

## Topic of Study – Pets

### Introduction

Most young children have had experiences with pets in their own homes or in the homes of relatives, neighbors or friends. Animals as pets range from dogs, cats, fish, and birds to hamsters, guinea pigs and gerbils. Children can learn many things through a topic of study about pets. The focus here will be on dogs, cats, fish and birds as pets. If your children have other pets, include information about them in the study.

### Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Pets, focuses on the science component of STEM.*

### Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

#### **400 PROGRAM – 401 Program Requirements for all ages**

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about pets. Carry over activities from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they can have a better understanding of theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

## Big Ideas

Here are three big ideas about pets you can help children explore:

- There are many kinds of pets
- Pets depend on their owners to take care of them (food, water, shelter, exercise, grooming, health care)
- Pets are fun to watch and to play with

## Materials to Collect and Make

- Pictures of pets and people and their pets
- Children's books about pets:  
*Pet Show* by Ezra Jack Keats  
*Clifford the Big Red Dog* by Norman Bridwell  
*Clifford the Small Red Puppy* by Norman Bridwell
- Storytelling figures (felt or magnetic) for the rhyme, "Three Little Kittens"  
Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, "Hey Diddle Diddle" (See Attachment: ["Hey Diddle Diddle"](#))  
Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, "Old Mother Hubbard" (See Attachment ["Old Mother Hubbard"](#))  
Storytelling figures (felt or magnetic) for the story, *Harry the Dirty Dog* (See Attachment: [Harry the Dirty Dog](#))
- Illustrated rhyme chart for "Oh Where, Oh Where Has My Little Dog Gone?"
- Felt or Magnetic Board
- Dog bones (real and teacher-made) (See Attachment: ["Feed the Dog Some Bones"](#))
- Fish for the activities: **Let's Go Fishing for the Alphabet** and **Let's Go Fishing for Numerals** (See Attachment: [Let's Go Fishing](#))
- Pets and their homes cards (See Attachment: [Pets and Their Homes](#))

## Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

## Introducing and Concluding the Topic

### Introduction: Finding out what Children Know about Pets

#### Learning Goals:

**CD2.4 Holds and manipulates information in memory** (*short term and working memory and long-term memory*)

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

To introduce the topic of “Pets” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about pets.”
- Write on chart paper, chalkboard or marker board the words “Pets.”
- Invite children to tell you things they already know about pets. They may begin to tell you about their pets. You may have to ask questions to stimulate their thinking; questions such as, “What kind of animal do you have as a pet?” “Where did you get your pet?” “What is your pet’s name?”
- Make a list of all of the things children know about pets.
- Now ask children what they would like to know about pets.
- Make a list of what children would like to know about pets.
- Review the two lists with them and say, “You already know a lot of things about pets and we’ll find out even more.”
- Keep the lists until you have completed the topic of study.

**Teacher note:** *The focus will be on dogs, cats, fish and birds. If your children have other kinds of pets, include information and activities about their pets in the study. For example, collect pictures and invite families to send in photos of their child’s pets.*

What We Know about Pets	What We Would Like to Know about Pets	Things We Learned about Pets

### Conclusion: Finding out what Children Have Learned about Pets

- Gather the children in a group at the conclusion of the study about pets.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Pets.”
- Invite children to tell you some things they have learned about pets. You may have to ask prompt questions such as “What are some things we do to take care of our pets?” “What are some things you like to do with your pet?”
- Make a list of all the things children learned about pets.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about pets” and read today’s list with the children.

## Reading Books with Children

### Learning Goals:

**CD2.1 Focuses and sustains attention**

**CD2.4 Holds and manipulates information in memory** (*short term and working memory*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories**

**EL3.1 Responds to features of books and print** (*book knowledge*)

**Book #1:** *Pet Show* by Ezra Jack Keats, author and illustrator

### First Reading of *Pet Show*

- Prepare to read the book, *Pet Show*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children what they think a pet show is. Accept all answers.
- Ask children to predict what pets there will be at the pet show. Say, "Let's read and find out about a pet show and the pets that are at the show."
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as "Were you correct in your predictions? What animals were at the pet show?"

### Second Reading of *Pet Show*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading with these questions: "How do you think Archie felt when he couldn't find his cat?" "Have you ever lost a pet? How did you feel?" "Do you think a germ would make a very good pet?"

### Third Reading of *Pet Show*

- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book
- Follow up the third reading by inviting the children to recall the different pets that were at the pet show: ants, mouse, dog, parrot, frog, fish, canary, goldfish, puppy, turtle and germ.
- Write the names of the pets on chart paper, marker or chalkboard as children recall them. Write the names as a list.
- Read the names of the pets back to the children, running your hand under each word as you read it.
- Show the children the page of the book that shows the children lined up with their pets and with a gold star on their chest.
- Invite children to recall with you the words to describe each animal: noisiest parrot, handsomest frog, for example. Run your hands under the words as you read them with the children.

Pet Show
Dog
Cat
Fish
Ants
Mouse
Parrot
Frog
Canary
Puppy
Germ

### Additional Learning Goal:

**EL3.1 Responds to features of books and print** (*print knowledge*)

#### **Fourth Reading of *The Pet Show***

- Show the cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by inviting children to discuss the following questions: “If you had a mouse for a pet, how would you take care of it?” “If you had ants for a pet how would you take care of them?”
- Continue this discussion about other animals as long as children remain interested.

#### **Additional Learning Goal:**

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

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**Book #2:** *Clifford the Big Red Dog* by Norman Bridwell, author and illustrator

#### **First Reading of *Clifford the Big Red Dog***

- Prepare to read the book, *Clifford the Big Red Dog*
  - Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
  - Ask children to look at cover and predict what the story is about.
  - Read the story so all children can see the pictures in the book.
  - Follow up by asking children if they would keep Clifford as a pet and to explain why or why not. Ask what were some of the good things about Clifford and some of the problems with Clifford.
  - Invite children to tell where they got their pets
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#### **Second Reading of *Clifford the Big Red Dog***

- Show the cover, give title, author and illustrator.
  - Read the story so all children can see the pictures in the book.
  - Follow up the second reading by showing each page and inviting children to retell the story as they look at the pictures.
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#### **Third Reading of *Clifford the Big Red Dog***

- Show the cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by asking questions such as: “When Emily Elizabeth bathes Clifford, where does she bathe him?” “When Emily Elizabeth feeds Clifford, how much dog food do you think she needs?” “If Clifford were your dog, what changes would you have to make at your house?” “Do you think your family would allow you to keep Clifford as a pet?”

#### **Additional Learning Goal:**

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

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**Book #3:** *Clifford the Small Red Puppy*

#### **First Reading of *Clifford the Small Red Puppy***

- Prepare to read the book, *Clifford the Small Red Puppy*
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking children if their pets were ever small. Ask them to show you with their hands how small their pets were. Ask if their pets grew as fast as Clifford did.

#### **Additional Learning Goal:**

**ST2.1 Demonstrates knowledge of core science ideas and concepts** (*stability and change*)

**Second Reading of *Clifford the Small Red Puppy***

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by asking, "Because Clifford was so small, what were some problems the family had?" Show pictures of Emily Elizabeth feeding Clifford with a baby doll bottle, collar too small, falling in his dog food bowl, and getting in Daddy's boot.
- Invite children to share problems they had with their pets

**Third Reading of *Clifford the Small Red Puppy***

- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by asking questions such as: "Why couldn't Clifford stay with Emily Elizabeth and her family?" "How did they move Clifford to the country?" "How did Emily Elizabeth and Clifford feel when Clifford moved to the country?" "How do you think Emily Elizabeth and Clifford felt when her family moved to the country with Clifford?"
- Allow children to discuss loss of a pet they have experienced.

**Additional Learning Goal:****SE2.2 Interprets and responds to the feelings of others****Additional Books**

*A Ball for Daisy* by Chris Raschka

*Clifford Takes A Trip* by Norman Bridwell

*Dear Mrs. La Rue: Letters From Obedience School* by Mark Teague

*Fish is Fish* by Leo Lionni

*Frog, Where Are You?* by Mercer Mayer

*Good Dog, Carl* by Alexandra Day

*Harry the Dirty Dog* by Gene Zion (Also available in Spanish)

*Have You Seen My Cat?* by Eric Carle (Also available in Spanish)

*How Much Is That Doggie in the Window?* by Iza Trapani

*Just Me and My Puppy* by Mercer Mayer

*Kitten's First Full Moon* by Kevin Henkes

*Maggie and Michael Get Dressed* by Denise Fleming

*No Roses for Harry!* by Gene Zion, illustrated by Margaret Bloy Graham

*Raising a Hero (Work for Biscuits)* by Laura Numeroff, illustrated by Lyn Munsinger (service dog)

*Swimmy* by Leo Lionni

*The Stray Dog* by Marc Simont (Also available in Spanish)

*This Book Just Ate My Dog* by Nick Byrne

*Top Cat* by Lois Ehlert

## Language and Literacy Materials and Activities

**Learning Goals:**

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language (rhyme)**

**CA1.1 Explores through listening, singing, creating, and moving to music**

<p style="text-align: center;"><b>One Stormy Night (Poem)</b></p> <p style="text-align: center;">Two little kittens, One stormy night Began to quarrel, And then to fight.</p> <p style="text-align: center;">One had a mouse, The other had none; And that's the way The quarrel begun.</p> <p style="text-align: center;">"I'll have that mouse," Said the bigger cat. "You'll have that mouse?" We'll see about that!"</p> <p style="text-align: center;">"I will have that mouse," Said the eldest son. "You shan't have that mouse," Said the little one.</p> <p style="text-align: center;">The old woman seized Her sweeping broom, And swept both kittens Right out of the room.</p>	<p style="text-align: center;">The ground was covered With frost and snow, And the two little kittens Had nowhere to go.</p> <p style="text-align: center;">They lay and shivered On the mat at the door, While the old woman Was sweeping the floor.</p> <p style="text-align: center;">And then they crept in As quiet as mice, All wet with the snow, And as cold as ice.</p> <p style="text-align: center;">And found it much better That stormy night, To lie by the fire, Than to quarrel and fight. Traditional</p>
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**Teacher Note:** Read the poem, "One Stormy Night," with expression and body language. For example, use a deep voice when speaking for the bigger cat and a high voice when speaking for the little cat. Pretend to shiver when you read, "They lay and shivered."

<p style="text-align: center;"><b>Oh Where, Oh Where Has My Little Dog Gone? (Song)</b></p> <p style="text-align: center;">Oh where, oh where has my little dog gone? Oh where, oh where can he be? With his ears cut short and his tail cut long, Oh where, oh where can he be?</p>	<p style="text-align: center;"><b>How Much Is That Doggie in the Window? (Song)</b></p> <p style="text-align: center;">How much is that doggie in the window? The one with the waggly tail. How much is that doggie in the window? I do hope that doggie's for sale!</p>
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### Bingo (Song)

There was a farmer had a dog,  
And Bingo was his name-o.  
B-I-N-G-O!  
B-I-N-G-O!  
B-I-N-G-O!  
And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o.  
(Clap) I-N-G-O!  
(Clap) I-N-G-O!  
(Clap) I-N-G-O  
And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o!  
(Clap, clap) N-G-O!  
(Clap, clap) N-G-O!  
Clap, clap) N-GOO!  
And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o!  
(Clap, clap, clap) G-O!  
(Clap, clap, clap) G-O!  
Clap, clap, clap) G-O!  
And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o!  
(Clap, clap, clap, clap) O!  
(Clap, clap, clap, clap) O!  
(Clap, clap, clap, clap) O!  
And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o!  
(Clap, clap, clap, clap, clap)  
(Clap, clap, clap, clap, clap)  
(Clap, clap, clap, clap, clap)  
And Bingo was his name-o!

### Learning Goals:

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

### Storytelling Figures: Mother Goose Rhyme, "Three Little Kittens"

- Make felt or magnet figures of three little kittens, a larger cat (Mother), and three mittens for the rhyme, "Three Little Kittens." Make each kitten and each mitten different.
- Use the figures to say the following rhyme:

### Three Little Kittens

The three little kittens  
They lost their mittens,  
And they began to cry.

Oh, Mother dear,  
We sadly fear  
Our mittens we have lost.

What? Lost your mittens,  
You naughty kittens!  
Then you shall have no pie.  
*Mee-ow, mee-ow, mee-ow.*

No, you shall have no pie.

The three little kittens  
They found their mittens,  
And they began to cry.

Oh, Mother, dear,  
See here, see here,  
Our mittens we have found.

Put on your mittens,  
You silly kittens,  
And you shall have some pie.

*Purr-r, purr-r, purr-r,*  
Oh let us have some pie.



- Make felt or magnetic figures for the following nursery rhymes. See Attachments: “[Hey Diddle, Diddle](#) and “[Old Mother Hubbard](#)”

Hey Diddle, Diddle	Old Mother Hubbard
<p style="text-align: center;">Hey diddle, diddle, The Cat and the Fiddle, The Cow jumped over the Moon, The little Dog laughed To see such sport, And the Dish ran away With the Spoon.</p>	<p style="text-align: center;">Old Mother Hubbard Went to the cupboard, To give her poor dog a bone; But when she got there The cupboard was bare, And so the poor dog had none.</p>

- Say the rhymes with the children while placing the figures on the storyboard.
- Place the felt or magnetic figures and storyboard in the library area. Observe to see if children use the figures and say the rhyme.

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language (*rhyme*)**

**MT2.1 Uses classification and patterning skills (*patterning*)**

**Storytelling Figures:** “Color Mittens”

- Make a kitten and four felt or magnetic mittens (blue, red, yellow, green) for the story, Color Mittens.
- Use the figures to tell the following story

#### Color Mittens

My poor little kitten lost her mitten  
And began to cry, “Boohoo.”  
So I helped my kitten look for her mitten  
Her beautiful mitten of blue.

(Place kitten on storyboard)  
(Pretend to cry)  
(Cup hand above eye and glance around)

I found a mitten just right for a kitten  
Under my mother’s bed.  
But, alas, the mitten was not the right mitten,  
For it was colored red.

(Pretend to peek under bed)  
(Place red mitten on storyboard)

I found a mitten just right for a kitten  
Under my father’s pillow.  
But alas, the mitten was not the right mitten  
For it was colored yellow.

(Pretend to peek under pillow)  
(Place yellow mitten on the storyboard)

I found a mitten just right for a kitten  
Under the laundry so clean.  
But, alas, the mitten was not the right mitten  
For it was colored green.

(Pretend to peek under folded laundry)  
(Place green mitten on the storyboard)

I found a mitten just right for a kitten  
Inside my favorite shoe.  
And this time the mitten was just the right mitten,  
For it was colored blue.

(Pretend to peek inside shoe)  
(Place blue mitten on storyboard next  
to kitten)

**Teacher Note:** *Make enough mittens for each child to have one, using the different colors. Read the story and ask the children to hold up the correct mitten when you say the color word.*

**Color Mittens** from Arkansas Children’s Week 2000 booklet, “Tell Me a Story.”

**Learning Goal:**

**EL1.1 Shows interest in literacy experiences**

**Storytelling Figures:** *Harry the Dirty Dog*

- Make either felt or magnetic storytelling figures for the story
- Read the book, *Harry the Dirty Dog*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

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**Learning Goal:**

**EL3.2 Shows knowledge of the shapes, names, and sounds of letters** (*alphabet knowledge*)

**Activity: Let's Go Fishing for the Alphabet** (See Attachment: Let's Go Fishing)

- Make fishing poles using a dowel 18 inches in length with an 18-inch string attached for the fishing pole.
- Tie a magnet at the end of the fishing line.
- Make laminated fish with letters of the alphabet written on individual fish.
- Attach a paper clip or a magnet strip to each fish.
- Allow the children to fish with the poles, catching the fish when the magnet attaches to the paper clip.
- Encourage the children to identify the letters on each fish they catch.

**Teacher Note:** *Use correct print-script when writing the letters of the alphabet.*

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**Learning Goals:**

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

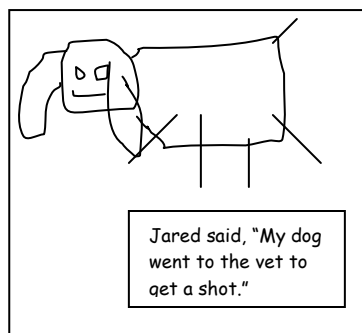
**SS1.1 Demonstrates positive connection to family and community** (*awareness of roles in society*)

**Activity: Special Visitor**

- Invite a veterinarian or pet groomer to demonstrate the care of a pet.
- Ask that the visitor name the items they demonstrate and invite the children to explore the items and ask questions.

**Teacher Notes:**

- *Follow up the visit by suggesting that children draw pictures about the experience.*
- *Invite children to dictate their comments about their drawing.*
- *Write exactly what each child says. This can be written directly on the drawing with the child's permission, or on a separate slip of paper and attached to the drawing. Begin and end the child's words with quotation marks.*



## Science / Discovery and Math

### Learning Goals:

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)** (*expressive vocabulary*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**ST2.1 Demonstrates knowledge of core science ideas and concepts** (*structure and function*)

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*living things*)

### Activity: Pet Goldfish

- Visit a pet store or a store that sells goldfish and select two goldfish, a goldfish bowl, aquarium plants and snails, marbles, marble chips or aquarium sand, and fish food.
- Find out about how to care for the goldfish before introducing them to the children.
- Choose one of the following two ways to introduce the goldfish to the children.
- Place the goldfish bowl in the Science/Discovery area and allow children to discover it on their own, **OR**
- Bring the goldfish and the other purchased items to group time. Explain to the children that the goldfish will be their class pet.
- Allow children to observe and discuss with you what you are doing as you prepare the bowl and add the fish.
- Discuss with the children the color of the fish and that the fish has eyes, fins, gills, scales, a mouth and a tail.
- Invite children to share what they know about caring for goldfish.
- Show the children the goldfish food package and read what it says on the package: when and how to feed the fish and how much to feed them, for example.
- Involve children in naming the goldfish. Write the names on a card and place it next to the bowl.
- Involve children in creating a "Feed the Goldfish" chart.
- Develop a system for allowing children turns to feed the fish.
- Place the fish bowl on the Science/Discovery table and encourage children to observe the fish as they swim in the bowl. Suggest that they use a magnifying glass to look at the fish.

**Teacher Note:** *You may choose to select another type of fish such as guppies or black mollies, or a bird, hamster or gerbil as a class pet. Follow the same procedure for introducing and caring for the animal.*

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### Activity: Which Pet Eats This?

- Place a small amount of food for each pet (dog, cat, fish, bird) in a separate self-closing bag.
- Take the bags to group time and allow children to look at and feel each bag and discuss differences in size of food and what kind of pet would eat the food.
- Place the label from each pet food container in the correct bag and review this with the children. Write the name of the animal on a card and include it in the bag.
- Place the bags in the science/discovery area and add a magnifying glass to encourage further exploring by the children.

**Teacher Note:** *Make sure there is a big difference between the cat and the dog food.*

**Learning Goals:**

**SE3.1 Shows awareness of self as unique individual** (*preferences*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**MT1.1 Demonstrates number sense and an understanding of quantity** (*comparison of quantity*)

**Activity: My Favorite Pet Graph (Large Group Activity)**

- Prepare a graph with columns for these pets: cat, dog, and fish. Use a picture or drawing of the pet with the word written on it.
- Make name cards for each child in a size that will fit on the graph.
- Go over the child with the children, explaining that they will decide which pet they like best by placing their name card in the correct column.
- Allow each child a turn to say which pet they like best, tell why, and place his or her name card in the correct column.
- Involve the children in counting the number of children who like each pet.

**Our Favorite Pet**

6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	dog	fish	cat

- Write a summary story.

**Our Favorite Pet**

Five children like dogs the best. Three children like fish the best. Four children like cats the best.

**Learning Goal:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**Activity: Match Pets to Their Homes**

- Make a set of pets and their homes cards (see attachment)
- Laminate or cover the cards with clear self-adhesive paper for durability
- Place the cards on the Science/Discovery table and invite children to help the pets find their homes.

**Learning Goals:**

**MT1.1 Demonstrates number sense and an understanding of quantity** (*number name and count sequence, connection of number, numeral, and quantity*)

**MT3.1 Participates in exploratory measurement activities and compares objects** (*seriation*)

**Activity: Let's Go Fishing for Numerals (Small Group Activity)**

- Use the fishing poles from the Let's Go Fishing for the Alphabet activity.
- Make fish shapes with a numeral written on each one (from 1 to 5 or 1 to 10, depending on where your children are in recognizing and naming numerals). Place the corresponding number of dots on each fish. For example, for the numeral 3, put three dots on the fish.
- Attach a paper clip or a magnet strip to each fish.
- Allow children to fish with the poles, catching the fish when the magnet attaches to the paper clip.
- Encourage the children to identify the numeral.

**Teacher Notes:**

- *Some children will need to count the number of dots on the fish, while others will be able to recognize and say the numeral without counting.*
- *Invite children to put the fish in order from 1 to 5, or from 1 to 10, for example.*

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**Activity: Feed the Dog Some Bones (Small Group Activity)**

- Make 10 dog bowls. Write one numeral on each bowl (1 to 10).
- Make dog bones or purchase dog bones for this activity.
- Explain to children that different dogs need different numbers of bones.
- Invite children to put the correct number of bones in each bowl.
- Assist children to be successful in this activity.

**Teacher Notes:**

- *In order to be successful with this activity, children must be able to count objects in sequence and use numerals to represent and to communicate quantity. Some children will be successful with this while others will simply want to put the bones in the bowls.*
- *Invite the children to put the bowls in order from 1 to 5, or from 1 to 10 for example.*

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**Food/ Nutrition Experience**

**Learning Goals:**

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*utensils*)

**PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices** (*exploration of food experiences*)

**Puppy Chow Mix**

- Gather the following: different kinds of whole-grain cereal squares, small scoop, small bowl and spoon for each child. Place each cereal in a separate bowl.
- Allow each child to put a scoop of each type of whole-grain cereal squares in his or her bowl
- Serve with milk. Children may choose to pour milk over cereal, or eat cereal and drink milk separately.

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**Gold Fish Mix**

- Gather the following: toasted oat cereal, pretzel sticks, and small gold fish. Place each in a separate bowl.
- Allow each child to put a scoop of each food item into his or her bowl
- Serve the gold fish mix with juice

### Tuna Salad

- Gather the following: tuna, sweet pickle relish, mayonnaise, measuring spoons, spoons for stirring, a small bowl for each child, crackers
- Make an illustrated recipe chart with the steps for making tuna salad as follows:
- Read the chart with the children, showing them the teaspoon and  $\frac{1}{2}$  teaspoon.

<p style="text-align: center;">Tuna Salad</p> <p style="text-align: center;">2 tablespoons tuna 1 teaspoon sweet pickle relish <math>\frac{1}{2}</math> teaspoon mayonnaise</p> <p style="text-align: center;">Mix the tuna, relish and mayonnaise. Spread on whole wheat crackers</p>
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**Teacher Notes:**

- *Talk with children about how much cats like tuna.*
- *Allow the children to do as much of the food experiences as possible.*
- *Teachers and children should always wash hands before participating in a food experience.*

**Additional Learning Goal:**

**MT: 1.2 Explores combining and separating groups (numerical operations)** *(early division and fractions)*

### Movement / Physical Education

**Learning Goals:**

**PH1.1 Demonstrates locomotor skills** *(traveling)*

**PH1.2 Shows stability and balance**

**PH3.3 Engages in a variety of developmentally appropriate physical activities** *(participation in physical activity)*

**LD1.1 Understands and responds to language (in child's home language)** *(vocabulary and language comprehension)*

**Activity: Move Like Your Pets**

- Name an action of an animal and ask children to act out the animal's motion. Examples include the following:
  - “Swim like a goldfish.”
  - “Stretch like a cat.”
  - “Dig like a puppy.”
  - “Walk softly and quietly like a cat.”
  - “Fly like a bird.”
  - “Roll over like a dog.”
  - “Wag your tail like a dog.”
  - “Curl up in a ball like a sleeping cat.”

**Teacher Notes:**

- *Let children know in advance if these motions are to be done in place or if there is room for them to move as they do the actions.*
- *Invite children to suggest other actions that pets might perform, especially pets they might have such as gerbils or hamsters.*

**Activity: Dog Hoops**

- Hold a hoop and invite children to move through the hoop in various ways. For example:  
“Can you crawl through the hoop?”  
“Can you crawl through the hoop backward?”  
“Can you crawl through the hoop without touching the sides?”  
“Can you step through the hoop?”  
“Can you jump through the hoop?”

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**Activity: Pets on Parade**

- Ask families to send a stuffed animal from home. Have extra stuffed animals for children who may not bring one from home.
- Play marching music and invite children to march around the room or the playground with their pet.

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**Learning Centers**

**Teacher Note:** *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

*However, there will also be activities included and these will have specific learning goals.*

**Learning Goal:**

**CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)

**Art****Activity: Fish Sponge Painting**

- Cut sponges into fish shapes.
- Place sponges on art table with paper and several shallow trays of paint. Children can make fish prints by dipping sponges into the paint and pressing them onto paper.

**Activity: Animal Prints**

- Provide animal cookie cutters (cats, dogs, fish and birds) and several shallow trays of paint. Children can make animal prints by dipping the cookie cutters into the paint and pressing them onto paper.

**Activity: Animals and Play Dough**

- Provide animal cookie cutters (cats, dogs, fish and birds) and play dough.
- Add feathers to the collection of collage materials.

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**Block Center**

- Add vinyl dogs and cats
- Add signs such as **The Pet Store**

### Library/Book Corner

- Add books about pets
- Add pictures that show pets and pets with their owners (lamine or cover pictures with self-stick adhesive)
- Post Mother Goose rhyme charts on wall at child's eye level
- Place magnetic or felt Mother Goose rhyme figures and storyboard in library.

### **CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play** (*exploration of drama*)

#### Home Living/Dramatic Play

- Add Pet Store prop box: stuffed animals, cash register, empty food containers, dog leash, dog tags, bird cage, fishbowl, sign with name of pet store
- Add Veterinarian prop box: white shirt or t-shirt with name badge (Dr. Smith), stethoscope, syringes, gauze for bandages, stuffed animals, telephone, note pad, pencils, magazines with pictures of animals, sign with name of veterinarian clinic: Dr. Smith's Pet Clinic.
- Add Pet Care prop box: stuffed animals, food and water bowls, dog collars, leash, brushes, towels, small plastic tub, pet toys, treats, empty pet shampoo bottles, empty pet food containers

**Teacher Note:** *You may decide to provide only one prop box and label it **Pet Center**. Should you decide to do this, consider starting out with a few props and adding others to enhance children's play. You may also want to remove some props to avoid having too many props out at one time.*

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#### Manipulatives

- Add animal puzzles

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#### Water table or tub

- **Wash our Pets**  
Add liquid detergent, vinyl (washable) dogs and cats and sponges to the water table. Provide towels for drying the animals.

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#### Sand table or tub

- Place aquarium rock in the sand table or tub. Add small containers, scoops, measuring cups.

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#### **Learning Goal:**

##### **MT2.1 Uses classification and patterning skills** (*classification*)

#### Science/Discovery

- **Sorting Feathers**  
Place a tub of feathers (craft) of different colors on the Science/Discovery Table  
Invite children to sort the feathers by color and by size.  
Suggest that children look at the feathers with a magnifying glass.
- Add the following:
  - Goldfish bowl
  - Which Pet Eats This? (bags of pet food)
  - Match Pets to Their Homes



**Learning Goal:**

**SE2.1 Experiences, expresses and regulates a wide range of emotions** (*emotion regulation*)

**Quiet Corner**

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

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**Transition Activities**

**Learning Goals:**

**CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusting behavior to match context*)

**MT2.1 Uses classification and patterning skills** (*classification*)

**Activity: What Color Bone?**

- Make dog bones in four to six different colors.
- Give each child a bone and you keep a set of each color.
- Show a color of a bone, invite children with that color to name the color, and go to the next activity.

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**Family Connection and Engagement**

Send home a note to parents stating for the next few days, the children will be learning about pets. Suggest some ways families can be involved in the topic of study:

- Collect items such as pictures of pets and people with pets.
- Include the titles and authors of some of the children's books about pets. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send photos of family pets
- Visit a pet store with their child
- Send a stuffed animal for the pet parade.