



Caring For Animals

Standard Connection:

ELA.W.PK4.1b
ELA.SL.PK4.1a
M.MD.PK4.1
M.CC.PK4.1
S.LS.PK4.3
SS.FC.PK4.7
PD.SHS.PK4.4
TH.RE8b.1.PK

Enduring Understanding(s):

- Living things often depend on each other for shelter and protection.

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>One Dark Night</i> stuffed animals small blankets baskets small pillows bowls (for animal food/water) pretend or real medical instruments images of pretend play and forms for vet visit (see Resource) leash and collar pet carrier paper clipboard writing utensils 	<p>veterinarian: animal doctor</p> <p>medicine: liquid or pill to make someone who is sick feel better</p> <p>thunderstorm: storm with wind and rain</p> <p>shelter: a safe place</p> <p>thunder: a loud rumble after lightning</p> <p>diagnose: find out</p> <p>treat: take care of</p> <p>instrument: tool</p> <p>lightning: a flash of light in the sky</p>	

Intro to Centers	
Preparation: Set up materials.	
<p>"In <i>One Dark Night</i>, Jonathan helped the mother cat and her kittens take shelter from the thunderstorm. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"How else did Jonathan care for the mother cat and her kittens?"</p> <p>"People often care for animals by giving them food, shelter, and if they are sick, by taking them to a veterinarian - an animal doctor."</p>	<p>Show illustrations. Children respond.</p>
<p>"Veterinarians use instruments to diagnose - find out - why animals are sick. Veterinarians might treat - care of animals - with medicine to help them feel better. What do you notice?"</p>	<p>Show instruments/images. Children respond.</p>
<p>"Today in Dramatic Play, you can pretend to be a veterinarian and care for animals."</p>	<p>Show images in Resource.</p>

During Centers:

Encourage children to write pretend prescriptions and label medicines. Encourage children to try out different roles (veterinarian, pet owner, etc.). Support children in creating name tags. Encourage children to record data about animals (length, weight, temperature, etc.). Encourage children to use pretend money to pay for veterinarian visits.

Guiding Questions During Centers:

- How is the way Jonathan cared for the cats similar to or different from the way somebody at home takes care of you?
- Why do some animals need people to care for them?
- How do you care for an animal or a person in your home?
- How is caring for an animal the same as or different from the way we care for each other and for our classroom?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage families to bring a pet to the classroom and talk about how they take care of the animal. Encourage children to research the similarities and differences between domestic and wild animals and who might care for them.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of writing materials. Picture cards depicting each role may be helpful for children who need extra support.