



Pets are Friends

Activity Overview and Objective

Students will be able to identify pet care needs and what pets need from their human companions.

Connections to Standards

Michigan Standards in English Language Arts and Literacy

Reading – Informational Text:

RI.K-2.1: Ask and answer questions about key details in a text

RI.K-2.4: Ask and answer questions about unknown words in a text

RI.K-2.6: Name the author and illustrator of the text, distinguish between information provided illustrations and information provided by the words in a text.

RI.K-2.7: Use illustrations, images, and details in a text to describe its key ideas

Reading: Foundational Skills:

RF.K-2.1: Demonstrate understanding of the organization and basic features of print.

RF.K-2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

RFK-2.3: Know and apply grade level phonics and word analysis skills in decoding words.

Writing:

W.K-2.7: Participate in shared research and writing projects.

W.K-2.8: With guidance and support, recall information from experiences or gather information to answer a question

Speaking & Listening:

Speaking & Listening:

SL.K-2.1: Participate in collaborative conversations with diverse partners about grade appropriate topics with peers and adults in small and larger groups.

SL.K-2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.K-2.4: Describe an experience or tell a story with relevant details, expressing ideas and feelings.

SL.K-2.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.K-2.6: Speak and express thoughts, feelings, and ideas clearly for appropriate grade level.

Language:

L.K-2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K-2.2: Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.

L.K-2.5: With guidance and support, explore word relationships and nuances in word meanings.

L.K-2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Michigan Standards in Science

K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

MI Early Childhood Standards of Quality for Pre-kindergarten

ELE 1: Emergent Reading

ELE 2: Writing Skills

ELE 3: Spoken Language–Expressive

ELE 4: Spoken Language–Receptive

Lesson Overview

Activities

Choose the activities that best match the interest and needs of your students.

- ☞ **Review Differences Between Domestic & Non-Domestic Animals**
- ☞ **Complete KWL Chart About Pet Care with Class**
- ☞ **Read Book About Pets**
- ☞ **Draw a Picture of a Pet and Write About the Pet’s Needs**
- ☞ **Discuss Pet Care Needs in Small Groups and as a Class**

Materials

Construction paper

Crayons and markers

About Pets book by Sindy McKay

Worksheet: “KWL Chart– Pet Care”

Community Connection

- ◆ Ask students with pets to bring in pictures to the class to share information about their pets. Students can share ways they help take care of their own pets.



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Procedure

1. Have a **discussion with students** about **what they know about pets**: What types of animals are pets? Brainstorm a list of different kinds of pets and write them on the board. Next, **review differences between domestic vs. non-domestic animals**: What makes an animal a pet? How is a pet different than a wild (non-domestic) animal? Draw two columns: Pets and Wild Animals. **Write characteristics of each under each column.**
2. **Project KWL chart about pets** (or make one on chart paper). Students will help fill in the following columns:
 - K – What do we know about how to take care of pets?*
 - W – What do we want to know about pet care?*
3. **Read the book, *About Pets***, together with students taking turns reading the pages.
4. **Add to the KWLH chart.**
 - L – What have we learned about pets?*
 Leave room to add more to this list later.
5. Ask students questions to **further the concept of caring for pets**. Why do pets need people to take care of them? What do pets need from people? Ask the **students that have pets to describe how they care for their pet**. Ask how a pet can be a friend. Can a pet be part of the family? What can happen if we do not take good care of our pets?
7. Students will **create a large picture of their favorite type of pet animal** on construction paper. On the back of the paper, students **will list words that describe pets and what pets need**.
8. Students will meet in groups of 3 or 4 and share their pictures and lists with each other.
9. As a class, gather together and **discuss the following questions about pets**:
 - Why did you pick these pets to draw?
 - What are the things that you like about them?
 - Should everyone have a pet? Why or why not?
 - Even if you do not have a pet, should you still be nice to animals? Why or why not?
 - If you could have any kind of pet, what kind would you have and why?
10. **Add to the KWL chart.**
 - L – What have we learned about pets?*
11. Ask students to **bring in and share pictures of pets** (their own or others) with the class.