

Awesome Kidz 3

Unit 6 Lesson 2



Aim: Students will identify animal patterns (stripes, spots, rough skin) and match them to the correct animals. They will develop language skills by saying the names of the animals and describing their patterns and engage in pattern recognition and fine motor skill development.

Time: 45-60 minutes

Materials:

- Pictures or stuffed animals of zebra, giraffe, and elephant
- Textured fabric/material (smooth, rough, etc.) for tactile exploration
- Crayons or markers for colouring (optional)

Tip: To further enhance sensory learning, bring in real or artificial materials that mimic the patterns of the animals (e.g., a piece of fabric with stripes for the zebra). Let students touch and feel the textures, which helps solidify their understanding of the concept.

- Provide scaffolding for students who may need extra support by modeling how to match and say the pattern names first.

Engage:

- Start by showing real-life pictures of a zebra, giraffe, and elephant. Ask students: "What do you notice about their skin or fur? What patterns do you see?"
- Let them touch or explore textured fabrics (rough for the elephant, smooth or spotted for giraffe).

Interactive Discussion

- Hold up each animal's picture and ask, "Who has stripes? Who has spots? Who has rough skin?" Encourage responses from the children to build their vocabulary.

Explore & Practice:

With the book

- Show the book page. Explain to the children that their task is to match each animal to the correct pattern (stripes for zebra, spots for giraffe, rough skin for elephant).

- Let the children say the name of each animal out loud as they make their matches: "Zebra has stripes!" "Giraffe has spots!" "Elephant has rough skin!"

- Guide them to carefully observe the patterns and match each one correctly.

Tip:

-For the elephant skin place a piece of sandpaper (or any rough surface) underneath the page, directly under the elephant picture. Ask students to color over the elephant with a crayon. As they color, the rough texture will transfer onto the paper, creating a "rough skin" effect for the elephant.

Movement Activity

- After matching, have the children pretend to be each animal by moving around the room. For example:

- Walk like a zebra with "striped" movements.

- Stretch high like a giraffe with "spotted" steps.

- Stomp like an elephant with "rough" skin.

- Encourage imagination and movement while reinforcing the animal-pattern connection.

Closing:

Pattern Recognition Game

- Point to different objects or materials around the room (e.g., striped shirt, spotted toy) and ask the children if they see any patterns like the ones they just learned. This fosters critical thinking and pattern recognition beyond the activity.

Reflection and Saying Activity

- Ask each child to pick their favorite animal and say what pattern it has: "I like the zebra! It has stripes!" This helps develop speaking confidence and pattern identification.

NOTE: After this lesson, student can do **Fun Book page 83**.