip**). The Children move around the room according to the rhythm of the song “I love flowers in the spring” (see previous slide) and as soon as the music pauses, they call out the name of a flower they chose in English in order to form groups.

 Each group is given dice with numbers on, a pot with plasticine inside (or a laminated picture of a pot and blue tack) and artificial flowers (either a 3D craft the teachers made or laminated pictures). The flowers are put into the flowerpots. The children, in groups, throw the dice and remove the corresponding number of flowers from the pot, saying the

number in English (e.g., “**Three roses!**”).




After every time they remove flowers, the children count the number of flowers left in the pot. **(LT-PT)** We ask: “**How many flowers are there?**” and the children state the number in English (e.g., “**Seven flowers!**”).




The pots can remain in the classroom as a decoration or can be used later in some other game.







 Kiki tells the children that she would like to give flowers as a present to her family.

**“Let’s make some flowers!”**.

 The children cut up paper towels or coffee filters in the shape of a flower. They choose food colouring or acrylic paints, mix them and make their unique flowers.


 **(PT-LT)** We supervise the procedure and praise the children, **(LT-PT)** At the same time, we encourage the children to name their flower and say the colour in English (e.g., a pink rose), and ask them **“What a nice flower! Is it a**


**rose/daisy/violet/tulip? What colour is it?”**.


 The children make a bouquet with the flowers they have made which they will take home as a present to their parents.  
**“A gift for you!”**.





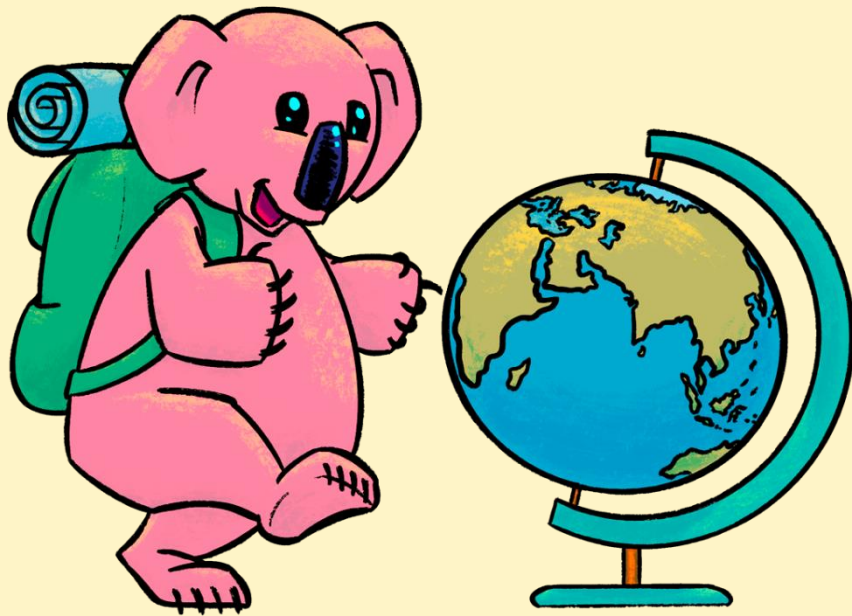
 **(LT-PT)** Kiki says to the children **“I love flowers!”**. **(PT-LT)** We suggest that the children visit a nearby florist and choose various flowers to make their classroom more attractive.

 **(LT-PT)** We suggest that the children visit the nearest flower shop to choose which flowers to plant at school, using the language in the scenario (e.g., **“I want a rose/tulip/daisy/violet!”**).

 Alternatively, the children could have a pot with a small rose bush and ask the florist for advice on how to care for the plant. The children water and look after the plant in

order to plant it in the school yard, if possible. A new project can begin.







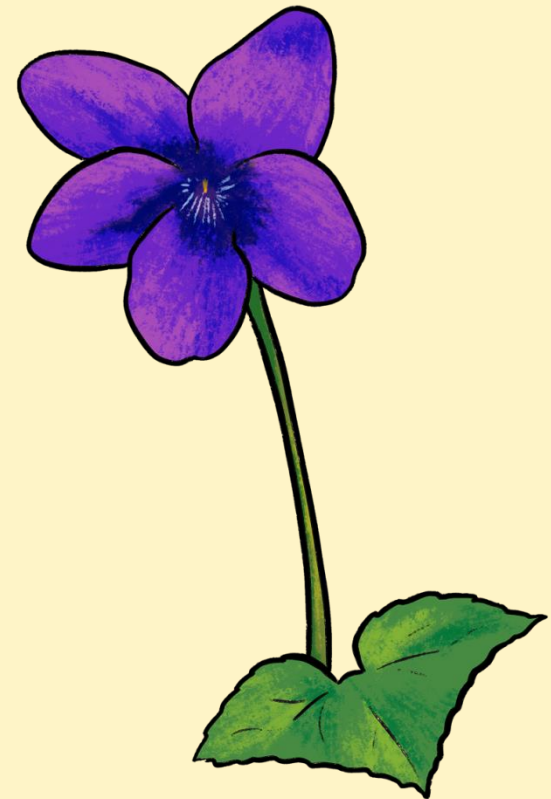


The children play the game “Flower Hunt” (similar to treasure hunt). They make a note of the colours of the flowers and also how many are in the yard, the neighbourhood or the surrounding area. They collaborate with the other classes and the parents’ committee in order to make their own flower garden which they will look after.





-  Game “Chinese Whispers” with the English vocabulary of the scenario.
-  Memory game with the use of flippity. Each time they make a pair they can say the flower in English.
-  Game “find the correct flower”. Pictures of flowers are spread around the room. The children move around listening to the song of the scenario. After a few repetitions they are given the following instruction “**Can you see the red roses/white daisies/purple violets/pink tulips anywhere?**” and the children are asked to find and show the corresponding picture(e.g., “**Red roses**”).
-  EAN Digital game: Collect flowers.







## Acknowledgements/Credits

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**Song rhythm:** “Head, shoulders, knees, and toes”

- Vocals: Andy Day, Rebecca Keatley, Chris Jarvis, Eva Alexander, Pui Fan Lee, and Sidney Sloane
- Keyboard: Sam McPingu
- Drums: Mark Little
- The CBeebies Band/Backing Vocals: Mark Punch, Alex Winters, and Cerrie Burnell
- Musical Arrangements: The CBeebies Presenters and Sam McPingu
- Recorded and Mixed at Studio TC0, BBC Television Centre, London
- Mastered at Studio TC0, BBC Television Centre, London by Craig Smith and Joe Johnson

**Song:** “Spring is here!”

- Music: Konstantinou Vasiliki