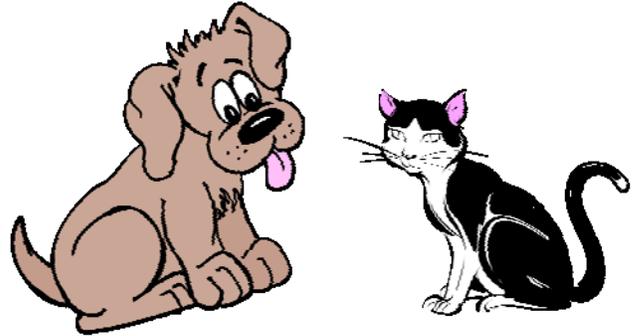


## Pet Parade

**Goal:** Encourage students to think about the important roles of pets in our daily lives and recognize their needs.

### BookSpring will provide:

- Stuffed animals
- Hamster wheel with stuffed hamster
- Pet magnets
- Assorted large magnets
- Pet food, feeding/water bowl
- Pet brush
- Collar and leash
- Chew toy, cat toy
- Stamps and stamp pad
- **School will provide:** magnetic white board



### Description of Activity:

1. Announce that today you will be talking about PETS! *Options:* 1. Ask: What is a pet? 2. Teach what a pet is. By definition, a pet is *any domesticated or tamed animal that is kept as a companion and cared for affectionately.*
2. Explain that they are to choose a magnet for an activity. This magnet should be of any pet they like. On the white board, make an outline for a bar graph with one column or row for each pet in the magnet kit.
3. Ask the students place their magnet in the appropriate column and then take their seat.
4. Observe the graph of pets. Depending on their grade level, ask the following: Name all the different animals. Which is the most/least common pet? Which animals have fur or hair/scales/feathers? Which animals are reptiles/mammals? Which animals live in a cage/ outdoors? Where do frogs live (water or land)? Encourage many to answer.
5. Ask: What do you need in order to be healthy? (food, water, love, exercise, shelter, baths, etc.) What do you think a pet animal needs in order to be healthy? What might happen if your pet did not receive what it needs?
6. Another possible activity is “Pet Pictionary.” Take the magnets off the white board and get a dry erase marker. Set a time for one minute and start drawing your favorite pet. Encourage the students to guess which pet you are drawing. Allow students to draw as time allows. (list of potential pets attached!)
7. Read the read-aloud selection and encourage the students to choose a brand new book!

**Community Connection:** Divine Canines - <http://www.divinecanines.org/> and Austin Dog Alliance—<http://austindogalliance.org/> are two places to contact if you are interested in having pets visit your BookSpring day. The AISD science center also has animals for

**Texas Essential Knowledge and Skills:** K(21 A&B); 1st (27A&B); 2nd (28A&B); 3rd (110.14 29A); 4th (110.6 b1A,C &b3A); 5th (110.7 b1A &b3A &b8A,B,C)

**Common Core:** ELA-Literacy. RL.K 10, SI.K.1a-K.2, 1.1a-c, 1.2, 1.3, 2.1a-c, 2.2, 2.3, 3.1a-d, 4.3, 4.4, 4.1d, 4.6, RF 4.4a-cSI 4.2, SI 5.3, 5.6, RI5.2, 5.8, 5.10

## Suggested Read-Aloud Books

<b>Grade Level:</b> Pre-Kinder through First Grade	<b>Suggested Read-Aloud:</b> <i>Good Boy Fergus!</i> <i>Muy Bien Fergus!</i> By: David Shannon
<b>Discussion Points:</b> <ol style="list-style-type: none"><li>1. Before reading, ask the children to think of their pet, or a pet they know from a friend's or relative's house. Ask them to think of that pet while they are listening to the story and looking at the illustrations. Ask if there is anything the same about Fergus and the pet they are thinking of?</li><li>2. Read the story, stopping to let the kids share similarities with the pets they know.</li><li>3. After reading, page back through the story. Ask the children to tell how they know Fergus was well taken care of?</li><li>4. After reading, ask the children if Fergus is perfect. If not, ask the children if it really matters? Ask what is most important about a pet and its owner? That they take care of one another!</li></ol>	
<b>Grade Level:</b> Second through Fifth Grade	<b>Suggested Read-Aloud:</b> <i>A Dog Called Kitty</i> by Bill Wallace (Chapter 6) <i>Cachorritos: Flecha</i> By: Ellen Miles (Chapter 4)
<b>Discussion Points:</b> <ol style="list-style-type: none"><li>1. <b><i>A Dog Called Kitty</i></b>: Before reading, tell the students that earlier in the story, we found out that Ricky was attacked by a dog when he was very little. He survived, but had to have painful shots to prevent rabies. He is afraid of dogs and does not want one. The little dog in the story made its way to their farm and tries to eat the cat's food—but the cats keep making him go away. Ricky feels sorry for the little dog and doesn't want him to die. This scene is when he first brings him some food. <b>Read p.61-64</b> to "that could change it."</li><li>2. Talk about what makes a good pet. Continue reading on p.66 "Mama's meat Loaf" to the end of the chapter. (p. 68) Ask the students to predict what might happen in the rest of the story, using what they know about their pets.</li><li>1. <b><i>Flecha/Scout</i></b>: Before reading: Talk with the students about dogs who have jobs. Ask them if they have ever met a guide dog or a police dog? Tell them that the kids in the Book will meet these types of dogs at a school assembly. <b>Read pages 23-29.</b></li><li>2. Talk about what kind of dog Flecha (Scout) is (German Shepherd.) Ask the students what they know about German Shepherds and the reasons they might make good service dogs.</li><li>3. Teach the students that all service dogs must be trained. You can share the website <a href="http://www.servicedogs.org/">http://www.servicedogs.org/</a> with the students to show them how service dogs are trained right here in Central Texas.</li></ol> <p style="text-align: center;"><b>www.bookspring.org</b></p>	

## Pet Pictionary: Which pet can you draw?

Cat

Dog

Parrot

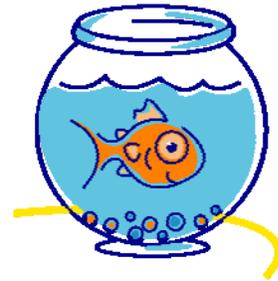


Hamster

Fish

Snake

Hermit crabs



Lizard

Hedgehog

Rabbit



Frog

Turtle

Mouse

Gerbil

Parakeet

