

Pets! / ¡Las mascotas! Unit

Grade Level: PreK-2

Content Areas: Language Arts, Art, Science, Math

Unit Timeframe: 45-60 minutes each day for 2-7 weeks

MATERIALS

- Chart paper or whiteboard and appropriate markers
- Books and music: *Frogs*, *Guinea Pigs*, *Cats*, *Dogs*, *Rabbits*, and *Fish*
- Labeled pictures appropriate for each book



OBJECTIVES

STUDENTS WILL:

- label pictures of various pets in both Spanish and English
- describe various pets and their care
- explain similarities and differences among pets, wild animals, and farm animals
- create a short book about pets

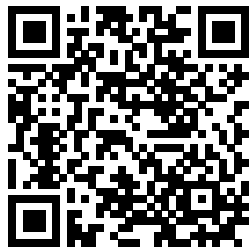
KEY VOCABULARY

Before reading each book, focus on new vocabulary. Read the glossary terms and their definitions while showing pictures for each. Review pictures and words frequently. Create a word wall and add new vocabulary to it.

FREE MUSIC!

Scan our QR code to download or stream the songs from Pets! / ¡Las mascotas!.

Find even more Cantata Learning books and songs at cantatalearning.com.



UNIT PROCEDURE

WEEK ONE:

Build background on pets in general. Ask students what a “pet” is. Make a list of what they know about pets. Create a poster of kids with their pets (either with real pictures or drawings or magazine pictures, and either with real pets or pets they would like). Compare and contrast animals with a Venn diagram of pets/wild animals/farm animals. Where do they live (habitat/house)? Why do people have pets? How do we care for pets? And so on. Create a chart: What do pets eat? What sounds do they make? What are some characteristics? What are they covered in—fur, scales, feathers, skin? Create a math chart: How many students have/want each kind of pet? Create a stuffed pet shelf (or dioramas if no shelf is available) where each pet gets its own box filled with the things that pet would need or want to feel cared for. Create one-page reports about pets in general (like a topic sentence of a paragraph). Kids draw and write at least one sentence in L1—label in both languages—as appropriate according to age and abilities. Teacher saves the pages to combine with other pages to create unit book.

Centers: building doghouses with blocks, pet store/vet dramatic play, drawing and writing about pets, counting/weighing pet items (i.e., dog biscuits), listening to songs and audio books about pets, charades or Pictionary with characteristics of animals using the new vocabulary.

SUBSEQUENT WEEKS:

1. Each week focus on one of the books/animals. Describe the animals: What colors are they? What are they covered in? What sound(s) do they make? How do we care for them when we keep them as pets? Do a pre and post study survey about whether or not they would like to keep this kind of animal as a pet; show as graphs for math.

2. Before reading the books, each animal can be introduced with short video clips and/or labeled pictures of the animals (focusing on vocabulary from the book).
3. Read the book once through while students listen. Have them listen to what they can hear you say about the specific animal. On subsequent readings of the text make sure to discuss metalinguistic details about the books (i.e., notice that the English version uses the word “tail” while the Spanish version uses the word “colita” which would mean “little tail” instead of “cola.”
4. Ask students to tell you what they learned about the animals and create charts specific to each new animal book (relate new information about new animals back to previously learned information about pets in general and other animals).
5. Listen to the song while pointing to pictures in the book or with labeled pictures. For each song, create new movements connected with the language of the song—connect English and Spanish with the movements.
6. Have each student draw a picture of the animal you are studying. (Kids draw and write at least one sentence in L1—label in both languages—or at their ability level.) These pictures and sentences could be added to those about other pets to create a pet book. Emergent literate students who do not yet have the skills to write labels and/or sentences can “pretend write” their book pages at whatever level they are (see <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>). They can then tell their stories to the teacher or other adult who can write down what they say.

LESSON EXTENSIONS

Math Extension:

Teacher can tally how many students have pets of various kinds at home. Create a chart about class pets (could use pictures of the pets that kids draw as pieces of the chart). In subsequent weeks, teacher can tally how many students would like specific animal as pets (before and after studying) and compare differences.

Language Extension:

Teachers can create word walls: one can highlight new words in general, and another one could highlight cognates (i.e., terrarium/ terrario, tank/tanque).

Experience Extension:

Have the opportunity to interact with these animals at a petting zoo or by bringing animals in when available.

Art Extension:

Have students create a collage about pets: describe what they have or what they would like to have and explain why to the class.

STANDARDS ALIGNMENT

Kindergarten: CCSS.ELA-Literacy.L.K.1.b, CCSS.ELA-Literacy.L.K.1.f, CCSS.ELA-Literacy.L.K.4.a, CCSS.ELA-Literacy.L.K.5.a, CCSS.ELA-Literacy.L.K.6, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.RI.K.7, CCSS.ELA-Literacy.RI.K.10

First Grade: CCSS.ELA-Literacy.RI.1.1, CCSS.ELA-Literacy.RI.1.4, CCSS.ELA-Literacy.RI.1.6, CCSS.ELA-Literacy.RI.1.7, CCSS.ELA-Literacy.RI.1.9, CCSS.ELA-Literacy.RI.1.10, CCSS.ELA-Literacy.L.1.1.f, CCSS.ELA-Literacy.L.1.1.j, CCSS.ELA-Literacy.L.1.2.d, CCSS.ELA-Literacy.L.1.5.b

Second Grade: CCSS.ELA-Literacy.L.2.1.d, CCSS.ELA-Literacy.L.2.1.e, CCSS.ELA-Literacy.L.2.1.f, CCSS.ELA-Literacy.RI.2.1, CCSS.ELA-Literacy.RI.2.4, CCSS.ELA-Literacy.RI.2.7

