



Lower Elementary, Lesson 4

Animals Have Feelings, Too

Activity Overview and Objective

Students will be able to explain and demonstrate that, similar to people, animals also have feelings, and that expressing and understanding feelings is important for pets, too.

Connections to Standards

Michigan Standards in English Language Arts and Literacy

Reading – Literature:

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

RL.K.2.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.K.2.3: Describe characters, settings, and major events in a story, using key details.

RL.K.2.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.K.2.7: Use illustrations, images, and details in a text to describe its characters, setting, or events.

RL.K.2.9: Compare and contrast the adventures and experiences of characters in stories.

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)

RF.K.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:

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.LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

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.

- ☞ Discussion About Feelings
- ☞ Read Book, *The Pigeon Has Feelings, Too!*
- ☞ Role Play Being an Animal
- ☞ Discuss How Animals Feel in Certain Situations
- ☞ Make a Paper Bag Puppet
- ☞ Sing “If You’re Happy and You Know It” Song, with Different Feelings
- ☞ Draw a Picture of an Animal Family, Demonstrating Different Feelings

Materials

The Pigeon Has Feelings, Too! book by Mo Willems

Paper lunch bags

Sample pre-decorated lunch bag demonstrating a specific feeling

Crayons, colored pencils, or markers

Colored yarn pre-cut into small pieces

Glue

Collection of stickers, paper shapes

Construction paper

Community Connection

- ◆ Talk to someone you know who owns a pet and ask:

How do they feel about their pet?

Does this person think that their pet has feelings, too? Why or why not?



Animals Have Feelings, Too

Procedure

1. Ask all students to sit quietly and to think **about how they are feeling** right now. **Write the feeling words** from their responses on the board. **Ask students if they think that animals have feelings, too,** and let a few students give examples.
2. **Read the book, *The Pigeon Has Feelings, Too!*** aloud to the class. Ask students to **think of any other feelings that they may have in common with animals** and add to the list.
3. Students will **role play what these feelings look like.** Explain that sometimes we can tell how people are feeling by looking at their face, but with animals this is not always the case. Ask if students can **think of some ways animals show how they are feeling** (hiding, growling/hissing, purring, tail-wagging, etc.) Choose one feeling word, such as happy, and ask students:
 - ◆ What would you look like if you were happy?
 - ◆ What do you want to do when you are happy?
 - ◆ Describe what a dog will want to do when happy? A cat?
4. **Students will explain how they would feel as a pet in the following situations:**

If a person:

 - ◆ threw something at you?
 - ◆ yelled at you?
 - ◆ hit you?
 - ◆ teased or laughed at you?
 - ◆ pet you gently?
 - ◆ hugged you?
 - ◆ said kind things to you?
 - ◆ gave you a treat?

Ask students again if they think that animals have feelings, and see if any of their answers have changed from the beginning of the lesson. **Ask students to consider how we should treat animals and other living things?**
5. Explain that **students will be making a “feeling” puppet.** Students may decorate their puppet any way they like with the yarn and accessory items. They may decorate their bag like an animal, too. With the pre-made puppet, explain & demonstrate how mouth will “open” with hand inside on the folded flap. Depending on the level of the students, this may be done step-by-step with students.

Repeat using other feeling words from the list.



Animals Have Feelings, Too

Procedure

5. **Sing the song** "If You're Happy and You Know It". After the first verse, substitute different feeling words & actions:
 - ◆ Sad/ Cry a Tear
 - ◆ Mad/ Stomp Your Feet
 - ◆ Scared/ Hide Your Eyes
 - ◆ Tired/ Stretch & Yawn

7. Students will **create a picture of an animal family, illustrating at least 3 different types of feelings**. Label each animal with the appropriate way they are feeling.