



EXPLORING Pets



TEACHER TOOLKIT



Pets

TEACHER TOOLKIT

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Getting the Most out of the PETS Teacher Toolkit

Welcome to the World of Words! The PETS Teacher Toolkit was developed to facilitate children's natural instincts to learn about the world around them while building vocabulary and developing language, comprehension, and self-learning skills.

The Teacher Toolkit contains engaging lessons and activities that easily integrate into your classroom day.

How do the lessons work?

Each lesson is divided into a three-part conversation between you and your class. The Teacher Toolkit provides conversation prompts for you to follow through each section of the lesson.



PART 1: Talk Together

Talk Together:

The conversations during this time are designed to introduce and review concepts and vocabulary, pique children's interest in learning new information, and introduce the shared book.



PART 2: Read Together

Read Together:

The conversations during this time are focused around the shared reading book.



PART 3: Reflect Together

Reflect Together:

The conversations during this time are designed to reflect on what was read, develop background knowledge, and build understanding of the Big Ideas.

Getting the Most out of the PETS Teacher Toolkit

Where can I find the Big Ideas, Learning Outcomes, and Vocabulary Words?

The At a Glance section is the foundation for the lessons in the unit. It starts by identifying the BIG IDEAS of science that children will be developing an understanding of during the unit. These cross-cutting themes of science focus on learning about life science, biology, physical science, and earth science. This learning builds the background knowledge and foundation for children's future learning.

Following the BIG IDEAS are the LEARNING OUTCOMES for the unit. These are specific concepts related to the topic that children will learn during the unit. The LEARNING OUTCOMES come from the BIG IDEAS.

The last part of the At a Glance section is the VOCABULARY section. The vocabulary words include words that are specific to the LEARNING OUTCOMES, as well as words that develop children's understanding of the BIG IDEAS. The vocabulary words have picture cards are featured with cameras.

What is the Curriculum Notes section on each lesson for?

The Curriculum Notes section holds additional information to guide and enrich lessons. These sections highlight the relevant book and picture cards for each lesson. There are also teaching strategies and tips included to further support implementation.

Exploring PETS Teacher Toolkit

- Teacher Guide with lessons, hands on activities, and family engagement activities
- A set of Picture Cards with definitions and teacher talk prompts on the back
- A learning poster featuring the Learning Outcomes for the unit
- 5 Books about PETS
- Extension activities for the classroom
- A note and activity for families

What books come with the PETS Teacher Toolkit?

A title list of the five books that come in the Teacher Toolkit is provided with the materials. The list identifies the type of text structure for each book as predictable (PB), narrative informational (NB), or informational (IB). Each lesson also has extension activities that teachers can incorporate throughout the unit and information and activities that can be sent to families.



Predictable

A predictable book repeats words, phrases, rhymes, or patterns that help children guess what will happen or be said next in the story.



Narrative Informational

A narrative informational book teaches real facts and information while also telling a story.



Informational

An informational book teaches children real facts and information about a topic.

Getting the Most out of the PETS Teacher Toolkit

How do I use the Picture Cards?

Picture cards are used during every lesson. They are used to teach new information, as discussion prompts, and for activities. Using picture cards is an excellent Dual Language Learner strategy that builds the connections between verbal and visual skills.

The picture card words are selected from the vocabulary words for the unit. To identify which vocabulary words have picture cards, look for the camera icon beside the word.

The following information is given on the back of each picture card:

- The word and pronunciation guide in English and Spanish (Spanish words are in red)
- A child-friendly definition
- *Talking About* discussion prompts



How do I use the Learning Outcomes Poster?

The Learning Outcomes Poster should be displayed in the area where the children gather for lessons. During the unit, the poster is used for different lessons. The poster serves as an important visual cue for children to remember the science concepts that they are learning.

How long does it take to complete all of the lessons in the Teacher Toolkit?

The lessons in the unit are designed to be completed over a 2-3 week period. During this time, the children are engaged in whole group lessons led by the teacher. These lessons build background knowledge and vocabulary while teaching the unit's Learning Outcomes and Big Ideas.

During the unit and in the weeks following, we encourage teachers to engage children in the suggested independent and small group Discover More! Extension Activities. These activities promote children's development of self-learning skills as they apply and extend what they learned during the lessons.



Getting the Most out of the PETS Teacher Toolkit

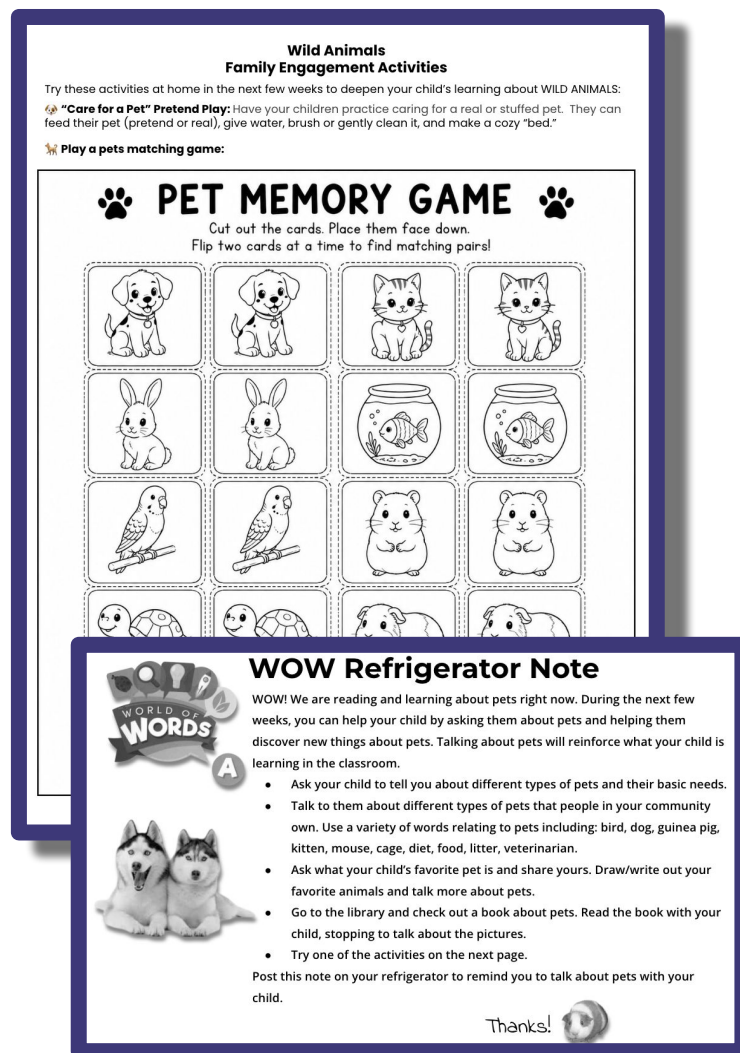
How much time do I need to schedule for a lesson?

Each lesson takes about 12-15 minutes.

Are there take-home activities?

The Teacher Toolkit has two Family Engagement components. There is a Family WOW Refrigerator Note that tells families what topic their child will be reading about, provides the learning outcomes for the unit, and gives suggestions for ways they can support their child's learning.

There is also a family extension activity sheet that should be sent home at the end of the unit. These activities are for families to do together as a learning extension. During the activities, your children will share and celebrate what they have learned about the topic with their families. The refrigerator note and family extension activities are available in English and Spanish.



What other resources do I need?

Your Teacher Toolkit includes all of the essential instructional tools for successful lessons. Some additional ideas that can enhance instruction include:

- **Books:** Make a resource library of books about PETS by gathering any books that you have in your classroom library and/or checking out additional books from the library. Use these books throughout the day to read aloud and for independent reading.
- **Videos:** Find websites about PETS to share with children. National Geographic Kids has a 'Pet Central' Video series that you can check out and share with the children.
- **Music:** Put together a collection of songs and poems about PETS. Singing a song or saying a poem about PETS is a great way to start a lesson. B-I-N-G-O is always a classic!
- **Art:** Print pictures from the Internet or cut out pictures from old magazines relating to PETS. Have these pictures available for children to use at the art center.

PETS Teacher Toolkit AT A GLANCE



BIG IDEAS

The overarching science concepts children will learn:

- PETS have life cycles.
- PETS have basic needs of food, water, and shelter.
- PETS have ways of protecting themselves.



LEARNING OUTCOMES

In these lessons, children will learn that:

- PETS need people to take care of them.
- PETS usually live inside and with people.
- Dogs, cats, and goldfish are types of PETS.

ABC

In the lessons, children will build vocabulary for:

(Vocabulary words with a camera icon have a picture card)

Words that relate to PETS:

dog 
puppy 
mouse 
snake 
bird 
goldfish 
rabbit 
hamster 
cat 
kitten 

Words that help us talk about PETS:

aquarium
cage
diet
fur
groom
litter
veterinarian

Challenge Words:

giraffe 
bear 
spider 
turtle 



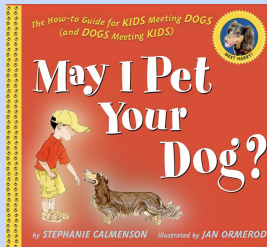
Getting the Most out of the PETS Teacher Toolkit

LESSON PLANNER

Lesson 1

Week 1

Narrative Informational



May I Pet Your Dog?
by Stephanie Calmenson

Key Vocabulary:
dog, puppy

Lesson 2

Week 1

Predictable



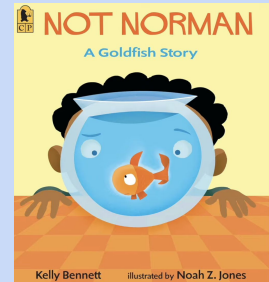
Some Pets
by Angela DiTerlizzi

Key Vocabulary:
dog, puppy, mouse, snake

Lesson 3

Week 2

Narrative Informational



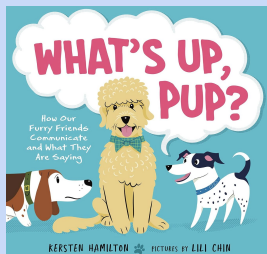
Not Norman
by Kelly Bennett

Key Vocabulary:
dog, puppy, mouse, snake, bird,
goldfish

Lesson 4

Week 2

Informational



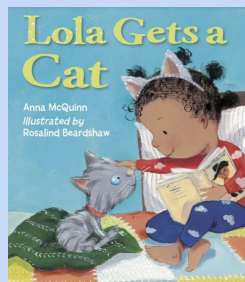
What's Up, Pup?
by Kersten Hamilton

Key Vocabulary:
rabbit, hamster, challenge cards

Lesson 5

Week 2/3

Narrative Informational



Lola Gets a Cat
by Anna McQuinn

Key Vocabulary:
kitten, cat, challenge cards,
all PETS vocabulary

Lesson 6

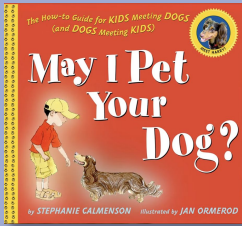
Week 3



Select three favorite PETS books to reread this week with the children.

Revisit all PETS vocabulary as you relate vocabulary to Big Ideas.

SHARED READING:



PICTURE CARDS:

- dog, puppy

CURRICULUM NOTES

Reflect together

Have the children reflect on pets their families may have or pets they have seen around their neighborhoods. Talking about the pets they know or have taken care of in the context of everyday life allows them to connect what they are learning to real life examples. When these connections are made, it can make abstract ideas more concrete and deepen the children's understanding of the materials.



DID YOU KNOW?

Puppies & Dogs

Smaller dogs are usually puppies for just 9 months. Larger dogs are puppies for about 15 months. This means that you need to feed a larger dog puppy food for a longer amount of time than you would for a small dog.

Talk Together

Start today's lesson by saying: *Today we'll begin learning about PETS. Many of you know a lot about PETS, but we're going to talk about some things that are typical of all PETS. PETS are animals that live with people. We need to take care of our PETS.*

Point to the picture card of the **DOG** and the **PUPPY**. *This popular type of PET is a dog. Dogs make great companions and are sometimes called Man's Best Friend. There are many breeds or types of dogs. Some dogs are very small while some are large. When a dog is very young, it is called a puppy.*

Introduce today's book by saying: *Today's book is about a PET. Let's see if you can find a puppy and a dog as we read together.*

Read Together

Read together the narrative informational book: *May I Pet Your Dog?* Try not to stop too often, but keep to the rhythm and the cadence of the story. Have the children think about how they might take of a dog or puppy as they listen.

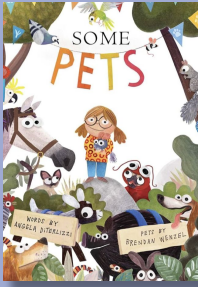
Reflect Together

Show the picture cards of the **DOG** and the **PUPPY**. Point to the picture cards and say: *A puppy is a very young dog. A dog is a great PET. Dogs tend to be very loyal to their owners and are tame. Dogs like to live with people.*

Reread *May I Pet Your Dog?* and ask the children if they have a PET. Talk about how they play with and take care of their PET.



SHARED READING:



PICTURE CARDS:

- dog, puppy, mouse, snake

CURRICULUM NOTES

Read Together

Encourage the children to summarize or repeat back ideas from the book after reading. They can share the pets they remember seeing in the book and what the pets were doing in the book to further build comprehension and understanding of the concepts.

DID YOU KNOW?

Pets

Pets are tame animals. Pets usually live inside with people. Unlike wild animals, such as lions, pets need people to take care of them by providing food, water, and shelter. An example of a pet is a dog.

Talk Together

Start today's lesson by saying: *Today, we're going to learn more about PETS. I'm going to show you two less common PETS.*

Point to the picture card of the **MOUSE**. *This type of PET is called a mouse. A PET mouse will need to live in a cage. Its cage is where the mouse eats, sleeps, and feels safe.*

Show the picture card of the **SNAKE**. Point to the picture card and say: *This is a PET snake. Some snakes are wild animals and some can be pets. A snake that is kept as a PET is not poisonous.*

Introduce today's book by saying: *Our book today is about the sizes of different types of PETS. PETS can come in many different sizes. Some are big, and some are very small. Let's explore some of the common types of big and small PETS you might see.*

Read Together

Read together the predictable book: **Some Pets**. Have the children look for mice, dogs, and puppies as you read. Encourage them to join in as you read the informational text. Make sure to point out the snake and mouse on the last page of the book featuring many kinds of pets.

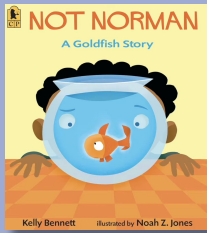
Reflect Together

Say: *Let's talk about ways in which people may take care of their PETS.* Turn the pages of the book, and let the children talk about the different types of PETS and how owners may take care of them. Reinforce the following words: **mouse, snake, dog, and puppy.**

Reread **Some Pets**. Have the children talk about their favorite PETS and what can do to take care of PETS. Review picture cards as time allows.



SHARED READING:



PICTURE CARDS:

- dog, puppy, mouse, snake, bird, goldfish

CURRICULUM NOTES

Talk together

During class interactions, frequently use the key words highlighted in the lesson such as food, water, shelter, and tame. Young children benefit from hearing new words in a variety of settings and in different ways.

Reflect together

Why do it this way? Comparing and contrasting provides children with opportunities to discuss features of the PETS they are learning about. Encourage children to make direct comparisons by discussing specific features of PETS.

Talk Together

Start today's lesson by saying: *We're learning all about PETS. We've talked about a mouse, a snake, a dog, and a puppy.*

Show the picture card of the **BIRD** and the **GOLDFISH**. Point to the picture cards and say: *Here are two new types of PETS: a bird and a goldfish. A bird lives in a cage. A goldfish lives in a fish tank or bowl.*

Say: *Today we're going to talk about caring for our PETS. PETS need the right environment. Some PETS live in a cage, like a mouse, or a bird. Others, like fish, live in an aquarium. That's their home or habitat.*

Introduce today's book by saying: *Today's book tells us more about PETS, their characteristics, their needs, and how to take good care of them.*

Read Together

Read together the narrative informational book: **Not Norman**. As you read, point to the pictures and have the children name the different types of PETS. Stop as you read and engage them in describing the homes/habitats of some PETS.

Reflect Together

Make comparisons and contrasts. Show the picture cards and ask:

How are dogs and cats alike?

[Both are pets that can live with people.]

How are a guinea pig and a dog different?

[A guinea pig lives in a cage and a dog lives with people.]

How are a goldfish and a bird alike?

[Both are pets you have to feed.]

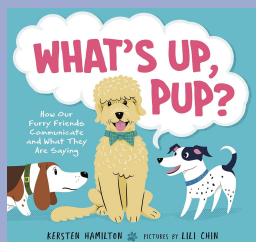
How are they different?

[A goldfish lives in water or a fishbowl, and a bird doesn't.]

Continue to compare and contrast other PETS from today's book as time allows.



SHARED READING:



PICTURE CARDS:

- rabbit, hamster, all picture cards used in prior lessons, and challenge cards

CURRICULUM NOTES

Think Time

Pause for at least three extra seconds between asking a question and receiving student responses. This provides ample time for children to consider their response and is especially helpful for DLLs.

Reflect together

Why do it this way? The purpose of this activity is to encourage children to participate in discussion and work on categorization. The important part is not that the child correctly notes if it does or does not belong in the category but how the child explains why it does or does not belong. Support children in sharing their rationale or justification for their response.

Talk Together

Show the picture cards from prior lessons and say: *We've been learning about different PETS. Tell me what you remember about PETS.*

Make sure all the key concepts listed on pg. 7 are covered.

Show the picture cards of the **RABBIT** and the **HAMSTER**. Point to the picture card and say: *Today we're going to see a rabbit and a hamster. Both of these are PETS, and both live in cages, but they need very different kinds of care. All PETS need to be taken care of. A veterinarian is a trained doctor for animals who takes care of them.*

Introduce today's book by saying: *Let's look at all the different PETS in our book and try to name them.*

Read Together

Read together the informational book: *What's Up, Pup?* Throughout the reading, stop and ask the children questions about the text: *What kinds of homes do our PETS need? Let's think about the different types of home, or habitats they need. What is a PET doctor called? [Veterinarian] What do they do? [Help care for our PETS.]*

Reflect Together

Time for a challenge: Mix and display all the picture cards (including the challenge cards) and say: *Let's play a game. I'm going to hold up a picture, and you will need to tell me whether the animal is a PET or not You'll have to think hard about what you've learned about PETS. Ready? Let's go.*

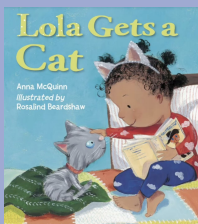
Hold up the picture card of the **GIRAFFE**. Point to the picture card and say: *This is a giraffe. Is this a PET? Why or why not?*

Elicit responses and encourage children to give you a rationale using the key concepts listed earlier.

Continue using the challenge cards - **SNAKE, BEAR, SPIDER**, and **TURTLE** - as well as picture cards from past lessons. (Some children might say a snake or turtle is a pet; others may say no, it is not a pet. Let them explain their rationale.)



SHARED READING:



PICTURE CARDS:

- kitten, cat, all picture cards used in prior lessons, and challenge cards

CURRICULUM NOTES

Reflect together

Keep the activity moving to support children's engagement. However, if you notice that some children are not catching on to different science concepts or vocabulary, interact separately with them during center times using key vocabulary. Or reread one of the books with them and have a discussion about the science concepts. *Why do it this way?* In this part of the lesson, you are asking open-ended questions. These questions extend learning and provide opportunities for children to use vocabulary. Nonetheless, the discussions are very much guided because the responses are anchored in the book and text set concepts.



Talk Together

Start today's lesson by displaying the picture cards from prior lessons and saying: *We've been learning about PETS. What can you tell me about PETS?*

Point to the picture card of the **KITTEN** and say: *A popular type of pet is a kitten. A kitten is a young cat. Kittens have lots of energy and need more meals in a day than older cats.*

Point to the picture card of the **CAT** and say: *This is an adult cat. Cats are a type of pet with whiskers, short ears, and long tails.*

Introduce today's book by saying: *Today's book is about a kitten growing up to be a cat. Just like you, PETS grow up and become bigger and stronger. All of our PETS grow up over time.*

Read Together

Read together the narrative informational book: **Lola Gets a Cat**. Have the children share what they already know about the life cycles of PETS; use the information in the text as a springboard to additional information the children might want to contribute.

Reflect Together

Say: *Let's talk about some of our favorite PETS. What makes a PET special? What kinds of things are most fun to do with your PET?*

Say: *On your paper, draw a picture that shows something you have learned about PETS.*

Encourage children to summarize what they know by drawing a picture or writing ('driting') about their favorite PET. Allow the children to share their drawings with others and talk about what they have learned.

Have all the books from this unit available for the children to view independently if they desire.

Review all of the PETS picture cards as time allows.

SHARED READING:



CURRICULUM

NOTES

Reflect together

Turn-and-Talk: A great strategy to get more children's voices involved in the lesson is to ask a question, provide think time, and then have children discuss their opinions in pairs. This provides all children with an opportunity to use the vocabulary and the teacher with the opportunity to move around and check for understanding.

Consider showing the children in your class one of SciShow's videos: *Cool Cat Facts!* which is available on Youtube. Providing children with diverse ways of interacting with content allows them more opportunities to internalize the material. You may incorporate this into the lesson or use the video as an extension activity.



Talk Together

Keep the books, the picture cards, and the students' writings/drawings about PETS on display in the classroom.

Say: ***Let's revisit what we've learned about PETS. What can you tell me about PETS?***

[Encourage the children to revisit the vocabulary and key concepts, relating them to the Big Ideas.]

Revisit the books by saying: ***Let's select three of our favorite PETS books to reread this week. Which book would you like us to read today? What do you recall about PETS from this book?***

[Allow the children to select the daily books to reflect, recall, and reread].

Read Together

Read the selected books. Discuss the books together as you use the text to make connections to the Big Ideas listed on pg. 7.

Reflect Together

Ask the following questions to deepen children's understanding of PETS:

Life cycles: ***What different life cycles of PETS were discussed in our books? How does a young PET look and act differently than an adult PET?***

[Encourage the children to draw pictures of the life cycles of different kinds of PETS from the text, of a class PET, or of their own PET.]

Basic needs of food, water, and shelter: ***How are the basic needs of PETS the same, and in what ways are they different? What are the specific basic needs of certain types of PETS? How does a PET owner help meet these needs? Are the needs of PETS similar to our basic needs?***

[Create a chart of the basic needs of PETS and the specific needs of different types of PETS. For children with PETS, discuss the needs of their PETS.]

Protection: ***How does a PET owner protect his/her PET? What are some specific ways PETS protect themselves and/or their young?***

[Have the children explore the different ways PETS protect themselves and their young.]

Continue investigating PETS. Invite an owner of a PET store to visit the classroom and/or set up a PET center. Ask: ***How do we help PETS, and how do they help us?***

[Encourage further independent exploration of PETS with home/school connections.]

Resources

Fun Facts About Pets

Discover More! Extension Activities

- Circle Time
- Dramatic Play
- Book Nook
- Science and Math Center
- Writing and Art Center
- Ask-An-Expert and Field Trips



Home Connection

- WOW! Refrigerator Note
- Family Extension Activity



Fun Facts About Pets

There are many types of pets that people can have. Pets aren't wild animals, so they depend on people to help keep them healthy and happy. Pets need food, water, and shelter to survive. They also need exercise and time for socializing. Being a pet owner is a big responsibility because it requires caring for their basic needs and taking them to the vet.

The needs of pets:

Owning a pet is a huge responsibility. All pets have basic needs. As a responsible pet owner, you need to be aware of their needs.

Food: A pet needs food for energy. It is important that a pet eats both the right food and the right amount of food.

Water: Pets need water to survive. It is important that a pet has fresh, clean water at all times.

Shelter: Pets need protection from the weather. Some pets live indoors and some live outdoors. If it is too hot or too cold, they need a safe place to go. Some pets need protection from larger animals.

Exercise: Pets need exercise to keep them healthy. Examples of exercise are activities such as walking, running, and playing fetch.

Socialize: Many pets like the company of others, such as other animals or humans. If a pet does not have an opportunity to socialize, it can lead to destructive behavior, such as chewing shoes.

Caring for pets:

Different pets need different things to live and be healthy. To keep a pet healthy, make sure you keep them clean, teach them to use the bathroom in the correct places, and take them to the veterinarian for check-ups.

What is a veterinarian?

A veterinarian is a doctor who treats animals. Some people call the veterinarian "the vet" for short. The vet treats injured pets and gives them immunizations, or shots, that keep them from getting sick.



Types of pets:

- dog
- puppy
- mouse
- snake
- bird
- goldfish
- rabbit
- hamster
- cat
- kitten

Discover More! Pets Extension Activities

The WOW vocabulary lessons introduce children to new concepts and build vocabulary and background knowledge. Throughout the unit, use these activities with children in small groups during center times to further engage with the topic and synthesize their learning. The open-ended activities provided in this section encourage children to personalize their learning and make it their own. Circle time provides a great opportunity to extend children's learning about season in the whole group with some short and fun activities.

Circle Time



Circle Time Activities

Pet Share: Have children go around and share if they have a pet and if so, what they do to care for the pet. Children that do not have a pet can share what kind of pet they would want if they got one.

Guess the Pet Game: Place a plush animal or a physical object like a leash or a bowl in an opaque bag, then have children guess the pet or object by giving descriptive clues or by feeling the item.

Pet Movement Break: For movement breaks, have children jump like a bunny, slither like a gecko, or "run like a dog" to combine physical activity with animal identification.

Discover More! Pets Extension Activities

Dramatic Play

Dramatic play is one of the most powerful learning tools for preschoolers, as it allows children to explore real-world roles and situations in a safe, imaginative way, building language, social skills, and creative thinking all at once. When children pretend, they practice cooperation, problem-solving, and empathy – skills that form the foundation for success both in school and in life.



Kitten



Dog



Turtle

Dramatic Play Activities

Popsicle Stick Puppets: Create Popsicle stick puppets (like the ones above) or have children create the puppets to provide an opportunity for children to use them for pretend play and strengthen their vocabulary about pets. Teacher-made puppets can model ideas and support lessons, while puppets created by the children can provide a more hands-on learning experience that promotes imagination, independence, and engagement.

Pretend Pet Shop and Vet Office: Use blocks and stuffed animals to set up a pretend pet store. Children can take turns pretending to be workers and customers. Encourage children to use their new vocabulary to talk about how to care for their pets. Then set up a pretend vet clinic using the doctor tools so children can take their pets for sick visits or check-ups.

Discover More! Pets Extension Activities

Book Nook

Books are essential for preschoolers because they build vocabulary, spark imagination, and lay the foundation for reading success. Books, furthermore, create meaningful moments of connection between children and the adults who read with them. Make a special book basket filled with books about the unit's topic to keep in your book nook that children can look at throughout the unit.



Book Nook Activities

Story Theater: Invite children to bring the story to life by acting out different characters and events from the book. As the teacher reads aloud, children can use voices, movements, and simple props to dramatize the story. Story Theater works especially well with narrative books and helps children deepen their understanding of characters, feelings, and story events while building oral language and comprehension.

Pets Charades: Children take turns pretending to be a pet from one of the books while classmates guess which one it is. Encourage children to use movements, sounds, and clues connected to the vocabulary words from the lesson. This playful activity reinforces vocabulary, strengthens comprehension, and encourages children to talk about the characteristics of different animals.

Discover More! Pets Extension Activities

Science and Math Center

Math and science activities help preschoolers build problem-solving skills, curiosity, and an understanding of the world around them through hands-on exploration and discovery.



Science and Math Activities

Pet Comparison & Classification: Prepare cut-out pictures of pets. Ask children to sort pets into categories based on scientific attributes, such as "Has Fur," "Has Scales," or "Lives in a Cage." Sorting activities help preschoolers develop critical thinking, early math skills, and the ability to recognize patterns, similarities, and differences.

Counting Pet Treats: Have children count out specific numbers of "treats" (like beads or pom-poms) into pet bowls. Children can pretend to feed the "treats" to stuffed animal "pets."

Graph Favorite Pets: Create a class graph showing children's favorite pets and discuss which has more or fewer votes. Teachers can hang the graph on the wall to inspire discussions about similarities and differences.

Discover More! Pets Extension Activities

Writing and Art Center

Art helps preschoolers learn by engaging their hands and minds at the same time. Perhaps most importantly, art gives young children a powerful way to express their feelings and tell their stories, supporting both emotional development and early literacy. Teachers can record children's words about their art so even the youngest children can write stories.



Writing and Art Activities

Pet Collar Craft: Have children cut paper strips to make pretend pet collars. Cutting is great for developing fine motor skills. Children can write or trace their names that a teacher writes on the collar and decorate it with small stickers.

Paw Print Painting: Use stampers or children's handprints to create colorful paw print art. Hand prints are also a great keepsake for families. Talk about how you can identify different animals by their prints.

Pet Habitat Dioramas: Build simple homes for pets using boxes, paper, and recycled materials. Talk about what pets need to thrive in their homes (food, water, a place to sleep, etc.).

Discover More! Pets Extension Activities

Ask-An-Expert and Field Trips

Both having an expert come into your class and going on field trips help children build curiosity, deepen their understanding, and learn through engaging in real-world experiences.



Ask-an-Expert

Inviting someone into the classroom is always exciting for children. Be sure to prep the class by brainstorming questions before the expert comes. Here are some potential “pet experts” that can visit classrooms:

- **Veterinarian:** A vet can come in and talk about how you take care of your pet or what happens if a pet gets sick.
- **Pet Owner:** Any parent or school employee that is a pet can come in with the pet that children can observe or the pet owner can just discuss the pet and show pictures or videos.

Field Trips

Field trips provide preschoolers with sensory experiences that bridge the gap between classroom concepts and the real world, fostering curiosity and social-emotional growth through direct exploration. There are many places you can go in your neighborhood that will enhance your class’ learning about pets.

- **Pet Store:** The class can go to the pet store to see what pets are sold and what items are sold to help people take care of their pets.
- **Animal Shelter:** Tour a local animal shelter for children to discover how pets are cared for there and then find their forever home.

WOW Refrigerator Note



WOW! We are reading and learning about pets right now. During the next few weeks, you can help your child by asking them about pets and helping them discover new things about pets. Talking about pets will reinforce what your child is learning in the classroom.

- Ask your child to tell you about different types of pets and their basic needs.
- Talk to them about different types of pets that people in your community own. Use a variety of words relating to pets including: bird, dog, guinea pig, kitten, mouse, cage, diet, food, litter, veterinarian.
- Ask what your child's favorite pet is and share yours. Draw/write out your favorite animals and talk more about pets.
- Go to the library and check out a book about pets. Read the book with your child, stopping to talk about the pictures.
- Try one of the activities on the next page.

Post this note on your refrigerator to remind you to talk about pets with your child.

Thanks!



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WOW Notas para el Refrigerador

WOW! En este momento estamos leyendo y aprendiendo sobre las mascotas. Durante las próximas semanas, usted puede ayudar a su hijo preguntándole sobre las mascotas y ayudándole a descubrir cosas nuevas acerca de ellas. Conversar sobre las mascotas reforzará lo que su hijo está aprendiendo en el aula.

- Pídele a tu hijo que te hable sobre los diferentes tipos de mascotas y sus necesidades básicas.
- Háblales sobre los diferentes tipos de mascotas que tienen las personas de tu comunidad. Utiliza una variedad de palabras relacionadas con las mascotas, tales como: pájaro, perro, cobaya, gatito, ratón, jaula, dieta, comida, arena, y veterinario.
- Pregúntale a tu hijo cuál es su mascota favorita y comparte la tuya. Dibujen o escriban sobre sus animales favoritos y hablen más sobre las mascotas.
- Ve a la biblioteca y saca un libro sobre mascotas. Lee el libro con tu hijo, deteniéndote para hablar sobre las ilustraciones.
- Prueba las actividades de la página siguiente.

Pega esta nota en tu refrigerador para recordarte hablar sobre las mascotas con tu hijo.

¡gracias!



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PETS

Family Engagement Activities

Try these activities at home in the next few weeks to deepen your child's learning about pets.

 **"Care for a Pet" Pretend Play:** Have your children practice caring for a real or stuffed pet. They can feed their pet (pretend or real), give water, brush or gently clean it, and make a cozy "bed."

 **Play a pets matching game:**

PET MEMORY GAME

Cut out the cards. Place them face down.
Flip two cards at a time to find matching pairs!



Mascotas

Actividades de Participación Familiar

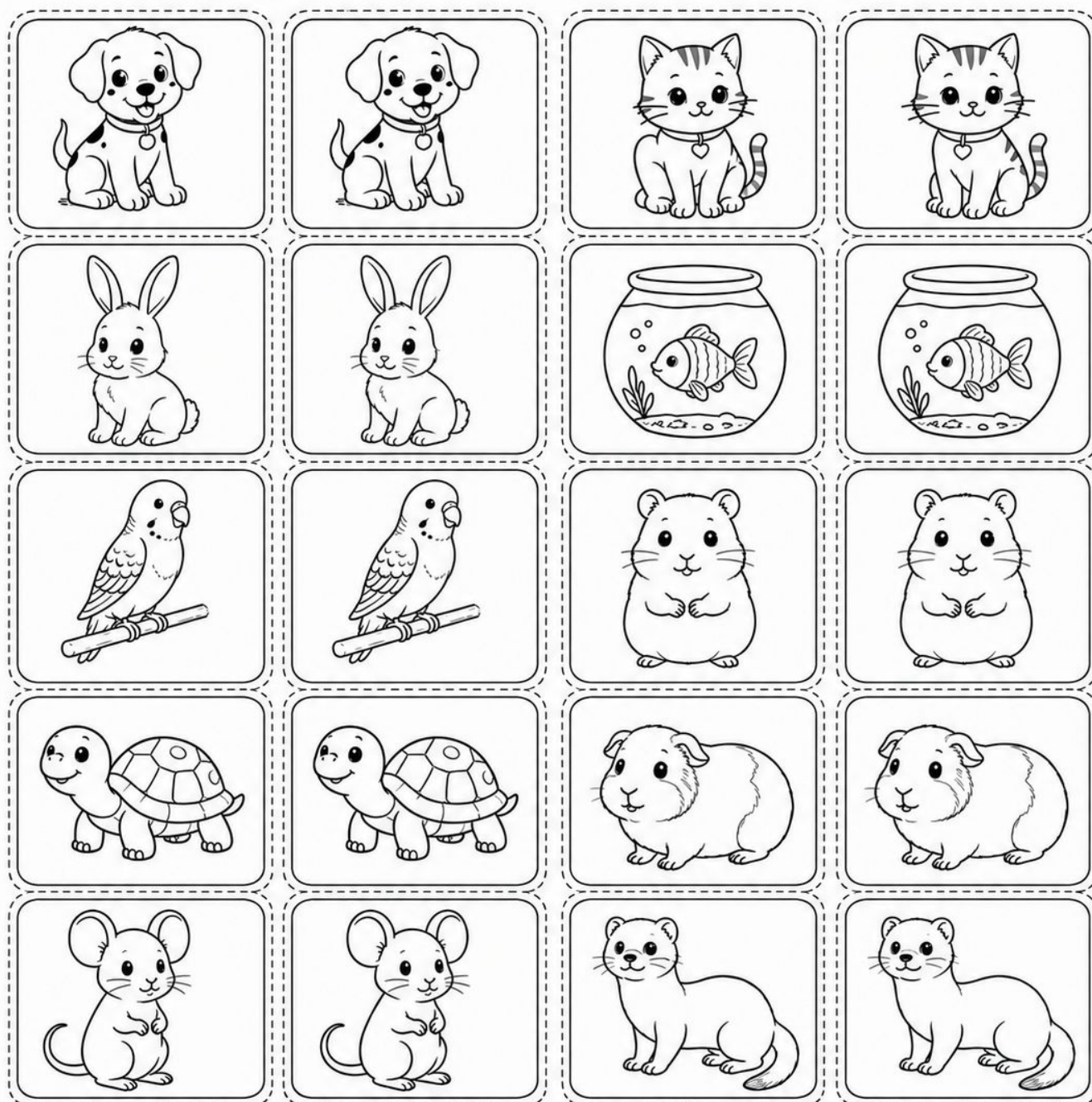
Prueben estas actividades en casa durante las próximas semanas para profundizar el aprendizaje de su hijo sobre las mascotas.

 **Juego de simulación: “Cuidar de una mascota”:** Pidan a sus hijos que practiquen el cuidado de una mascota, ya sea real o de peluche. Pueden alimentar a su mascota (de verdad o de juguete), darle agua, cepillarla o limpiarla con suavidad, y prepararle una «cama» acogedora.

 **Jueguen a un juego de emparejamiento de mascotas:**

JUEGO DE MEMORIA DE MASCOTAS

Recorta las tarjetas. Colócalas boca abajo.
Voltea dos tarjetas a la vez para encontrar los pares que coinciden.





WoW Topics

Pre-Kindergarten

Wild Animals

Marine Animals

Seasons

Pets

Healthy Foods

Exercise

Susan B. Neuman is a Professor of Teaching and Learning at New York University, specializing in teacher education and early literacy development. Previously, she was a Professor at the University of Michigan and has served as the U.S. Assistant Secretary for Elementary and Secondary Education.



In her role as Assistant Secretary, she established the Early Reading First Program and the Early Childhood Educator Professional Development Program, and she was responsible for all activities in Title I of the Elementary and Secondary Act. She has served on the IRA Board of Directors (2001 - 2003) and numerous boards of nonprofit organizations. She is past Editor of Reading Research Quarterly, the most prestigious journal in reading research. Her research and teaching interests include early childhood policy, curriculum, and early reading instruction, Pre-K - Grade 3 for children who live in poverty. Neuman has received two lifetime achievement awards for research in literacy development and is a Fellow of the American Educational Research Association. She has written over 100 articles and authored and edited 11 books.