

Animals - Lesson Plan

Generated on 9/19/2025

Learning Objectives:

1. To develop children's understanding of basic number concepts (e.g., counting, comparing quantities) through hands-on interaction with animal-themed materials.
2. To enhance children's ability to recognize and describe simple attributes (e.g., size, pattern) in the context of animals.
3. To foster collaborative problem-solving and communication skills while engaging in playful mathematical exploration.

Key Vocabulary:

- Count
- More/less
- Big/small
- Pattern
- Group

Activity Description:

Animal Pattern & Counting Safari

Resources:

- Sets of small plastic animals (e.g., 5 lions, 3 elephants, 4 giraffes)
- Large printed animal footprint patterns (e.g., alternating lion/elephant prints)
- Number cards (1-5)
- Sorting trays or mats

Steps:

1. Introduction (5 mins): Gather children in a circle. Show animal figures and briefly discuss their features (e.g., "The elephant is big! The lion has spots"). Introduce the "safari" game: "We're going to help these animals make groups and follow patterns!"

2. Pattern Path (15 mins):

- Lay out the animal footprint pattern path on the floor.
- Guide children to identify and extend the pattern (e.g., "What comes next? Lion, elephant, lion...?").
- Let children take turns placing the next animal figure in the sequence.

3. **Counting Corral (20 mins):**

- Divide children into small groups with sorting trays.
- Give each group a mixed set of animals and number cards.
- Encourage them to: "Count how many lions! Find the number card that matches."
- Prompt comparisons: "Which group has more elephants? How do you know?"

4. **Wrap-up (5 mins):** Invite children to share one thing they noticed about their animals (e.g., "I found 4 giraffes!"). Sing a simple counting song with animal movements.

Assessment for Learning:

1. *Observation:* Note how children verbalize counting strategies (e.g., pointing while counting, correcting errors) and their use of comparison words (e.g., "more lions") during group work.
2. *Documentation:* Take photos of children's sorting arrangements and pattern extensions for later discussion about their mathematical thinking.