

My Wonderful Family

Subject: Early Childhood Development, Language, Art

Age Group: 2-3 years

Lesson Duration: 20-25 minutes

Learning Objectives

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

- Point to a picture of an immediate family member (e.g., mommy, daddy) when named.
- Attempt to say the name or sound of at least one family member.
- Participate in a family-themed song and art activity.

Materials Needed

- Several clear photos of immediate family members (e.g., Mommy, Daddy, siblings, the child). Include pets if they are part of the family!
- A small, child-safe mirror.
- 1 paper plate or piece of sturdy paper per person.
- Washable art supplies: crayons, finger paints, or chunky markers.
- Optional: A favorite book about families (e.g., "Guess How Much I Love You" by Sam McBratney).
- Optional: Glue stick.

Lesson Plan

Part 1: Introduction (3-5 minutes)

Hook: Who Do You See?

1. Sit with the child in a comfortable spot. Hold up the child-safe mirror in front of them.
2. **Say in a happy, excited voice:** "Look! Who is that? It's YOU! I see [Child's Name]! Hello, [Child's Name]!"
3. Point to yourself and say, "And who is this? It's Mommy/Daddy! You and me... we are in a family!"

Setting the Stage

- **Say:** "Today, we are going to have fun talking all about our family! We will look at pictures, sing a happy song, and make family art!"

Part 2: Body (12-15 minutes)

Activity 1: Photo Fun Game (I do, We do)

1. **I do (Modeling):** Hold up one picture. **Say:** "Look! This is Mommy. M-m-mommy. Mommy loves you so much!" Give a big smile or kiss the picture. Do this for one or two photos to show the child what you're doing.

2. **We do (Guided Practice):** Lay out 2-3 family photos in front of the child.
3. **Say:** "Let's play a game! Can you find Daddy? Where is Daddy?" Gently guide their hand if needed. When they point or touch the picture, celebrate! "Yay! You found Daddy! Good job!"
4. Continue with other family members, one by one. Use simple, repetitive language. "Who is this? This is Sister!"

Activity 2: The Family Song (We do)

1. **Say:** "Let's sing about our wonderful family!"
2. Sing the following words to the tune of "Twinkle, Twinkle, Little Star." Use hand motions like pointing to yourself, the child, or the pictures.
3. (Verse 1)
Mommy, Daddy, I love you.
You love me and I love you.
We are a happy family,
Happy, happy, yes siree!

(Verse 2 - add siblings/pets)
[Brother's Name], [Sister's Name], I love you.
You love me and I love you... (continue)
4. Sing it 2-3 times, encouraging the child to clap, do motions, or make sounds with you.

Activity 3: Happy Family Art (You do)

1. **Say:** "Now it's time to make art! We are going to make a happy family picture."
2. Give the child a paper plate and their choice of crayons or paint.
3. **Say:** "Let's make happy colors for our happy family!" The goal is for the child to explore the materials. There is no right or wrong way to do it.
4. Talk about what they are doing. "Wow, you are using the red crayon! What a beautiful color for our family."
5. When they are done, you can offer to glue a photo of the family in the center of their artwork.
6. **Success Criteria:** Success is the child engaging with the materials and having fun creating. Praise their effort and creation enthusiastically.

Part 3: Conclusion (3-5 minutes)

Recap and Review

1. Hold up their finished artwork. **Say:** "Look what you made! A beautiful picture for our family."
2. Quickly point to the photos again. **Say:** "We had so much fun today! We saw Mommy, Daddy, and YOU! We sang our family song and made happy art."

Reinforce the Takeaway

- **Say:** "Our family is full of love. Let's have a big family hug!" Pull the child in for a warm, happy hug.
- Display their artwork somewhere special, like on the refrigerator, and point it out later in the day. "Look at your family picture! It makes me so happy."

Assessment

- **Formative (During the lesson):** Observe the child's responses. Do they look at or point toward the correct photo when a name is called? Do they babble or make sounds during the song? Do they engage with the art materials?
- **Summative (At the end):** Hold up two different photos (e.g., Mommy and Daddy). Ask, "Can you give Mommy a kiss?" and observe if they lean toward the correct photo. This checks the primary objective in a playful way.

Differentiation and Adaptability

- **For Younger Toddlers or Those Needing More Support:**
 - Use only two photos at a time to minimize confusion (e.g., just Mommy and Daddy).
 - Focus entirely on pointing (receptive language) rather than speaking (expressive language).
 - Use hand-over-hand guidance to help them touch the photos or make a mark with the crayon.
- **For Older Toddlers or Those Needing a Challenge:**
 - Introduce more family members like "Grandma," "Grandpa," or "Auntie."
 - Ask simple questions about the photos, like "Where is Daddy's nose?" or "What color is Mommy's shirt?"
 - Create simple paper bag puppets for each family member and use them to sing the song or tell a simple story.
- **For a Classroom or Group Setting:**
 - Ask parents to send in one family photo for each child. Do the activities in a circle time format.
 - During the art project, each child creates their own family plate.
 - Sing the song and insert each child's name into it.