

Lesson Plan: Colorful Ice Lolly Surprise!

Learners: Oliver, Mila, Reggie (Age 2)

Focus: A creative arts lesson blending fine motor skill development with the fun of discovering colors.

Materials Needed

- Ice lolly coloring templates (simple outlines on thick paper or cardstock are best)
 - Chunky crayons, easy-grip crayons, or egg-shaped crayons in various colors
 - One white crayon
 - Washable, non-toxic watercolor paints
 - Chunky paintbrushes suitable for toddlers
 - A small cup or dish for water
 - Paper towels or a mat to protect the work surface
 - Optional: Aprons or old t-shirts to wear
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Learning Objectives

By the end of this lesson, Oliver, Mila, and Reggie will be able to:

- Practice holding a crayon or paintbrush (developing pincer grasp and fine motor skills).
- Make intentional marks on paper to add color to a picture.
- Express creativity by choosing their own colors.
- Experience cause and effect through the "magic" watercolor reveal.
- Engage in simple descriptive language (e.g., pointing to or naming a color).

Lesson Procedure

Part 1: The Wiggle & Sing Warm-Up (5 minutes)

1. **Gather Together:** Sit with Oliver, Mila, and Reggie in your art space. Show them a plain ice lolly template to build excitement. Say, "Look what we get to decorate today! Yummy ice lollies! But first, let's sing a song."
2. **Sing the Ice Lolly Song:** Sing this simple song to the tune of "Twinkle, Twinkle, Little Star." Use hand motions to keep them engaged.

(Hold up fingers for colors)

"Red and yellow, green and blue,
Yummy lollies, me and you.
Let's get crayons, get the paint,
Color lollies, yes we can't wait!
Red and yellow, green and blue,
Yummy lollies, me and you."

Part 2: The Creative Coloring Activity (10-15 minutes)

1. **Teacher Prep (Secret Step!):** Before the lesson, take a white crayon and draw simple patterns—like stripes, dots, or zig-zags—on each of the ice lolly templates. This will be invisible
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until the paint is added.

2. **Crayon Exploration:**

- Hand each child an ice lolly template.
- Place the chunky crayons in the middle of the table so they can all reach.
- Encourage them to pick colors and scribble on their ice lollies. Say things like, "Oliver, what color are you choosing for your lolly?" or "Mila, you're making beautiful red marks!" or "Reggie, I see you're using the blue crayon!"
- Focus on the process, not the result. Praise their effort and exploration. There is no right or wrong way to color!

3. **The Magic Reveal:**

- When they seem done with the crayons, say, "You did such a wonderful job coloring! Now, let's add some magic paint and see what happens!"
- Bring out the watercolor paints, brushes, and water.
- Show them how to dip the brush in water, then onto a color, and then gently brush it over their ice lolly drawing.
- As they paint, the wax from the white crayon will resist the watercolor, and the hidden patterns will "magically" appear! React with wonder: "Wow! Look, Mila, you found magic stripes!" "Oliver, your lolly has spots!" "Reggie, look at the zig-zags appearing!"

Part 3: Cool-Down & Our Ice Lolly Gallery (5 minutes)

1. **Talk About Our Art:** As the paintings dry, point to the different creations. "Look at all these colorful ice lollies! Reggie used so much yellow. Mila, your lolly has blue and red. Oliver, I love the green on yours." This reinforces color vocabulary in a low-pressure way.
2. **Create a Gallery:** Find a place to display their finished artwork, like on the refrigerator or a bulletin board. This gives them a sense of pride and accomplishment. Announce, "Welcome to our wonderful Ice Lolly Art Gallery!"

Differentiation and Inclusivity

- **For Developing Motor Skills:** Provide the thickest, easiest-to-grip crayons and paintbrushes. If a child is hesitant, you can offer gentle hand-over-hand guidance to help them feel the motion of coloring or painting. The goal is participation, not perfection.
- **For Advanced Engagement:** Encourage the child to name the colors they are using. You can also ask, "What flavor do you think a blue ice lolly is? Blueberry?" to spark imagination. They could even try making their own "secret message" with the white crayon on another piece of paper.
- **Inclusivity:** By using each child's name (Oliver, Mila, Reggie) and praising their individual choices and efforts, you create a positive and affirming environment where each child's contribution is valued.

Assessment (Observation-Based)

Assessment for this age is informal and observational. While the children are working, notice:

- **Engagement:** Did they show interest in the song and the materials? Did they stay engaged with the coloring and/or painting part of the activity?
- **Fine Motor Skills:** How did they hold the crayon or paintbrush? Did they make marks on the paper? (Note: Any attempt is a success!)
- **Creativity & Choice:** Did they choose their own colors? Did they seem to enjoy the process of creating?
- **Reaction:** How did they react to the "magic reveal"? Did it spark curiosity or excitement?