

EDEC Lesson Plan
Governors State University

Teacher Candidate: Daija Brown

Date: March 11, 2026

LESSON INFORMATION

Title: Sticky Tree Leaf Mural

Topic: Trees and Leaves

Subject: Art

Integrated Subject: Nature Exploration, Sensory Exploration, and Fine Motor Development

Grade: Toddlers (1 & 2 year olds)

Time/duration: 15-20 minutes

OBJECTIVES & STANDARDS

Objectives:

The students should be able to:

Primary Objective(s):

1. *Given a sticky mural tree and tissue paper pieces, children will independently place tissue paper on the mural tree to represent leaves on a tree.*

Supporting Objective(s):

1. Students will explore fall color leaves (red, yellow, orange, and green).
2. Students will practice fine motor skills by picking up and pressing tissue paper on the mural.

Rationale:

- *This activity helps toddlers learn about trees and leaves through hands-on exploration. Children at this age learn best when they can move freely on their own and independently use materials. Using sticky mural paper allows toddlers to press tissue paper leaves on the tree without needing glue or teacher assistance. This makes the activity developmentally appropriate for the children. This activity also encourages children to explore the different colors and practice fine motor skills while also learning that leaves grow on tree branches.*

Standards:

- Physical Development:
 - Children develop fine motor control by grasping and placing objects.
- Cognitive Development:
 - Children learn through sensory exploration and interaction with materials.

ASSESSMENT

Lesson Assessment:

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Primary Objective(s)	Evidence of Learning	Documentation
Toddlers place tissue paper leaves onto the sticky tree mural	Child picks up tissue paper and presses it onto the mural	Teacher observation and photos

Rubric or Checklist:

Rubric Template:

Primary Objective(s)	Non-Mastery	Emerging	Mastery
Student places tissue paper leaves on the sticky tree mural.	Student does not interact with the mural or materials.	Student touches or attempts to place tissue paper on the mural.	Student independently places tissue paper leaves onto the mural tree.

MATERIALS

Materials:

- Teacher Materials:
- Clear sticky mural paper
 - Large tree trunk and branches taped to the window
 - Tape to stick the mural on the window
- Student Materials:
- Tissue paper squares in colors red, yellow, orange, and green (the leaves)
 - Small basket to store the tissue paper

CONTENT

Research-Based Strategies:

- Strategy 1: Sensory Exploration**
- a. **Summary:** Young children are learning through touching and seeing materials.
 - b. **Connection to Lesson:** Young children will explore the soft texture of tissue paper and the sticky surface of the mural tree.
 - c. **Rationale:** Sensory activities help support early brain development and curiosity.
- Strategy 2: Environmental Design**
- a. **Summary:** In classrooms with young children, materials are arranged so children can explore independently.
 - b. **Connection to Lesson:** The sticky mural allows children to place tissue paper leaves on the tree without needing help from the teacher.
 - c. **Rationale:** When materials are simple and accessible, toddlers develop independence and confidence.

Academic Language/Vocabulary:

- Tree
- Leaf
- Colors (red, yellow, orange, and green)

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LESSON PROCEDURES

Anticipatory Set/Motivating Activity:

1. I will gather the children near the window where the mural tree is being displayed.
2. I will show the mural tree to the children.
3. I will talk about the mural tree using simple languages. “Who has a tree at their house?” “Do you see trees at school?”
4. I will then explain to the children that we need to place leaves on the mural tree. “Look at the tree. The tree needs leaves. We can make leaves!”

Direct Instruction/Modeling: (I do) Teach 1

1. I will pick up a piece of tissue paper.
2. I will press it onto the sticky mural tree.
3. I will show that the tissue paper sticks on the mural tree without needing to use glue.
4. I will say “Look! The leaf sticks on the tree!”

Guided Practice: (We do) Teach 2

1. I will invite the children to come to the mural tree.
2. I will point to the basket of tissue paper leaves.
3. I will observe the children picking up the tissue paper pieces and pressing them onto the mural tree.
4. I will say, “Put the leaf on the tree!”

Collaboration (you do together) Teach 3

AND/OR

Independent Practice: (You do alone) Teach 3

1. I will model the activity by placing a leaf on the tree and saying, “Look, I’m putting a leaf on the tree!” Then I’ll invite the children over and say, “Now it’s your turn!”
2. Children will independently place the tissue paper leaves anywhere on the branches. I’ll encourage the children by asking them, “Where do you want your leaf to go?” and “Can you find a spot on the tree?”
3. I will observe and encourage all the children to participate while still letting them explore the materials on their own.
4. To support the children’s engagement, I’ll say “You’re doing a great job putting the leaves on the tree!”
5. I’ll ask questions like “What happens if we add more leaves?” or “Where should this leaf go?”
6. To connect to the real world, I’ll ask the children, “Have you see trees outside?” or “What color are the leaves on real trees?”
7. I’ll tell children, “Trees need water and sunlight to grow.” “Trees grow from the ground with dirt.” “When it’s windy out, the trees move.”
8. I will support language development by naming objects and actions. “Leaf.” “Tree.” “Stick.” “Press.” “Grow.”
9. I will adjust my language based on age level. For the younger children I’ll say, “Stick the leaf.” “Press.” “Tree.” For the older children I’ll say, “Can you put the leaf on the tree?” “What color is your leaf?”
10. I will provide support when needed but I’ll also make sure to encourage independence.

Closure:

1. I will give the students a visual timer when there’s 2 minutes left.
2. Once the timer goes off, I will play a clean up song while we clean up.
3. After cleaning up, I will gather the children near the mural.
4. I will point to the colorful leaves on the tree.
5. I will say, “Look how beautiful it is! We made a big mural tree with leaves!”
6. I will allow the children to point to different colors and touch the mural tree if they want.

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STUDENT DIVERSITY

Cultural Representation

Trees are found in neighborhoods, schools, parks, and communities. This activity connects to the natural environment children see every day. This activity will help children relate this lesson to their own everyday experiences.

Accommodations for Individual Differences

- **UDL, Modifications (physical, visual, auditory, processing, cognitive differences)**

Younger Toddlers

- Larger pieces of tissue paper will be given so it's easier to grab.
- Detailed and slow-paced modeled demonstration of the activity.
- Sensory exploration (touching, sticking, crumbling)
- Simple short phrases, "Stick the paper!" "Put it on the tree!" "Press it!"
- Use gestures and pointing while talking.
- Help the child as needed.

Older Toddlers

- Small pieces of tissue paper to help with fine motor skills.
- Encourage more independence when placing the tissue paper.
- Ask children to choose colors and choose where to place them.
- Provide guidance as needed.
- Use longer sentences and questions, "Can you put the leaf on the tree?" "What color are you using?" "Let's fill the tree with leaves!" "Where should this one go?"
- Encourage dialogue and vocabulary words being used.