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| **My Pets!** |
| *These project activities are meant to build upon each other and be completed over the course of a week or so. They incorporate learning opportunities from multiple content areas such as: Science, Math, Language and Literacy, Physical Activity, Social Studies, Health, World Languages, Career Exploration and Visual and Performing Arts. Some activities are also focused on spending time outdoors. Parents and caregivers need to make appropriate decisions for each child, based on their location and availability of materials. The most important thing you can do for your child is to talk with them during each aspect of their day. Explain what you’re doing, let them be involved and assure them that they are loved and safe every day.* |
| **Introduction:**  Many young students enjoy thinking and talking about their own lives and experiences. A common topic that students relate to is the concept of pets. Whether you have a pet or not, a child can often understand the difference between a pet and a wild animal as well as identify people in their lives who have pets in their homes. Use these activities to expand your child’s understanding of animals in captivity. Whether it’s actual pets they know of, or not, have fun and think big!  **As you work through the activities, intentionally use and define the words in bold. A glossary is provided after the activity section.** |
| **Materials:**  Paper (lined and/or plain)  Writing implements (crayons, markers, pens, pencils)  Map, globe, or atlas  Dramatic play items: stuffed animals, pretend medical equipment |
| **Activities:**  *Activity 1 – The Pets People Have*   * On a piece of lined paper, make a list of **usual** pets and their names that your student knows. Maybe some of them belong to you, a friend or a family member. Next to each name identify what kind of pet it is (e.g. dog, cat, fish, guinea pig, hamster, etc.). * Now make a list of animals that your student is aware of that is an **unusual** pet (e.g. cow, tiger, kangaroo, ostrich, etc.). * Have a discussion about why some animals are **usual** pets, and others are **unusual.** For older students, challenge them to group the animals into categories such as **mammals**, **reptiles**, **amphibians**, fish, and birds. Can they tell you what characteristics or traits are unique to each group? * Read [Animals by Shar Levine and Leslie Johnstone](http://www.crabtreebooks.com/Digital/issues/91768/9780778791768/index.html) available as a free ebook by Crabtree Publishing during the Covid-19 outbreak. If asked, username: read and password: free   *Activity 2 – Charting Pets*   * Using the list you generated of **usual** and **unusual** pets, make a tally chart and then a **line** **graph**. On the **horizontal** line, or **x axis,** name the animal (dog, cat, etc.). Going up the **y axis,** or **vertical** line, have your child chart how many people they know have this pet. For example, you might have one dog and one cat, your neighbor might have two cats, a friend might have one dog and a hamster, etc. Compare and contrast which pets are most common among your family and friends.      * Read [Bar Graphs by Crystal Sikkens](http://www.crabtreebooks.com/Digital/issues/18370/9781427118370/index.html) available as a free ebook by Crabtree Publishing during the Covid-19 outbreak. If asked, username: read and password: free   Bar Graphs (Get Graphing! Building Data Literacy Skills): Crystal ...  *Activity 3 – Drawing & Writing about Pets*   * Using plain paper and writing implements (e.g. crayons, markers, pencil, pen) have your child choose one or two pets and draw them on paper. If you have old magazines or books laying around, have your child cut out pictures of pets to use instead. Have your child **label** the picture with the type of pet they drew/found and give the pet a name. * Next, have your child tell or write a story about their pet. Here are some prompts to consider:   + Write a letter from a pet to an owner.   + Write a journal or diary about a day in the life of a pet.   + Write a convincing letter about what pet they want to get but don’t have.   *Activity 4 – Mapping your Pets*   * Using a picture of a **globe**, **map**, or **atlas**, talk to your child about the different kinds of pets found around the world. For example, a dog could be a hound dog, a pug, a golden retriever, a German shepherd or a dalmatian, to name a few. Explain that pets come from different parts of the world. Hound dogs are **prominent** in south east America. Golden Retrievers **derive** from the United Kingdom, Labrador Retrievers are originally from Newfoundland. If you’re not sure, try to identify where your pet came from by asking someone else, maybe a local **breeder** or **Humane Society**. Mark these locations on a map.   *Activity 5 – Imaginary Play*   * Encourage your child to take on a new role! In this activity you and your child will act out a **veterinarian** office or **pet store**. Explain that just as humans go to visit a doctor to stay healthy, pets visit a special doctor too--a veterinarian! Using your child’s drawing, or stuffed animals, encourage your child to be the doctor and you can be the pet owner, (or vice versa). Pay a visit to the vet office for a variety of reasons. Maybe you have a new pet, and this is your first visit. Perhaps your pet hasn’t been feeling well, was **injured** outdoors, or got struck by a porcupine! Play it up and have some fun! For older students, have them take on a pet responsibility for the week. Maybe they could feed, walk, wash or play with a pet and track their progress. |
| **Glossary:**  **Usual** - Habitually or typically occurring or done; customary.  **Unusual** - Not habitually or commonly occurring or done.  **Mammals** - A warm-blooded vertebrate animal of a class that is distinguished by the possession of hair or fur, the secretion of milk by females for the nourishment of the young, and (typically) the birth of live young.  **Reptiles** - A vertebrate animal of a class that includes snakes, lizards, crocodiles, turtles, and tortoises. They are distinguished by having a dry scaly skin and typically laying soft-shelled eggs on land.  **Amphibians** - A cold-blooded vertebrate animal of a class that comprises the frogs, toads, newts, and salamanders. They are distinguished by having an aquatic gill-breathing larval stage followed (typically) by a terrestrial lung-breathing adult stage.  **Horizontal** - Parallel to the plane of the horizon; at right angles to the vertical.  **Vertical** - At right angles to a horizontal plane; in a direction, or having an alignment, such that the top is directly above the bottom.  **Line graph** - A graph with points connected by lines to show how something changes in value.  **X axis** - The principal or horizontal axis of a system of coordinates.  **Y axis** - The secondary or vertical axis of a system of coordinates.  **Label** - A classifying phrase or name applied to a person or thing.  **Globe** - A spherical model of Earth.  **Map** – A representation of an area of land or sea showing physical features, cities, roads, etc.  **Atlas** - A book of maps or charts.  **Prominent** - Important; famous.  **Derive** - Obtain something from.  **Breeder** – A person who breeds livestock, racehorses, other animals, or plants.  **Humane Society** - A society for the prevention of cruelty to animals.  **Veterinarian** - A person qualified to treat diseased or injured animals.  **Pet Store** - A retail business which sells different kinds of animals to the public.  **Injured** - harmed, damaged, or impaired. |
| **Additional Readings**   * *Good Dog, Carl* by Alexandra Day * *Not Norman: A Goldfish Story* by Kelly Bennett * *Mom Cat Has Three Kittens* by Denise Fleming * *Have You Seen My Cat* by Eric Carle * *Please Puppy Please* by Spike Lee * *Caring for Your Pets* by Ann Owen * *What Pet Should I Get?* by Dr. Seuss   **Links**  *Best Pet of All* (read by Reese Witherspoon at the White House) - <https://www.youtube.com/watch?v=OM9S3MtbzhI>  <https://www.bestappsforkids.com/2017/animals-nature-apps/>  <https://www.pbs.org/show/unleashed-dogs-life/>  <https://www.pbs.org/video/why-dog-food-stinks-i7q8bw/>  *What Pet Should I Get?* By Dr. Suess (read aloud) <https://www.youtube.com/watch?v=psCzO1TlJlU> |