

## UNIT PLANNING TEMPLATE

### Stage 1

#### Overview and Context

Your name:	Brittany Tincher and Jamie Stump
Grade level and school:	Kindergarten; Wines Elementary School
Title of unit:	How can we help pets?
Estimated time for unit	Approximately 4 weeks
Rationale:	<p>This unit will integrate science and writing by providing our students with an authentic learning experience. Students will learn about pets, specifically cats and dogs, and use what they learn to create informational brochures. We will visit an animal shelter to motivate students to write with the purpose of helping animals. Students will highlight an adoptable pet from the shelter in the brochure and think of other ways they can help these pets (i.e. donation drive and advertisements). This purposeful writing gives students an opportunity to be advocates for animals and students will learn that they can help make the world a better place.</p> <p>We chose the essential question, how can we help pets, to build on this idea. This question encompasses how to care for pets, what they need, how to treat animals, and what can we do for pets even if we do not have them. The essential question pushes students to think about our civic responsibility to treat things with respect and help out if we can.</p> <p>This pet unit follows a science unit on the human body. Students may be able to make connections between what humans need to survive and what pets need. We have also touched on how-to writing which will help students think and write about how to take care of certain pets. This topic also lends itself to persuasive writing. Following the unit, students could write pieces persuading someone to get a specific pet or telling why one type of pet is better than the other.</p> <p>The language and vocabulary associated with this unit will not be overwhelming for the students. Students are familiar with the concept of pets and does not include demanding vocabulary. Any new science vocabulary will be introduced and used appropriately and often to reinforce the meaning. We will make sure to define "adoption" and address what it means to adopt a pet.</p> <p>Informational writing has certain characteristics such as it is real, gives information, all about one topic, and may contain headings, diagrams, captions, and labels. Students will discover many of these things on their own as they explore informational books and other materials. We will then give them the language they need to describe their observations and use that language throughout the informational brochure making process.</p>

	Key learning tasks are sequenced to build connections from prior knowledge to new knowledge. We begin the unit by discussing what a pet is and why people have pets. These initial conversations are broader in scope and will give us insight on student thinking. We will discuss pet needs and wants, how to care for pets, and pet behavior by asking for students' prior knowledge and providing them with additional knowledge and resources in order to create brochure pages. We will discuss how to be safe around pets and how to treat them to preface our field trip to the Humane Society of Huron Valley where students will interact with animals. Students will then use this experience to bolster their writing as they connect with the cause and brainstorm ways to help adoptable pets.
Sources:	<ul style="list-style-type: none"> <li>• Kelly House, Shanna Middleton, Jamie Stump, Brittany Tincer</li> <li>• Humane Society of Huron Valley (<a href="http://www.hshv.org/site/PageNavigator/index.html">http://www.hshv.org/site/PageNavigator/index.html</a>)</li> <li>• Pet unit from Kelly House's previous student teacher</li> <li>• Science Companion: Kindergarten Teacher Activity Manual, pages 36-61</li> </ul>

Essential question(s)	<b>How do pets help us?</b> <b>How can we help pets?</b>
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## Learning Goals

Learning Goals	U,K,S*	Connection to Standards
Students will be able to identify the basic needs of pets and differentiate between pet needs and wants.	K	<u>Michigan Science GLCEs</u> <b>L.OL.00.11</b> Identify that living things have basic needs.
Students will be able to describe how to take care of a cat and/or dog.	K, S	
Students will be able to share ideas about pets through purposeful conversation.	S	<u>Michigan Science GLCEs</u> <b>S.IA.00.12</b> Share ideas about science through purposeful conversation.  <u>Common Core State Standards</u> <b>CCSS.ELA-Literacy.SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>• CCSS.ELA-Literacy.SL.K.1b: Continue a conversation through multiple exchanges.</li> </ul>
Students will be able to listen to classmates and agree or disagree with proposed ideas.	S	

Students will be able to gather information on pets through various sources (i.e. informational books, teachers, internet, and experts from the community).	S	Michigan Science GLCEs <b>S.IA.00.14</b> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.	K, S, U	Common Core State Standards <b>CCSS.ELA-Literacy.W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.	S	<b>CCSS.ELA-Literacy.W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  Michigan Science GLCEs <b>S.IA.00.13</b> Communicate and present findings of observations.
Students will begin to understand that they can help living things in many different ways.	U	Common Core State Standards <b>CCSS.ELA-Literacy.W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Michigan Science GLCEs <b>S.IA.00.12</b> Share ideas about science through purposeful conversation.

## Stage 2 Assessments

Type of Assessment	Criteria/Mean of Evaluation	Learning-Goals Connection
<b>Summative:</b> Final Cat/Dog Informational Brochure: <ul style="list-style-type: none"> <li>Page 1: Spotlight on adoptable pet from Huron Valley Humane Society.</li> <li>Page 2: Items needed to care for pet</li> <li>Page 3: How to take care of the pet (may include how to keep pet safe/treat the pet)</li> <li>Page 4: Fun Facts</li> </ul>	Secure <ul style="list-style-type: none"> <li>Student provides at least three (3) key details about their adoptable pet.</li> <li>Student lists at least three (3) things needed to take care of their chosen pet.</li> <li>Student describes at least three (3) ways to take care of their chosen pet.</li> <li>Student gives at least three (3) fun facts about their chosen type of pet.</li> <li>The final brochure is neat, easily readable, and contains accurate information.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the basic needs of pets and differentiate between pet needs and wants.</li> <li>Students will be able to describe how to take care of a cat and/or dog.</li> <li>Students will be able to gather information on pets through various sources (i.e. informational books, teachers, internet, and experts from the community).</li> <li>Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li> <li>Students will be able to use a</li> </ul>

	<p>Developing</p> <ul style="list-style-type: none"> <li>• Student provides at least two (2) key details about their adoptable pet.</li> <li>• Student lists at least two (2) things needed to take care of their chosen pet.</li> <li>• Student describes at least two (2) ways to take care of their chosen pet.</li> <li>• Student gives two (2) fun facts about their chosen type of pet.</li> <li>• The final brochure is mostly neat, mostly readable, and contains mostly accurate information.</li> </ul> <p>Beginning</p> <ul style="list-style-type: none"> <li>• Student provides at least one (1) key detail about their adoptable pet.</li> <li>• Student lists at least one (1) thing needed to take care of their chosen pet.</li> <li>• Student describes at least one (1) way to take care of their chosen pet.</li> <li>• Student gives at least one (1) fun fact about their chosen type of pet.</li> <li>• The final brochure is messy, unreadable, and contains inaccurate information.</li> </ul>	<p>combination of drawing, dictating, and writing to compose an informative brochure about pets.</p> <ul style="list-style-type: none"> <li>• Students will begin to understand that they can help living things in many different ways.</li> </ul>
<p><b>Formative:</b> Class Discussions</p>	<p>Are students attentive during class discussions?</p> <p>Are students participating in the discussions and contributing ideas and/or thoughts about the topics?</p> <p>Are students listening to their peers and adding onto what others have said?</p>	<ul style="list-style-type: none"> <li>• Students will be able to share ideas about science through purposeful conversation.</li> <li>• Students will be able to listen to classmates and agree or disagree with proposed ideas.</li> </ul>
<p><b>Formative:</b> Cat/Dog Informational Brochure pages (including individual conferencing and revising)</p>	<p>Are students using information gathered through the field trip and informational books?</p> <p>Are the facts that students present accurate? Are the facts that students present related to the content discussed that day?</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify the basic needs of pets and differentiate between pet needs and wants.</li> <li>• Students will be able to describe how to take care of a cat and/or dog.</li> <li>• Students will be able to gather information on pets through various sources (i.e. informational books,</li> </ul>

	<p>Are students providing sufficient detail in writing?</p> <p>Is the writing clear and neat?</p> <p>Are revisions made after individual conferences with students?</p>	<p>teachers, internet, and experts from the community).</p> <ul style="list-style-type: none"> <li>• Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li> <li>• Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.</li> <li>• Students will begin to understand that they can help living things in many different ways.</li> </ul>
<p><b>Formative:</b> Donation Drive Shared Writing/Posters</p>	<p>Are students attentive during the shared writing?</p> <p>Are students contributing ideas and participating in the shared writing experience?</p> <p>Are students listening to their peers and adding onto what others have said?</p>	<ul style="list-style-type: none"> <li>• Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li> <li>• Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.</li> <li>• Students will begin to understand that they can help living things in many different ways.</li> </ul>

### Attending to the Learners

<p>Anticipating student ideas:</p>	<p>We anticipate that students will be excited to talk and learn about pets. At the beginning of the unit, we will gather initial ideas from students, allowing them to share what they know on paper and with a partner. Some students may have greater knowledge of pets, their needs, and how to care for them, especially if they have pets at home.</p> <p>This pet unit follows a science unit on the human body. Students may be able to make connections between what humans need to survive and what pets need. Students may notice structural similarities (bones, muscles, digestive system, etc.) and relate to what pets need to do to stay healthy.</p> <p>We have already begun to read more informational texts during read alouds and in guided reading and have used some as reference books in our previous science units. Informational texts tend to captivate our students so we anticipate that students will enjoy reading about real things and exploring these texts themselves.</p> <p>During our unit, we will take a field trip to the Humane Society of Huron Valley. Before the field trip, we will discuss safety around animals, animal behavior, and how to act around animals. We will describe what students will do (participate in a shelter tour and humane education lesson, make a toy for the animals, and interact</p>
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	with an adoptable dog) and may see (i.e. dogs and cats in cages). We will explain the purpose of an animal shelter and why animals are kept in cages. In doing so, we hope to ease any student discomfort and create for a worthwhile experience for everyone.
Making the content accessible to all students:	<p>Throughout the unit, we will present material in various ways and rely on student input. We will ask students to demonstrate their knowledge in different ways as well (i.e. through drawing, writing, and discussion). We realize students have a great deal of background knowledge and want to incorporate that into our lessons to facilitate connection-making and greater understanding. Some activities during center time will also be pet themed to further encourage these connections.</p> <p>We have already introduced informational books in the classroom in guided reading and read alouds. Students are eager to read informational texts and we hope their excitement will transfer over to writing informational texts. We have exposed them to the craft of informational writing through these books and will now systematically delve into how to write in this way.</p> <p>We will ask students to record their thoughts or something they learned in a journal after certain lessons. The ideas and facts in these journals can then be used when writing their informational brochures. In addition, everyone will have the opportunity to go on the field trip to the Humane Society. If they are unable to attend, we may be able to take them on a virtual tour of what we did. We will also use the internet to find out more about an adoptable pet so students can complete the brochure and see how they can help.</p>

### Stage 3

#### Instructional sequence

Lesson type, title, and duration	Describe: learning goals and related assessments, summary of lesson activities, connection to EQ		Notes, Reminders, and Materials (including management considerations)
Lesson 1: Unit launch Title: <b>What is a Pet?</b>  Time: 25 minutes	Learning goals	Related assessment	Materials: Blank Paper titled "What is a pet?", markers, pencils, whiteboard, dry erase markers
	<ul style="list-style-type: none"> <li>Students will be able to share ideas about pets through purposeful conversation.</li> <li>Students will be able to listen to classmates and agree or disagree with proposed ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Initial Ideas: What is a pet?</li> <li>Worksheet with at least 5 things students know about pets</li> <li>Class Discussion</li> </ul>	
	<b>Summary of lesson activities:</b> The goal of this lesson is to hear students' initial ideas about pets. We will introduce the new unit and students will first write or draw what they know about pets for about 10 minutes. Students will then share what they know in small groups of three. As a whole class, we will discuss the definition of a pet		

	<p>and why some animals are pets and not others.</p> <p><b>Connection to EQ:</b> This lessons helps to uncover students' prior knowledge on the topic of pets. This will allow us to see what we need to focus on. Students will also need to gain background information on what a pet is before they can begin to understand how they can help pets.</p>		
<p>Lesson 2: Title: <b>Why Do People Have Pets?</b></p> <p>Time: 20 minutes</p>	Learning goals	Related assessment	<p>Materials: Sheet with "People have pets because _____."</p>
	<ul style="list-style-type: none"> <li>Students will be able to share ideas about pets through purposeful conversation.</li> </ul> <p><b>Summary of lesson activities:</b> Students will learn why some people have or want pets. We will discuss that pets are companions, they teach us to have responsibility, and they can protect us. We will also discuss how some pets have jobs, like herding, rescuing, seeing eye dogs,</p> <p>We will do a read aloud from the book, "Dogs", p.20-27</p> <p>a. Pets allow for humans to have a loveable companion. b. Pets teach us how to have responsibility for another living thing. c. Some pets are helpful to people with disabilities, such as seeing eye dogs.</p> <p><b>Connection to EQ:</b> People have pets for different reasons. Understanding this will help students see that they can help pets in different ways. They might help a family dog differently than they would help a seeing eye dog. This gives them greater access to helping opportunities.</p>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Worksheet: Why do people have pets? Name 1 reason</li> </ul>	
<p>Lesson 3: Title: <b>Where Do You Get Pets?</b></p> <p>Time: 20 minutes</p>	Learning goals	Related assessment	
	<ul style="list-style-type: none"> <li>Students will be able to share ideas about pets through purposeful conversation.</li> </ul> <p><b>Summary of lesson activities:</b> We will discuss where people get pets. There are three main places people get pets: from breeders, the pet store, or the Humane Society. We will discuss each one and elaborate that we will visit the Huron Valley Humane Society later on in the month. As we learn more about how to take care of animals, we will be thinking about how we can help them. The Humane Society might give us some more ideas.</p> <p><b>Connection to EQ:</b> Specific to our field trip, we can help pets who do not have owners by adopting them from the Humane Society. Preface to field trip. We will use this experience to get the gears turning</p>	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>	
<p>Lesson 4: Title: <b>What Do Pets Need/ Want?</b></p> <p>Time: 20 minutes</p>	Learning goals	Related assessment	<p>Venn Diagram sheet</p>
	<ul style="list-style-type: none"> <li>Students will be able to identify the basic needs of pets and differentiate between wants and needs.</li> </ul> <p><b>Summary of lesson activities:</b> We will discuss the general needs of cats and dogs first and then differentiate between cats and dogs. Both types of pets, need food, water, shelter. Additional things can include love, baths, brushing, to be treated nicely.</p> <p><b>Connection to EQ:</b> We can help pets by giving them the things they need and want.</p>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Venn Diagram – need vs. want</li> </ul>	
Lesson 5:	Learning goals	Related assessment	

<p><b>Title: Pet Behavior &amp; Our Safety</b></p> <p>Time: 20 minutes</p>	<ul style="list-style-type: none"> <li>Students will be able to describe how to take care of a cat and/or dog.</li> <li>Students will be able to gather information on pets through various sources (i.e. informational books, teachers, internet, and experts from the community).</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>	
<p>Lesson 6: Title: <b>Field Trip</b></p> <p>Time: 3 hours</p>	<p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Students will be able to gather information on pets through various sources (i.e. informational books, teachers, internet, and experts from the community).</li> </ul>	<p><b>Related assessment</b></p> <ul style="list-style-type: none"> <li>Field trip reflection sheet (morning work the day after the trip)</li> </ul>	
<p>Lesson 7: Title: <b>Informational Writing Introduction</b></p> <p>Time: 30</p>	<p><b>Learning goals</b></p> <ul style="list-style-type: none"> <li>Students will be able to listen to classmates and agree or disagree with proposed ideas.</li> </ul>	<p><b>Related assessment</b></p> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>	

**Summary of lesson activities:** We will learn to recognize what different types of pet behavior mean. This will help us to know what our pets are telling us they need or want, so we can give them proper care.  
We will read from "Dogs", p.1-14, 18-19

**Connection to EQ:** It is important to recognize when your pet is happy, scared, tired, hungry, etc. so we can know how to help pets and give them proper care. It will also be important to learn about pet behavior so we know how act when we visit the Human Society.

**Summary of lesson activities:**  
(Preface to Field Trip)  
Based on what we learn about pet behavior, we will then learn how we should behave when we are on our field trip to the Human Society. For example, if we see a dog wagging it's tail, we know that that dog is happy, and that we are probably safe to pet that dog (as long as the Humane Society worker gives us permission). However, if we see a dog that is showing it's teeth and growling, we should steer clear of that dog and let a Humane Society worker know that the dog is unhappy.

**Connection to EQ:** We can help pets by learning to recognize their behaviors so we know what to do to care for them. We would not want to touch a dog at the Humane Society that seems afraid or overwhelmed by our group of visitors.

**Summary of lesson activities:** We will take a field trip to the Humane Society of Huron Valley. Students will receive a shelter tour and a humane education lesson. They will make toys for the pets at the shelter and get to interact with an adoptable pet. Students will be able to ask our tour guide questions.

**Connection to EQ:** We will learn how we can help the pets at the Humane Society.

**Summary of lesson activities:** We will preview informational texts, such as informational books and brochures, and discuss how these are different from the fictional texts we are used to seeing.  
**Connection to EQ:** We will eventually make our own brochures, which encourage people to adopt pets that we saw at the Humane Society of Huron Valley.



minutes			
Lesson 8: Title: <b>Adoptable Pet Highlight</b>  Time: 8 minutes	Learning goals	Related assessment	
	<ul style="list-style-type: none"><li>Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li><li>Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.</li></ul>	<ul style="list-style-type: none"><li>Cat/Dog Informational Brochure page</li></ul>	
	<b>Summary of lesson activities:</b> We will highlight pets that we saw at the Humane Society that need homes, and each student will pick a pet to write their brochure about. <b>Connection to EQ:</b> We will make our own brochures, which encourage people to adopt pets that we saw at the Humane Society of Huron Valley.		
Lesson 9: Title: <b>How Can We Help These Pets Who Don't Have Homes?</b>  Time: 30 minutes	Learning goals	Related assessment	
	<ul style="list-style-type: none"><li>Students will be able to listen to classmates and agree or disagree with proposed ideas.</li><li>Students will begin to understand that they can help living things in many different ways.</li></ul>	<ul style="list-style-type: none"><li>Class Discussion</li><li>Donation Drive Shared Writing/Posters</li></ul>	
	<b>Summary of lesson activities:</b> Ask students "How can we help pets who don't have homes?" and see what they come up with. From there, we will suggest something like a donation drive and creating brochures of the pets that can be adopted by the Humane Society in hopes that people will read the brochures and want to adopt the pets. Students' parents will send in items to be donated to the Humane Society, which will fulfill one of the Everyday Math standards of having a class collection.  a. Donation Drive (shared writing) <ul style="list-style-type: none"><li>Make advertisements/Posters on the computer</li><li>will be sent home with parents, along with donation drive letter</li></ul> b. Add a page in our brochures about a certain pet we met and give the brochures to the Humane Society! <ul style="list-style-type: none"><li>Informational Brochures that give information on certain pets and spotlight one of the pets we met at the Humane Society</li></ul> <b>Connection to EQ:</b> We are now focusing not just on how we can help pets, but how we can help pets that don't have homes. This ties in with our field trip, as we will just have seen pets that do not have homes.		
Lesson 10: Title: <b>What You Need Page</b>  Time: 20 minutes	Learning goals	Related assessment	
	<ul style="list-style-type: none"><li>Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li><li>Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.</li></ul>	<ul style="list-style-type: none"><li>Cat/Dog Informational Brochure page</li></ul>	
	<b>Summary of lesson activities:</b> We will read the informational book pg and notice that the book		

	<p>suggests what types of things are necessary to take care of a pet. We will then discuss how we can model our own “what you need” (materials) page in our brochures after these informational books. Students are making these brochures so the Humane Society can show them to potential pet parents, in hopes of encouraging the adopters to take home a pet from the Humane Society.</p> <p><b>Connection to EQ:</b> To be able to help pets we need to have the necessary materials to keep them safe and healthy. We also need to teach potential adopters about how to care for the pets that they are about to adopt so as to ensure that the pets can receive the best care.</p>		
<b>Lesson 11:</b> <b>Title: How Do You Care For A Pet?</b>  Time: 20 Minutes	Learning goals	Related assessment	
	<ul style="list-style-type: none"> <li>Students will be able to identify the basic needs of pets and differentiate between wants and needs.</li> <li>Students will be able to describe how to take care of a cat and/or dog.</li> </ul> <p><b>Summary of lesson activities:</b></p> <ol style="list-style-type: none"> <li>Give them food</li> <li>Give them water</li> <li>Bathe them</li> <li>Play with them</li> <li>Love them</li> </ol> <p>Keeping our pets safe, what you need (items/materials)</p> <p>We will then discuss what items we need to keep pets safe and healthy, including:</p> <ol style="list-style-type: none"> <li>Pet food</li> <li>Clean dishes for food and water</li> <li>Collar</li> <li>Leash</li> <li>Toys</li> <li>Visits to the vet’s office</li> <li>Brushes</li> <li>Visits to the groomer</li> </ol> <p><b>Connection to EQ:</b> We can help pets by giving them the proper care, and to do so we need certain supplies and specialists (veterinarian, groomer, etc.).</p>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Cat/Dog Informational Brochure page</li> </ul>	
<b>Lesson 12:</b> <b>Title: How To Care For a Pet Page</b>  Time: 20 minutes	Learning goals	Related assessment	
	<ul style="list-style-type: none"> <li>Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li> <li>Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.</li> </ul> <p><b>Summary of lesson activities:</b></p> <p>Now that we have learned about how to care for pets, we will add a page to our brochures that teach others about how to care for pets. Students are making these brochures so the Humane Society can show them to potential pet parents, in hopes of encouraging the adopters to take home a pet from the Humane Society.</p>	<ul style="list-style-type: none"> <li>Cat/Dog Informational Brochure page</li> </ul>	

	<b>Connection to EQ:</b> To be able to help pets we need to teach potential adopters about how to care for the pets that they are about to adopt so as to ensure that the pets can receive the best care.		
Lesson 13: Title: <b>Fun Facts Page</b>  Time: 20 minutes	<b>Learning goals</b>	<b>Related assessment</b>	
	<ul style="list-style-type: none"> <li>Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li> <li>Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.</li> </ul>	<ul style="list-style-type: none"> <li>Cat/Dog Informational Brochure page</li> </ul>	
	<p><b>Summary of lesson activities:</b> We will encourage students to share fun facts about the pet that they have chosen to write about so potential adopters can find the pet that fits in best with their home and family!</p> <p><b>Connection to EQ:</b> We want to help the pets by aiding in their adoption by the parents that can care for them best, and personality is a large factor in pet adoption.</p>		
Lesson 14: Unit Close Title: <b>Appreciation Day</b>  Time: 30 minutes	<b>Learning goals</b>	<b>Related assessment</b>	
	<ul style="list-style-type: none"> <li>Students will be able to identify the basic needs of pets and differentiate between pet needs and wants.</li> <li>Students will be able to describe how to take care of a cat and/or dog.</li> <li>Students will be able to recall information from class discussions and shared experiences in order to create informational brochures.</li> <li>Students will be able to use a combination of drawing, dictating, and writing to compose an informative brochure about pets.</li> </ul>	<ul style="list-style-type: none"> <li>Final Cat/Dog Informational Brochure</li> </ul>	
	<p><b>Summary of lesson activities:</b> Thank you letter to Humane Society -thanking them for trip -take picture of class with their brochures -partner/small group (3)? share brochures</p> <p><b>Connection to EQ:</b> We will discuss how we have learned from pets (how they have helped us/other people), and how we have helped pets.</p>		

#### UNIT CALENDAR:

Monday	Tuesday	Wednesday	Thursday	Friday
10 <b>NO SCHOOL</b>	11 Lesson 1	12	13 Lesson 2	14 Lesson 3
17	18	19	20	21

	Lesson 4	Therapy Dog Visit	Police Dog Visit	<b>INTERNS OUT</b>
24 Scientific drawings of student's pet frog	25 Lesson 5 Scientific drawings of student's pet frog	26 Lesson 6 (FIELD TRIP)	27 Lesson 7	28 Lesson 8
31 Lesson 9	1 Lesson 10	2 Lesson 11 Lesson 12	3 Lesson 13	4 Lesson 14

### Reflection on Planning

Section	Description
Learning goal for self	<ul style="list-style-type: none"> <li>Allow for enough time for each lesson to be impactful on students, while still maintaining the schedule so that the unit can be completed before Spring Break.</li> <li>Plan and enact a field trip that is safe for students and results in a positive learning experience.</li> </ul>
Preparing to teach this lesson	<p>Jamie and Brittany worked together to plan lessons that would work for both classes, as our Mentor Teachers plan together weekly and feel that bouncing ideas off of each other creates the best lessons and student experiences.</p> <p>Jamie initiated the contact for the field trip, then Brittany and Jamie each facilitated planning their own class' trip. Each intern made sure busses were reserved, proper documentation with the school office was made, and permission slips were sent home and returned for each student.</p> <p>Jamie also had connections to a police dog as well as a therapy dog, so she set up visits with all three of the Kindergarten classes at Wines.</p> <p>Each intern made sure a unit introduction letter was sent home to parents and guardians several days prior to the start of the unit, and that this letter highlighted the field trip so parents would have plenty of opportunity to decide if they were comfortable with their student(s) participating.</p> <p>After the unit began, Jamie and Brittany noticed that each class was taking on the unit lessons at a different pace. Therefore, they each revised the calendar in their own ways to fit the needs of their individual classes.</p>