

Weekly Lesson Plan: All About My Family

Subject: Early Learning, Personal & Social Development

Topic: My Family

Age Group: 2 Years Old

Contexts: Homeschool, Early Childhood Classroom, Parent & Tot Groups

Learning Objectives

By the end of this week, the learner will be able to:

- Point to at least two different family members in a photo when they are named.
 - Participate in a family-themed song or rhyme using simple gestures.
 - Create a simple piece of art to represent their family.
 - Use words or gestures to identify a common family activity (e.g., eating, playing).
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Materials Needed

- Photographs of family members (including the child)
 - Large piece of paper or poster board
 - Child-safe paint (finger paints work well)
 - Crayons or large, washable markers
 - Play-doh in various colors
 - Building blocks
 - Child-safe glue stick and scraps of construction paper
 - Board books about families (e.g., "A Book of Babies" by Il Sung Na, "Families, Families, Families!" by Suzanne Lang)
 - Speaker or device for playing music
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Lesson Structure: A 5-Day Plan

Day 1: Who Is in My Family?

Introduction (Hook & Objectives)

- **Hook:** Sit with the child and show them a photo of themselves. Say, "Look! Who is that? That's YOU! You are special. You have a special family. Let's meet our family!"
 - **Objective Today:** "Today, we will look at pictures and learn the names of the people in our family. We will point to Mama, Dada, and you!"
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Body (I Do, We Do, You Do)

- **I Do (Modeling):** Lay out several family photos. Pick one up. "This is Mama. I see Mama." Point to the person. "This is Dada. I see Dada." Point to the person. Use simple, happy tones.
- **We Do (Guided Practice):** Hold up a photo with one or two people. "Let's find Mama together. Where is Mama?" Guide the child's hand to point. "Good job! We found Mama!" Repeat with other core family members (Dada, brother, sister, pet, etc.). Sing the "Finger Family" song, using your fingers to represent each person.
- **You Do (Independent Practice):** Lay out the photos again. Ask, "Where is Dada?" or "Can you show me YOU?" Allow the child to point independently. Give lots of praise for any attempt.

Conclusion (Closure & Recap)

- **Recap:** Gather the photos. "We looked at our family today! We saw Mama, Dada, and YOU! Our family is full of love." Give the child a big hug.
 - **Formative Assessment:** Observe if the child can point to at least one family member correctly when prompted.
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Day 2: What Do Families Do Together?

Introduction (Hook & Objectives)

- **Hook:** Start by pretending to eat yummy food. "Mmm, yummy! We eat together. Eating is something families do!" Then pretend to sleep. "Shhh, we sleep in our house. Our family is together."
- **Objective Today:** "Today, we will talk about fun things our family does, like playing and hugging."

Body (I Do, We Do, You Do)

- **I Do (Modeling):** Look at a family photo where people are doing something (e.g., smiling, eating, playing at a park). "Look! Here we are eating. Yum, yum, yum. Families eat together." Then, give a teddy bear a big hug. "Families give hugs. Big hugs!"
- **We Do (Guided Practice):** "Let's play together!" Roll a ball back and forth. "We are playing! Our family plays together." Put on a happy song and dance together. "We are dancing! Our family dances together."
- **You Do (Independent Practice):** Lay out a few action-based photos (playing, eating, hugging). Ask, "Show me playing." or "Where are the hugs?" Let the child point. Ask, "What do you like to do with Dada?" See if they can gesture or make a sound to indicate an activity.

Conclusion (Closure & Recap)

- **Recap:** "Wow! Families do so many things. We play, we eat, and we give big hugs! Hugs are the best." End with a family hug.
 - **Formative Assessment:** Observe if the child can mimic an action (like hugging a doll or rolling a ball) that represents a family activity.
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Day 3: Where Does My Family Live?

Introduction (Hook & Objectives)

- **Hook:** Sit with building blocks. "Look at these blocks. Let's build something. What can we build?" Start stacking them. "A tower! A house! A house for our family."
- **Objective Today:** "Today, we will build a home for our family with blocks and make a house picture."

Body (I Do, We Do, You Do)

- **I Do (Modeling):** On a piece of paper, draw a very simple square and a triangle on top. "This is a house. A house for our family to live in. It has a door. Knock, knock, knock!" Pretend to knock on the paper.
- **We Do (Guided Practice):** Give the child building blocks. "Let's build a house together for our family." Build a simple structure together. Place small toys or finger puppets inside to be the "family." "Our family is safe in our home."
- **You Do (Creative Practice):** Give the child a piece of paper, a glue stick, and pre-cut shapes (squares, triangles, rectangles). Let them glue the shapes to make their own house picture. Talk about the colors they are using. "You made a red house! A beautiful home for your family."

Conclusion (Closure & Recap)

- **Recap:** "We built a house with blocks and made a picture of a house. This is our home where our family lives and loves." Display their house picture proudly.
 - **Formative Assessment:** Observe the child's engagement with the building and art materials. Success is participation and exploration, not a perfect product.
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Day 4: My Family is Special

Introduction (Hook & Objectives)

- **Hook:** Read a simple board book that shows different kinds of families (e.g., with one parent, grandparents, different numbers of children). Point to the pictures. "Look! So many families. All families are different. All families are full of love."
- **Objective Today:** "Today, we will make our family with Play-Doh. Our family is special and just right for us!"

Body (I Do, We Do, You Do)

- **I Do (Modeling):** Take some Play-Doh. "I'm going to make Mama. I will roll a ball for her head. I will roll a long piece for her body." Create very simple figures. "Here is my family. They are all different sizes. That's what makes them special."
 - **We Do (Guided Practice):** Give the child some Play-Doh. "Let's make YOU! Can you roll a ball?" Help them roll a ball for the head. "Great job! Now let's make Dada." Work together to make another simple figure. Don't worry about what it looks like; focus on the process.
 - **You Do (Creative Practice):** Let the child have free time with the Play-Doh. "Can you make your family?" Encourage them to squish, roll, and pat the dough. Narrate their actions. "You are making a big person! Maybe that's Dada. And a little one! Maybe that's you."
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Conclusion (Closure & Recap)

- **Recap:** "We made our family with Play-Doh! We have Mama, Dada, and YOU! Our family is wonderful and special, just for us."
 - **Formative Assessment:** Observe the child's ability to manipulate the Play-Doh and listen to the language about their family being "special."
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Day 5: We Love Our Family!

Introduction (Hook & Objectives)

- **Hook:** Make a heart shape with your hands. "This is a heart. It means LOVE. I love my family." Give the child a kiss on the head.
- **Objective Today:** "Today we will make a big family picture with our hands to show our love!"

Body (I Do, We Do, You Do)

- **I Do (Modeling):** On a large poster board, write "Our Family" at the top. Take some paint on your hand. "I am going to make a handprint for Mama." Press your hand down firmly. "There is Mama's hand."
- **We Do (Guided Practice):** "Now, let's do your hand! It's your turn." Gently help the child coat their hand in paint and press it onto the paper. "Wow! Look at your handprint! It's so cute and little." Help them wash their hands right away.
- **You Do (Summative Assessment & Practice):** If other family members are present, invite them to add their handprints. As you point to each print, ask the child, "Whose hand is this?" See if they can point or say the name of the family member associated with the print. This serves as a summative check of the week's learning.

Conclusion (Closure & Recap)

- **Recap & Reflection:** Look at the finished handprint poster. "Look what we made! Our whole family is here. We learned about our family members, what we do together, and our home. Our family is full of LOVE." Hang the artwork for everyone to see. Point to the different photos and artwork from the week. "You did so much wonderful work learning about our family!"
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Differentiation

- **For Simpler Learning:** Focus only on 1-2 key people (e.g., "Mama" and the child). Use hand-over-hand assistance for all art and fine motor activities. Use very short, repetitive phrases ("Mama love," "You play").
- **For a Challenge:** Introduce names of extended family members (Grandma, Grandpa, cousins). Ask "why" questions ("Why do we hug?"). Encourage the child to say the names of family members out loud and use two-word phrases ("Dada play," "Mama eat").

Success Criteria

Success for this lesson is measured by the child's engagement, participation, and growing familiarity with their family members and related concepts. By the end of the week, the child should show

recognition (by pointing or looking) of at least two family members when named and joyfully participate in at least one of the hands-on activities.