

## Pet Safety



### Activity Overview and Objective

Students will be able to identify pet hazards, describe the specific dangers, and conduct research to learn how to keep pets safe.

### Connections to Standards

#### Michigan Standards in English Language Arts

##### Reading: Informational Text

**RI3.1, 4.1, 5.1:** Ask and answer questions (3), Refer to details and draw inferences (4), and quote accurately to demonstrate understanding of a text

**RI3.2, 4.2, 5.2:** Determine main ideas of a text; recount details and explain how they support the main idea (3), summarize the text (4, 5)

**RI3.4, 4.4, 5.4:** Determine the meaning of general academic and domain-specific words and phrase in a grade relevant text.

**RI3.5, 4.5, 5.5:** Use text features and search tools to locate information (3). Describe the overall structure of events, ideas, concepts or information in a text (4). Compare and contrast the overall structure in two or more texts.

**RI3.7, 4.7, 5.7:** Use information gained from illustrations and words in a text to demonstrate understanding (3). Interpret information presented and explain how it contributes to an understanding of the text (4). Draw on information from multiple sources to solve a problem efficiently (5).

**RI3.9, 4.9, 5.9:** Compare and contrast the most important points and key details presented in two texts on the same topic (3). Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (4,5).

##### Reading: Foundational Skills

**RF 3.3, 4.3, 5.3:** Know and apply grade-level phonics and word analysis skills in decoding words

**RF3.4, 4.4, 5.4:** Read with sufficient accuracy and fluency to support comprehension.

##### Writing:

**W3.2, 4.2, 5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W3.4, 4.4, 5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W3.7, 4.7, 5.7:** Conduct short research projects, through investigation (4,5) that build knowledge about a topic.

##### Speaking & Listening:

**SL3.1, 4.1, 5.1:** Engage effectively in a range of collaborative discussions on grade level topics and texts.

**SL3.3, 4.3, 5.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail (3). Identify reasons and evidence to support particular points (4). Summarize the points and explain how each is supported by reasons and evidence (5).

##### Language:

**L3.1, 4.1, 5.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L3.2, 4.2, 5.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L3.3, 4.3, 5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L3.4, 4.4, 5.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level content.

### Lesson Overview

#### Activities

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

- ☞ **Brainstorm Different Types of Hazards and How to Avoid Them**
- ☞ **Research Pet Hazards and Answer Questions About Each Hazard**
- ☞ **Create a Pet Safety Quilt**
- ☞ **Teach the Class What You Learned About Selected Pet Hazards**

#### Materials

Poster Paper or Poster Board, Construction Paper, Lined Paper, Markers, & Tape

Cut-Out Cards: “Pet Hazards”

Reference Sheet: “Suggested Research Sites”

#### Community Connection

- ◆ Invite a veterinarian to visit the classroom to speak about pet safety.



## Pet Safety

### Procedure

1. Ask students to **think-pair-share** their definition of a hazard. Have volunteers **share their answers**, to come up with a definition the class agrees on (general definition: something that can be dangerous or pose a threat). Students will **brainstorm** ideas for things that are hazardous to people, and **write their answers** on one side of a poster board or paper. Ask students to think of some ways that we can avoid these hazards and keep safe. Have them **write their ideas** on the other side of the poster.
2. **Explain that our pets can face many hazards inside and outside their homes.** Unlike humans, animals can't always take steps to be safe, and at times their owners may even put them into hazardous situations without knowing. **Ask students to share specific items that are hazardous to pets.**
3. Cut apart the Pet Hazard cards. (There are 32 ideas suggested– many more can be found online, if needed.) You may allow students to select an item of their choice, or to randomly pull a card. (Assign 1-3 hazards per student, depending on length of time to spend on activity.) **Each student will be responsible for researching the hazard(s) they chose.**
4. Students will **use the internet to research** their topic. (See “Suggested Research Sites”.) Depending on level of the students, you can use this as a larger research lesson, and **require a specific amount of sources** and works sited information. **Students will answer the following questions about each of their hazardous items:**
  - a) What types of pets is this hazard dangerous for? Is this item safe for any other pets or for humans?
  - b) Why is the item dangerous for pets?
  - c) In what areas of your house, garage, or neighborhood could the hazard be found?
  - d) How could this hazard be prevented or avoided by pets and kids?
5. **Create a Pet Safety Quilt: Students will present their research on pieces of square construction paper.** When they are completed, the teacher will tape them together to create a “quilt”:
  - a) Each student will **draw a picture of their hazard** on the front of their quilt square.
  - b) **Students will write their research answers on loose-leaf paper and tape to the back of each square.** When finished, tape all the squares together to form a quilt that can be displayed so other classes can learn about safety hazards and how to keep their pets safe.
  - c) **Students will present their research orally to the class,** explaining why each item is considered a hazard to a pet and how each can be prevented or avoided.