Teacher's Pet

Unit Summary
The teacher announces a desire to get a pet and asks the class to help choose the perfect one. Students research common pets, discover their daily habits and needs, and compare domestic animals to their counterparts in the wild. Along the way, students learn about habitat and animal behavior, and they develop a new understanding of human responsibility for the health and happiness of all animals.

Curriculum-Framing Questions
- **Essential Question**
  Do animals and humans need each other?
- **Unit Questions**
  Can any animal be a pet?
  How are pets and wild animals similar and different?
  How can surveys help you collect and interpret information?
- **Content Questions**
  What do animals need to survive?
  What are the characteristics of a good pet?
  Why can't all animals live and thrive in the same habitat?

Assessment
View how a variety of student-centered assessments are used in the Teacher's Pet Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures
Preparing for the Unit
Visit your local pet store and/or veterinary clinic to collect pet-care sheets for a variety of animals. If possible, arrange for a veterinarian to visit the classroom, or set up a field trip to a pet store or animal shelter so that the students can learn more about responsible pet care. Locate useful Internet resources that will be helpful to students as they conduct research on pets and pet care.

Introducing the Unit
On the first day of the unit, announce that you are thinking about getting a new family pet, and you would like the class to help you choose the perfect one. Discuss pets and record what the students know and wonder about them and their care in a Know-Wonder-Learn (K-W-L) chart. Ask students to think about the steps they might take to answer their questions, and record these strategies as well. Throughout the unit, read books about people and their pets, including ones that illustrate how animals became domesticated for food, labor, and companionship. Finally, describe your family household, interests, space considerations, other pets, and schedule so students can take these factors into account as they consider the best pet for your family.

After the class has filled in the K-W-L chart, tell the students you are curious about what types of pets they have in their homes. Inform the students that they will conduct a survey in order for you to find out. Discuss what a survey means and how students might conduct one. Do a sample survey polling a few students and show the students how to display the results. Check for understanding and then have students break into pairs.

Have students begin to think about the Essential Question, *Do animals and humans need each other?* Pose the question and have students list their ideas in their science journals. Follow up with a class discussion and record students' thoughts on chart paper.

Creating a Survey

To answer the Unit Question, *How can surveys help you collect and interpret information?*, students collect and analyze data from classroom members. Have each pair list the six pets they think most students in the class are likely to have. Instruct the pairs to narrow their list of six to just four to use as part of their survey. Have students open a copy of the spreadsheet template and add their four pet survey selections in columns B through E in row one of the chart, name the file, and save the changes. Prior to closing the file, have student pairs print a hard copy to use when conducting their survey. Before beginning the survey process, have students predict which type of pet they think most students have at home and record their predictions in their journals.

Conducting a Survey

After pairs create their survey forms and make their predictions, instruct them to walk around the room and poll all of the other students. Remind them that they are only to ask their classmates if they have any of the pets they have listed on their survey form. If a student they are surveying has one or more of the pets listed on the survey, instruct them to put one tally mark for each matching pet in the correct animal column next to the student's name. For example, if John says he has three cats, the student conducting the survey should make three tally marks in the cat column next to John's name. Model the process once again for students to make sure they understand how to conduct the survey and record their data properly.

Analyzing the Data

After students poll every student in the class and collect all of the necessary data, have them tally up the total number of each pet recorded on their survey form and add the information to their charts. Then have students return to their saved spreadsheet file and record their survey data electronically. Tell students that they will transform this information into a graph so that they can "see" the results of the survey. The students may choose to do a bar graph or line graph. Show several examples of graphs (bar, line, pie chart, and so forth). Demonstrate and discuss how each type of graph visually depicts data.

Creating a Graph

Model for students how easy it is to create a graph from data when using the Insert Chart button in spreadsheet software. Project a computer image on the screen or television monitor, and demonstrate how a spreadsheet program can represent the same data in a bar chart as well as in different types of charts. Describe the function of each (for example, a pie chart shows parts of a whole, a bar chart shows numerical differences, and a line chart shows change over time), and give students practice interpreting the data. Using a spreadsheet template on the computer, set students to work in pairs making graphs to represent the rest of the survey data. Later in the project, the charts can be imported into newsletters and slideshow presentations. Allow students to select the type of graph they feel would best represent their data and assist student pairs as needed as they create graphs of their own.

Comparing and Contrasting Graphs

After all of the pairs have created their graphs, bring the class together to share and compare their graphs and collected data. Guide the discussion and ask questions as needed to ensure students are engaged, expressing their thoughts and observations, and drawing conclusions as they analyze the data that was collected. Discuss the kinds of pets classmates have and why.

Earlier predictions can be compared to the data the class obtained. A paper or Web survey completed by students in a buddy class would be a nice extension, providing more opportunities for comparison and interpretation.

Creating a Second Survey

Once students have had experience creating and conducting a survey, there may be no stopping them! To reinforce and practice their newly learned skills, ask student pairs to begin thinking about another pet survey question that would be interesting to research and find out about. Tell students that each pair will conduct a second survey, but this time each group's survey question will be different. Their task will be to come up with a unique question about pets and then to follow up by researching, surveying, analyzing, graphing, and reporting back to the class on what they learned as they attempted to answer the question. Help students develop questions for a survey about pets. Some of the questions might be similar to the following:

- *What pet do you think is the hardest to take care of?*
- *How many pets are there per student household? (eight students have no pets, four students have one, three students have two, and so forth)*
- *How many of each type of pet are owned by classmates? (3 dogs, 8 cats, 42 fish, and so forth)*
- *What's the most-wished for pet among classmates? (8 horses, 3 dogs, and so forth)*

Observe and assist groups as they complete this survey and reporting activity.

Asking Thought-Provoking Questions

Have students begin to think about the Content Question, *What are the characteristics of a good pet?* and the Unit Question, *Can any animal be a pet?* Begin to discuss what makes a pet a pet. Record the students' responses on a piece of chart paper.

Present the following scenario:

> You are a brand new pet shop owner and need to stock your store with a variety of animals before your store's grand opening next week. Your goal is to select animals that will make good pets for your customers, be easy for

you to maintain while they are in the store, and sell quickly so you can earn a profit. You want your shop to be successful, and the decision you face is how to stock the store with just the right pets and the right number of each. Which pet or pets will your shop feature?

After you present the scenario, instruct students to begin researching to find out which pets they should sell in their shop. To help guide their research, post the following research questions:
- *What kind of care does the pet need?*
- *How expensive is the pet and its care?*
- *What items will need to be purchased for the pet?*

Creating Pet Store Advertisements

After students complete their research, tell them that they will create posters advertising the pets they have for sale in their new shop. Remind them that the pets they selected to sell should meet the criteria presented in the scenario and be supported by their research. If available, show students examples of advertising posters and point out how they are short and persuasive. Together with the students, establish guidelines and a list of criteria that should be included on their posters. Some sample items that could be included are a picture, a title for the poster, a short description, cost, extra supplies the animal needs, and instructions for taking care of the pet.

After the guidelines are set, demonstrate how to create a professional-looking poster using desktop publishing software. Or, show students how they can modify an existing template. Assist and guide students as needed as they create their own pet advertisements using the guidelines they have created as a reference.

After students complete their advertisements, organize students into small groups of three or four and have them share their posters. When the small groups finish sharing, bring the class back together for a debriefing session. Facilitate a discussion that leads students to draw conclusions about which types of animals make the best pets and why. Their responses should focus on animal needs, characteristics, habitat, and so forth. Afterwards, display the posters in the library, hallways, or office for other students to see.

Learning About Animal Survival

To introduce the Content Question, *What do animals need to survive?* Show the guess that pet slideshow presentation. Have students record their ideas in pet observation journals. (Observation journal questions can be used frequently to probe for understanding throughout the course of the unit, with students writing, drawing, or dictating their responses.) Elicit the following features during the discussion:
- space for normal behavior and exercise
- shelter
- food
- water
- air
- light
- sites for raising young (when studying wild animals later)

Introduce the term habitat as the term that encompasses these features. Other questions may include the following:
- *Do animals and humans need each other?*
- *What are our responsibilities to our pets?*
- *How are pets and wild animals similar and different?*
- *What are the characteristics of a good pet?*
- *What are the characteristics and habits of pets and wild animals?*

Exploring Animal Habitats

After you help students understand what it takes for an animal to survive, lead students in a discussion about the differences between simply surviving and thriving. Follow up the discussion with the Content Question, *Why can't all animals live and thrive in the same habitat?* To explore and help students answer this question, write a variety of habitats/environments on separate pieces of paper and distribute them to the students. For example, you might write forest, ocean, house, backyard, apartment, beach, desert, farm, and rainforest. Collect pictures of domesticated and wild animals. Give each student a habitat/environment card and an animal card. Have students decide if the given animal could live and thrive in the given environment. Have them record their thoughts on whether they think the animal could survive, and then whether the animal could thrive. Have students share with the whole group which animal and environment they have and why they think the animal can or can't survive and thrive in the environment. Next, have students switch animal cards but keep their environment cards. Students can continue to record their answers with the new animal. Depending on time, you can have students keep the animal and switch environments. Have students share what they discovered in whole-group discussion. The Unit Question, *Can any animal be a pet?* could be addressed after this activity and student responses charted on chart paper or recorded in their journals.

Observing Animal Behavior

As a homework activity, have students engage in the systematic observation of a pet. Students who do not have pets can arrange to do observations of the pet of a friend, neighbor, or relative. Discuss which activities they will most likely observe and include these in a modified animal observation form. Using this form, show students how to record their observations, sampling pet behavior every 30 minutes for three hours. Practice a bit of this in class beforehand, using the class pet as the subject. When the home observation is complete, students should answer associated questions

about their experiences for later discussion.

Back at school, hold a discussion, and let students compare their observations. Discuss corollary behaviors between pets and their wild counterparts, drawing from the direct observations (for example, "My cat goes to a bowl to eat, eating is not a big focus of her day, and she relies on me. A lynx gets its own food and spends a lot of its day hunting. It relies on itself, and humans would get in its way.")

Creating a Student Editorial Newsletter
Arrange for small groups to cycle through the computer lab. Students will develop the component articles for a pet newsletter about the domestic animal they have been studying. The newsletter addresses and answers the Essential Question, *Do animals and humans need each other?* as well as many of the Unit and Content Questions.

Hand out the newsletter student rubric to students and answer any questions students may have before they get started. Students use this rubric to self-assess their newsletters. When rough drafts of the articles are complete, have students share their work with one another to get ideas for revisions, using the rubric as a guide. After final drafts of the articles are complete, help students assemble them into a newsletter. Use the newsletter teacher rubric to assess student learning.

Comparing Domestic and Wild Animals
To help students understand and answer the Unit Question, *How are pets and wild animals similar and different?*, break students into groups and assign a domestic animal and its wild cousin to each (for example, cat/lynx, dog/wolf, guppy/trout, budgie/warbler). Student groups conduct research on both animals to compare the similarities and differences. Show students how to list the comparative features in a T-chart, which will later serve as the basis for their multimedia presentations. Students should research the following information: universal elements of habitat, habitats, and needs of domestic animal and wild counterpart. After the T-charts have been completed, have students create Venn diagrams using the information on their T-charts to display the similarities and differences between the pet and the wild animal counterpart. Review T-charts and Venn diagrams and modify instruction as necessary.

Creating Student Multimedia Presentations
After the students complete their research, tell the groups that they will create a multimedia presentation that summarizes their learning and teaches the rest of the class about their domestic pet and its counterpart. The presentations should address the questions discussed earlier and include the following components:
- Title slide
- Explanation of universal elements of habitat (space, shelter, food, water, air, light, and sites for raising young)
- Description of the daily habits and needs of the domestic animal
- Description of the daily habits and needs of the wild counterpart
- Explanation of how people can be good friends to both

Hand out the presentation checklist to students and answer any questions they have before they get started. Have students use the checklist as a guide while they complete the presentation. Ask students to begin by developing a rough draft on paper. Schedule student conferences to ensure all components are complete, to edit for grammatical errors, and to answer questions students might have. Once students have a clean rough draft, instruct them to create their presentation on the computer. Have each group present their project to the rest of the class. Facilitate a debriefing session after each group presentation. Allow time for students to ask questions, share thoughts, and draw conclusions about what they learned. Use the presentation scoring guide to assess student presentations.

After all of the groups have presented, lead them in a discussion that addresses the Essential Question, *Do animals and humans need each other?* Elicit responses and add them to the chart paper that was started at the beginning of the unit.

Stating Their Case
Inform students that their final activity will be to make a case for the pet they think you should get. Demonstrate how facts and persuasive language combine for a convincing proposal. Their choice should be based on consideration of your family household as well as the needs of the pet. Students should also address the Essential Question in their proposal as to why they think you need the pet and why the pet needs you. Allow students to choose the medium (poetry, paneled cartoon strip, slideshow, song, and so forth) they will use to present their choice.

Extending the Learning: Creating Lost Pet Posters
If time allows, have students complete this optional but very fun activity. Tell students that they will create a lost pet poster for their own pets, pretend pets, or stuffed animals. Help students brainstorm and finalize a list of what should be included on the poster. This list may include items such as a description of the pet, contact information, a picture of the pet, and any reward offered. After the list of required elements is established, assist and guide students as they create their own lost pet posters using a desktop publishing program. After the posters have been completed, hide pictures of the pets or stuffed animals somewhere around the school grounds. Post the lost pet signs around the school, and enlist the help of other classes to help you find your pets. Seeing the posters, students from other classes look for the pets and return them to the class for a reward.

Prerequisite Skills
Basic computer skills, such as using the mouse, keyboarding, saving, and printing

Differentiated Instruction

Resource Student
- Break down each assignment into its component tasks
- Assign the student to groups with helpful partners, give additional adult assistance, extra time to complete work, and task modifications as determined by their Individual Education Plan (IEP)
- Use templates and other scaffolds to help the student in the development of the final project

Gifted Student
- Have the student serve as an expert in reading, writing, or technology
- Have the student interview a pet shop owner to learn what it takes to run and turn a profit in the business and report back to the class
- Have the student e-mail a wild animal rescue center and find out what can be done to help in the efforts and report back to the class
- Have the student conduct research on an aspect of pets/animals or habitat that goes beyond the focus in class

English Language Learner
- Have the ELL teacher help the student translate basic terms into an English/first language glossary
- Post translated terms around the room
- Have the ELL teacher explain difficult concepts to help the student complete journal entries and conduct research
- Have the student complete journal entries in the student's native language and save for later translation
- Adapt assignments or allow more time for completion
- Give the student templates and other scaffolds to help in the development of the final project

Credits
Jennifer Bills participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.
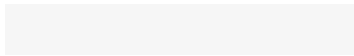
From the Classroom

Pet Persuasion

Jennifer Bills, second grade teacher at Annie Wright School in Tacoma Washington, offers this caveat for anyone deciding to replicate her "Teacher's Pet" project in their classroom. "Students left the project with convincing proof that they could be responsible pet owners," she says. "Parents were blindsided by their kids' persuasive arguments, and an impressive number of students got pets out of the deal!" From surveying classmates about pet ownership and care, to spying on their pets, to staging a "lost pet" hunt in the school, Jennifer's second grade students had fun and learned a lot about domestic animals and their wild counterparts. Along the way, they used spreadsheets to collect and display survey and observation data, they mined the Internet for pet care advice, and used presentation and publishing software to demonstrate all they'd learned.

A School Both Old...

Jennifer's students are the 118th set of second-graders to benefit from an Annie Wright School education. Situated on a 10-acre campus overlooking Commencement Bay in Tacoma, Washington, Annie Wright is one of the oldest schools in the West. When a northern transcontinental rail line was completed in 1880, "prosperity was soon traveling the rails from Chicago to Tacoma." Bustling commerce and a growing citizenry followed, and so did the need for schools. Pacific Northern Railroad executive Charles Wright and missionary Bishop John James Paddock founded Annie Wright Episcopal School for Girls, and named it after Wright's youngest daughter. Annie Wright School has provided a Christian education " for the rising generation of daughters of the pioneers" continuously since 1884. In 1949, boys joined the student body, and presently, Annie Wright is a co-ed day school through Grade 8, and an all-girls' preparatory day and boarding school in Grades 9 through 12.

...and New

For a school that began the same year "the French honored the young United States with the gift of the Statue of Liberty," Annie Wright can lay claim to being one of the newest in ways, too. The first school in Washington to have a fully wireless computer network (complete with trained student system administrators), AWS was named a national model for school technology by the Cisco Networking Academy. The school boasts an impressive compliment of technology resources, and a skilled staff that knows how to make use of them through innovative projects. Along with Jennifer, many of the teachers have participated in the Intel® Teach Program training, and technology is integrated in everything from daily lessons to attendance reports sent by e-mail to the office, to electronic grade books, to the student management of an Official Weather Station* that posts to the Web.

Why "Pets"?

Jennifer attended the Intel® Teach Program training sessions during the last weeks of summer. " I wanted to develop something I'd use right away, that I'd use it while it was still fresh in my mind." She decided to adapt a set of lessons she uses at the beginning of the year that she knows children love. "The pets project is a great way to start. It stems from the 'Pet Show Today' reading unit from the Houghton-Mifflin reading series that I teach in the first weeks of school." Kids read "The Cats of Tiffany Street", "Arthur's Pet Business" and other stories on the theme, and by the time they read about Julius, a barnyard pig who goes home with a little girl, they are debating the qualities of good pets and good pet owners. Soon, they're off and running in their pursuit of the perfect pet.

Second Graders and Technology

Jennifer Bills speaks of the practical approach she takes to using technology with her young students: "I try to integrate technology where it fits best," she says, "I really try to find a balance. If I can replace or improve an activity with technology, I do it, but it's not a given. I'm enthusiastic about these resources, but I have some hesitancy, too. There are some things that can't be replaced, like reading a really good book to kids." On the other hand, she appreciates how technologies help her kids do things they've never been able to do before, such as making pet survey data visible by using chart functions in a spreadsheet program. Also, as the year progresses and her students become more accomplished readers, she teaches them to find what they want to know on the Internet. "Our computer teacher helps me bookmark the right kid-friendly sites on the Internet for the subject we're studying. Right now kids are using a NASA site called StarChild to study the solar system. It's a great site, with a wealth of information we could only access with computers."
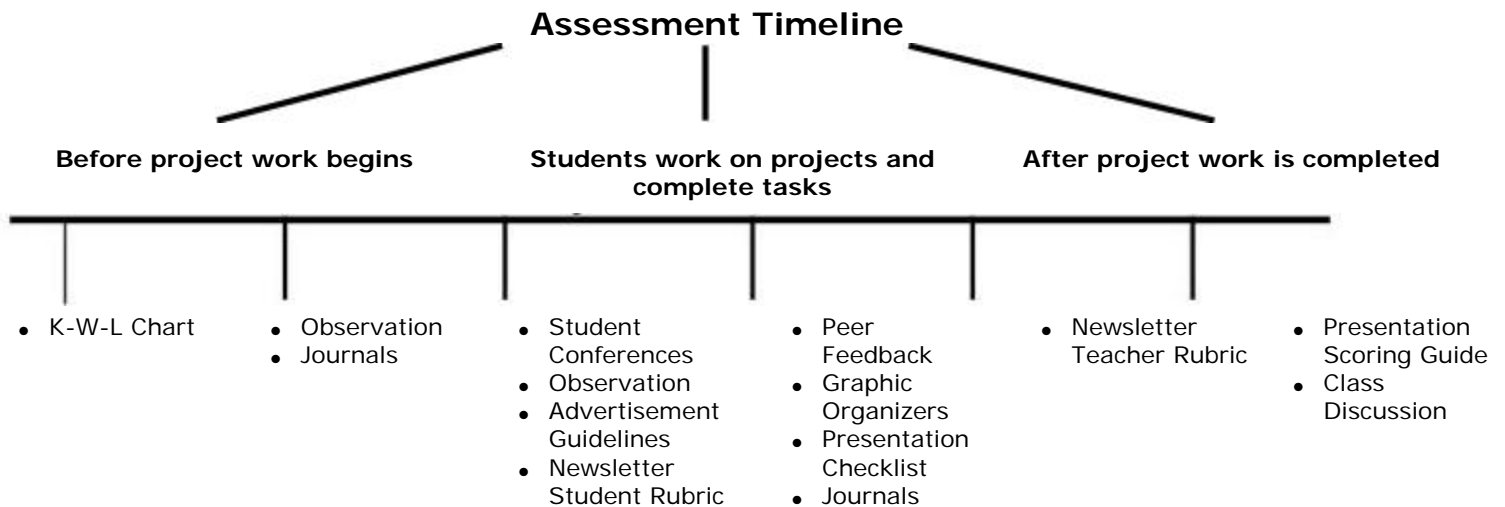
Jennifer offers a suggestion for teachers working with primary students. "You can go crazy trying to help everyone in the class when you all go to the computer lab together. I like to incorporate computer work into my centers rotation [where students move through several activities requiring varying levels of teacher support]. At this grade level it's a lot easier to work with six or eight kids on a project than twenty or more needing help all at the same time". Jennifer also gets help for her kids from older buddies. "When we finished a slideshow, we had some students come in from the middle school. They helped my students animate and add sound to their slides. I set aside a whole period, and students presented their slideshows to everyone. It was time well spent; we invited our headmaster, and it was a wonderful way to close our projects, and it was great practice for public speaking."

Sources:
"Annie Wright makes the dreams of 1969 become reality," Dr. Stanley L. Cummings, Head of Annie Wright School, *Business Examiner*, April 1, 2002, www.businessexaminer.com*.

Assessment Plan

Assessment Plan

Assessment Timeline

Before project work begins | **Students work on projects and complete tasks** | **After project work is completed**

- K-W-L Chart
- Observation
- Journals

- Student Conferences
- Observation
- Advertisement Guidelines
- Newsletter Student Rubric

- Peer Feedback
- Graphic Organizers
- Presentation Checklist
- Journals

- Newsletter Teacher Rubric

- Presentation Scoring Guide
- Class Discussion

Students demonstrate their learning frequently by responding to observation journal questions. Frequent probes allow instruction to be adjusted in a responsive way. A K-W-L chart assesses students' prior knowledge and is used to assess what students learn throughout the unit. Frequent conferences during projects are held between the teacher and students to make sure students are on track and receive the help and feedback they need before the final product is due. Students help set the guidelines for components of an effective advertisement and then use these to assess their work. The newsletter is assessed by using the newsletter student rubric and newsletter teacher rubric. A presentation scoring guide and presentation checklist are useful for setting expectations, keeping students on track, and assessing the final presentations.

Content Standards and Objectives

Targeted Content Standards and Benchmarks
Oregon Standards
Science: Life Grade 3
- Understand structure, functions, and interactions of living organisms and the environment
- Describe the characteristics, structure, and functions of organisms
- Recognize characteristics that are similar and different between organisms
- Describe a habitat and the organisms that live there
- Identify how some animals gather and store food, defend themselves, and find shelter

National Educational Technology Standards (NETS)
Performance Indicators for Technology Literate Students (Grades Pre-K-2)
- Use input devices (such as mouse, keyboard, and remote control) and output devices (such as monitor and printer) to successfully operate computers, VCRs, audiotapes, and other technologies
- Use a variety of media and technology resources for directed and independent learning activities
- Use developmentally appropriate multimedia resources (such as interactive books, educational software, and elementary multimedia encyclopedias) to support learning
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories

Math: Probability and Statistics Grade 3
- Collect, organize, interpret, display, and describe data using number lines, bar graphs, and line graphs
- Collect and organize data to answer a question or test a hypothesis
- Draw conclusions based on the collected data and communicate results
- Use concrete materials to analyze data for the most frequent, least frequent, more, and less range
- Interpret data and determine the reasonableness of statements made about the data

Student Objectives
Science Objectives
Students will be able to:
- Describe the characteristics and habits of domestic animals and compare them to their counterparts in the wild
- Describe a variety of animal habitats and how they support the animal
- Understand that a pet relies on humans to stay healthy and happy
- Understand that wild animals need undisturbed natural habitats to stay healthy and happy

Math
Students will be able to:
- Create charts and graphs to record survey and observation data
- Interpret meaning and make decisions based on visual displays of data
- Complete word problems related to graphs (finding difference, range, and so forth)

Process Skills
Students will be able to:
- Work cooperatively in small groups
- Document observations in a journal or learning log
- Ask questions, gather research, organize information, prepare data, and present findings orally and in writing

Resources

Technology and Resources
Printed Materials
Nonfiction books
- Pringle, L. (2001). *Scholastic encyclopedia of animals*. New York: Scholastic.
- Taylor, B. (2000). *Animal encyclopedia*. New York: DK Publishing Inc.
- Wilson, D. E. (2001). *Animal: The definitive visual guide to the world's wildlife*. New York: DK Publishing Inc.

Pet Care
- Bartlett, R. D. (1998). *Snakes: Everything about selection, care, nutrition, diseases, breeding, and behavior (Barron's complete pet owner's manuals)*. Hauppauge, NY: Barron's Educational Series.
- Berman, R. (2000). *My pet dog (All about pets)*. Minneapolis, MN: Lerner Publications.
- Evans, M. (2001). *Kitten: Pet care guides for kids (ASPCA pet care guide)*. New York: Dorling Kindersley Publishing.

Animal Magazines
- *Wild Animal Baby,* National Wildlife Federation
- *Ranger Rick,* National Wildlife Federation
- *Your Big Backyard,* National Wildlife Federation

Fiction Books
- Brown, M. (1993). *Arthur's pet business: An Arthur adventure*. New York: Little, Brown and Company.
- Leaney, C. (2003). *Taking care of mango: A story about responsibility*. Vero Beach, FL: Rourke Publishing.

Supplies
- Basic art supplies
- Reward items for the "lost pets"

Internet Resources
For Students
- 411Pets
  www.411pets.com/PETS/UNUSUAL_PETS*
  Information about unusual pets
- American Veterinary Medical Association: Care for Pets
  www.avma.org/care4pets/default.htm*
  Information about pets and the people who care for them
- The Electronic Zoo
  http://netvet.wustl.edu/ssi.htm*
  Animal resources
- ExoticPets.com
  www.exoticpets.com*
  Information about caring for unusual pets
- Fact Monster-Pets by the Learning Network
  www.factmonster.com/pets.html*
  Fun facts about all kinds of pets
- Insect and Classroom Pet Guide
  http://web2.airmail.net/kboyle/Insects.htm*
  Guide on interesting facts and how to care for pets in the classroom
- Pet of the Day
  www.petoftheday.com*
  Features a pet of the day with interesting facts
- Whitehouse Pets
  www.presidentialpetmuseum.com/whitehousepets-1.htm*
  Descriptions and pictures of presidential pets

For the Teacher
- Pets
  http://edtech.kennesaw.edu/web/pets.html*
  Great list of links

Technology—Hardware

- Computers to complete multimedia presentations, newsletters, and animal posters
- Printer to print projects
- Projector to model and demonstrate how to create a graph using data
- Internet connection to complete animal research and view Web sites

Technology—Software
- Database or spreadsheet to create survey forms, record data, and create graphs
- Desktop publishing to create pet shop advertising poster, newsletter, and optional lost pet poster
- Multimedia software to create student slideshow presentations
- Encyclopedia on CD-ROM for pet and animal research

Teacher's Pet
Journal Questions

Each question is posed following the related learning activity. Students write, draw, and dictate their responses in pet journals throughout the unit.

1. What do pets need to survive?

2. What kinds of things should people consider before getting a pet?

3. What are our responsibilities to our pets?

4. What are the characteristics of a good pet?

5. Why can't all animals live and thrive in the same habitat?

6. Describe the best habitat for your favorite pet. How would this environment help the pet?

7. Describe the best habitat for your favorite wild animal. Could this animal live with people? Why or why not?

8. What can you do to help a wild animal stay healthy and happy?

9. Do animals and humans need each other?

10. What are the characteristics and habits of pets and wild animals?

11. What are the similarities and differences between the habits of a pet and a wild animal?

12. What do you know about pets now that you didn't know before?

13. What do you know about wild animals now that you didn't know before?

14. What pet/wild animal questions would you like to study next?

15. How can surveys help you to collect and interpret information?

16. Can any animal be a pet?

Final Assessment Tasks

1. Tell as many ways as you can how wild and pet animals are the same.

2. Tell as many ways as you can how wild and pet animals are different.

3. What pet do you think would be best for your teacher? Why?

Teacher's Pet Teacher Newsletter Rubric

Criteria	4	3	2	1
Information	Wrote many things about a chosen pet. Used details and examples to describe the pet.	Wrote several things about a chosen pet.	Wrote a few things about a chosen pet.	Needed assistance to choose and write about a pet.
	Used details to explain how to take care of a pet. Directions were really clear.	Told how to take care of a pet.	Told how to take care of a pet but left some things out.	Needed assistance to tell how to take care of a pet.
	Included 4 or more reasons why pets and humans need each other. Used examples or details to explain reasons.	Included 3 or 4 reasons why pets and humans need each other.	Included 1 or 2 reasons why pets and humans need each other.	Needed assistance to tell why pets and humans need each other.
	Used details or examples to explain 4 or more ways a pet is alike and different from its family in the wild.	Explained 3 or 4 ways that a pet is alike and different from its family in the wild.	Explained 1 or 2 ways a pet is alike and different from its family in the wild.	Needed assistance to tell how a pet is alike and different from its family in the wild.

Research	Found a lot of information about the topic independently.	Found some information about the topic independently.	Needed some assistance to find information about the topic.	Needed a lot of assistance to find information about the topic.
	Used and listed many sources of information.	Used and listed a few sources of information.	Used and listed one source of information.	Did not use or list any sources of information.
Writing	Wrote many sentences to make a paragraph.	Put several sentences together to make a paragraph.	Put a few sentences together to make a paragraph.	Needed assistance to put sentences together to make a paragraph.
	Began every sentence with a capital letter.	Began most sentences with a capital letter.	Began some sentences with a capital letter.	Needed assistance using a capital letter at the beginning of each sentence.
	Always used correct punctuation at the end of sentences.	Almost always used correct punctuation at the end of sentences.	Sometimes used correct punctuation at the end of sentences.	Needed assistance using punctuation.
	The article had a beginning, middle, and end. All of the sentences built on one another.	The article had a beginning, middle, and end. Some of the sentences built on one another.	The article was missing a beginning, middle, or end. The sentences did not fit together as well as they could.	Needed assistance to write an article.
Editing	The final copy has no errors. Careful proofreading was done.	The final copy has 1 or 2 errors. Some proofreading was done.	The final copy has several errors.	The final copy has many errors.
Group Work	Worked really well in a group.	Worked well in a group.	Worked in a group.	Had difficulty working in a group.
	Did more than their part. Was a group leader.	Did their part.	Tried to do their part.	Needed assistance to do their part.

Teacher's Pet Student Newsletter Rubric

Criteria	4	3	2	1
Information	I wrote many things about a pet I know. I used details and examples to describe the pet.	I wrote several things about a pet I know.	I wrote a few things about a pet I know.	I needed help to write about a pet I know.
	I used details to explain how to take care of a pet. My directions were really clear.	I told how to take care of a pet.	I told how to take care of a pet but I left some things out.	I needed help to tell how to take care of a pet.
	I included 4 or more reasons why pets and humans need each other. I used examples or details to explain my reasons.	I gave 3 or 4 reasons why pets and humans need each other.	I gave 1 or 2 reasons why pets and humans need each other.	I needed help to tell why pets and humans need each other.
	I used details or examples to explain 4 or more ways a pet is alike and different from its family in the wild.	I explained 3 or 4 ways that a pet is alike and different from its family in the wild.	I told 1 or 2 ways a pet is alike and different from its family in the wild.	I needed help to tell how a pet is alike and different from its family in the wild.

Research				
I found lots of information about my topic myself.	I found some information about my topic myself.	I needed a little help to find information about my topic.	I needed a lot of help to find information about my topic.
I used and listed many sources of information.	I used and listed a few sources of information.	I used and listed one source of information.	I did not use or list any sources of information.
Writing				
I put many sentences together to make a paragraph.	I put several sentences together to make a paragraph.	I put a few sentences together to make a paragraph.	I needed help to put sentences together to make a paragraph.
I began every sentence with a capital letter.	I began most sentences with a capital letter.	I began some sentences with a capital letter.	I needed help using a capital letter at the beginning of each sentence.
I always used correct punctuation at the end of sentences.	I almost always used correct punctuation at the end of sentences.	I sometimes used correct punctuation at the end of sentences.	I needed help using punctuation.
My article had a beginning, middle, and end.

All of the sentences built on one another. | My article had a beginning, middle, and end.

Some of the sentences built on one another. | My article was missing a beginning, middle, or end.

The sentences did not fit together as well as they could. | I needed help to write an article. |

Editing	My final copy had no errors. I carefully read to make sure my work was correct.	My final copy had only a few errors. I read to make sure my work was correct.	My final copy had several errors.	My final copy had many errors.
Group Work	I worked really well in a group.	I worked well in a group.	I worked in a group sometimes.	I had a hard time working in a group.
	I did more than my part. I was a group leader.	I did my part.	I tried to do my part.	I needed help to do my part.

Teacher's Pet Presentation Scoring Guide

Content	3 Excellent	2 Good	1 Needs Work	Notes
Student clearly explains the universal elements of habitat.				
Student gives a clear description of the daily habits and needs of a domestic animal.				
Student gives a clear description of the daily habits and needs of its wild counterpart.				
Student gives a clear explanation of how people can be good friends to both wild and domestic animals.				
Presentation				
Student speaks clearly and slowly.				
Student presents with confidence.				
Student uses correct vocabulary.				
Student answers questions and draws appropriate conclusions.				
Slides are organized and include appropriate information.				
Writing				
Student writes complete sentences.				
Student includes correct capitalization and punctuation.				
Student uses correct spelling.				
Student uses at least two resources to find information.				
Student cites references.				

Multimedia Presentation Checklist—Teacher's Pet

Our Names: _____

The Ideas
- ☐ We used a storyboard planner to organize ideas.
- ☐ We used our Venn diagram to organize the information.
- ☐ Our title slide says what the slideshow is about.
- ☐ We included the names of people in the group.
- ☐ Our information is correct.
- ☐ We gave credit for ideas and pictures we used.
- ☐ We listened to suggestions from the teacher and others.

The Content
- ☐ We explained the universal elements of habitat (space, shelter, food, water, air, light, and sites for raising young).
- ☐ We described the daily habits and needs of the domestic animal.
- ☐ We described the daily habits and needs of the wild counterpart.
- ☐ We explained how people can be good friends to both domestic and wild animals.

Slideshow Plan
- ☐ The words are easy to read.
- ☐ The pictures help readers understand.
- ☐ The audience had enough time to read and see everything on the slides.

Good Writing
- ☐ Sentences start with a capital letter.
- ☐ Sentences end with the correct punctuation.
- ☐ Words are spelled correctly.
- ☐ Our presentation has a beginning, middle, and end.

Resources

☐ We used experts, books, magazines, or the computer to find information.
☐ We correctly cited our references.
☐ We looked at drawings and pictures to find information.
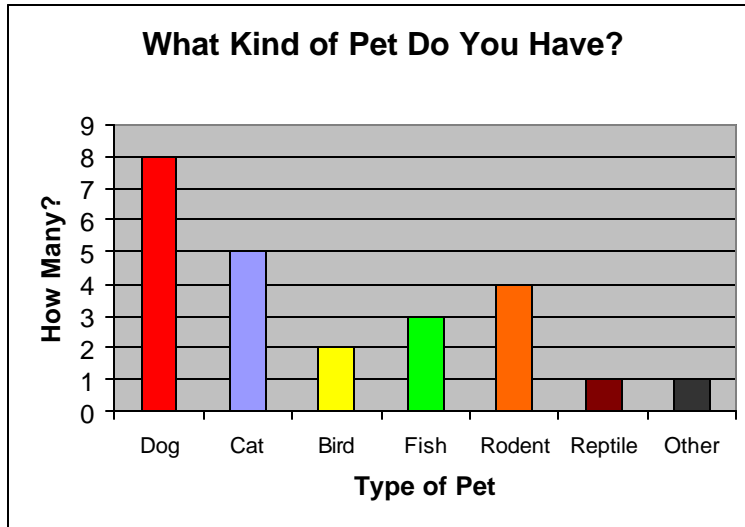☐ We asked for help when we needed it.

Technology

☐ We took turns on the computer (using the mouse, typing, inserting pictures, saving, and printing).
☐ We did research on the Internet using the online encyclopedia and visiting recommended Web sites.
☐ We saved our work to the desktop folder.

	Turtle	Dog	Hamster	Bird
Greg	1	1		
Dania				1
Chris		1		
Frank		1		
Lonnie				
Julie			1	
Tanya		2		
Richard			1	
Mark	1			
Heather			1	
Natalie		1		1
Ken				
Roger		1		
Avery	1			
Jessica		1	1	
Ryan		1		
Jacob		1		
Lauren				1
Suzie			1	
Totals:	3	10	5	3

Teacher's Pet
Different Charts Created Using Survey Data

Bar or Column Chart

What Kind of Pet Do You Have?

How Many?	Type of Pet
8	Dog
5	Cat
2	Bird
3	Fish
4	Rodent
1	Reptile
1	Other

Bar Chart

Who Owns Pets and Who Doesn't?

Doesn't Own a Pet: 10
Owns a Pet: 14

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Pie Chart

Most Wished-for Pets

8%

29%

42%

21%

Dog
Cat
Reptile
Rodent

Scatter Chart

Pets Per Student

How Many Students?

12
10
8
6
4
2
0

0   2   4   6

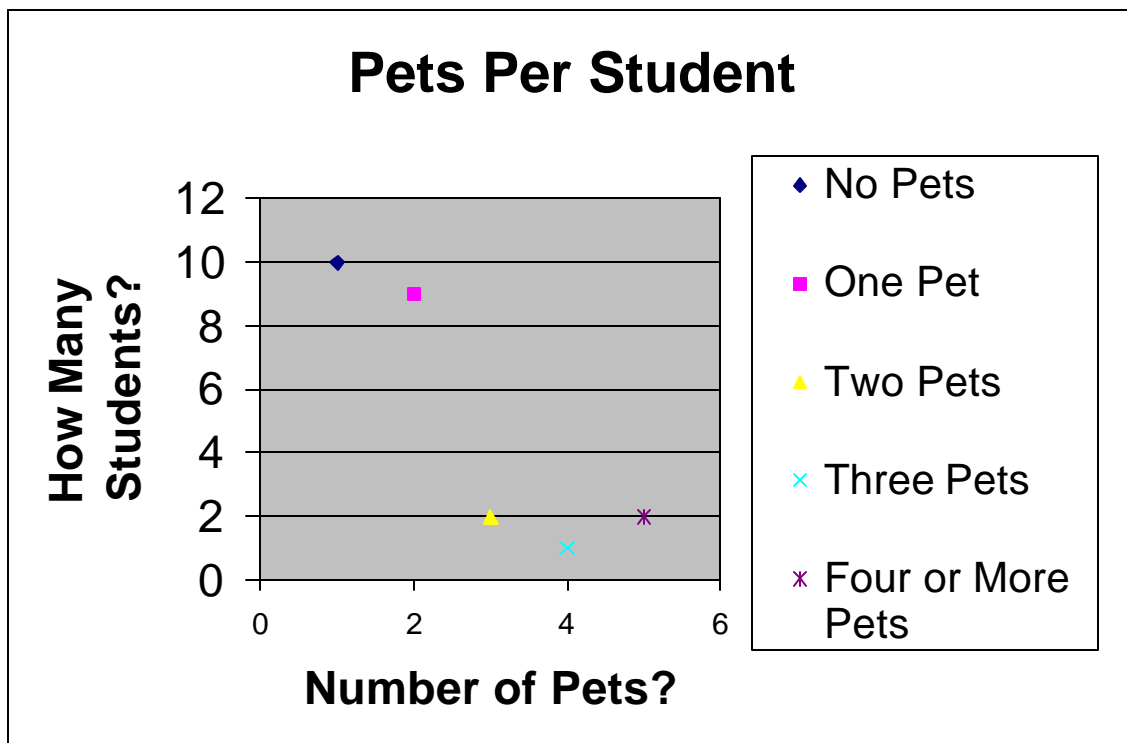**Number of Pets?**

♦ No Pets

■ One Pet

▲ Two Pets

✕ Three Pets

✳ Four or More Pets
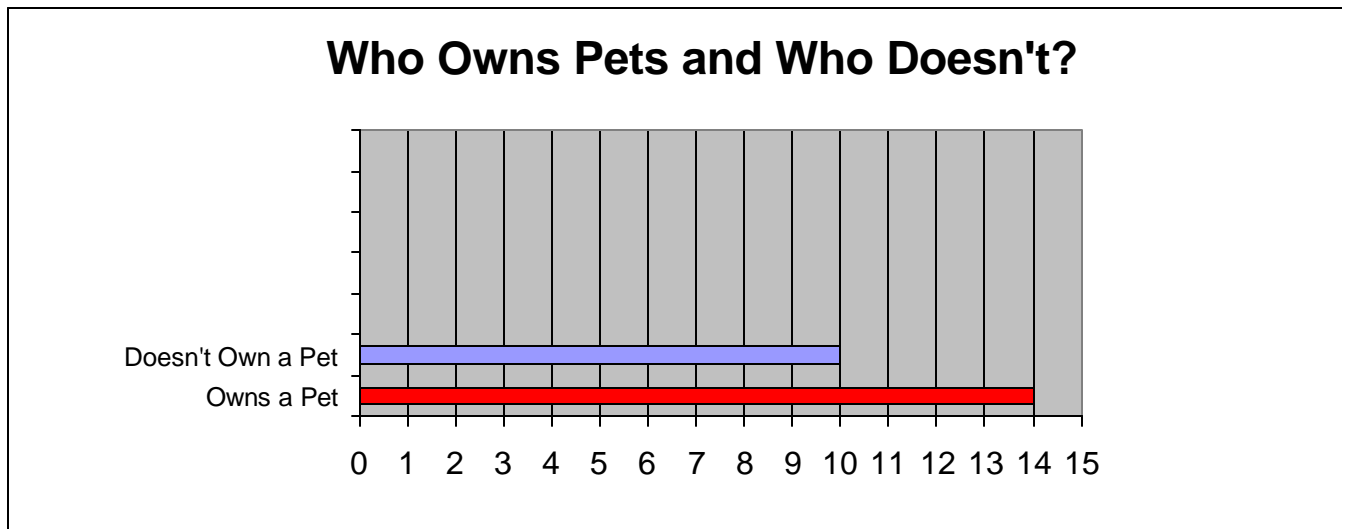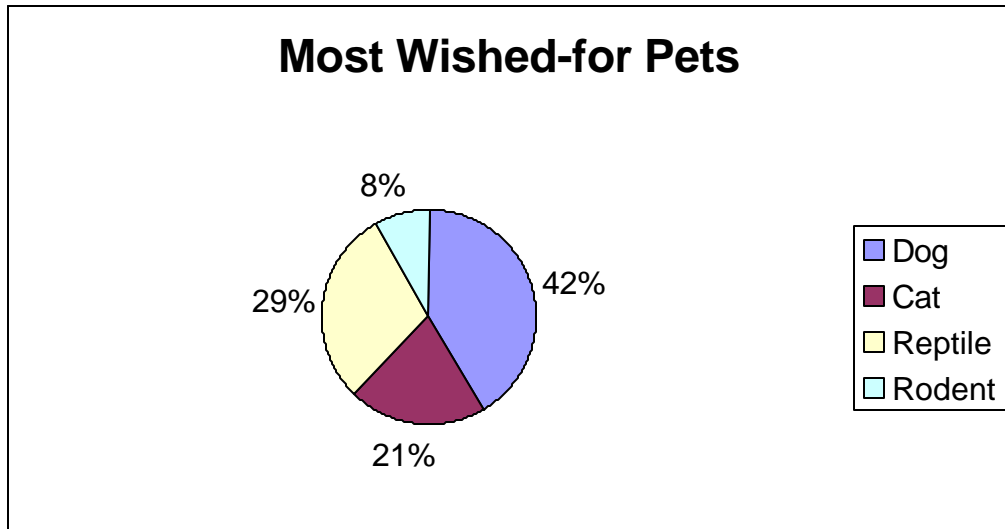
Lost Dog

Hank is a two-year-old male, weighs 80 pounds, has short black and tan fur, with a white chest and throat. Is wearing collar with tags. He was last seen along Mill Creek, January 8, 2002.

Please See Jane in Room 9
REWARD

Guess That Pet

Pets have different needs. Look at the clues to guess the pet!

Pet # 1

- This animal lives in a cage.
- The cage needs to be cleaned often.
- It needs fresh water every day.
- It needs seeds, fruits, and vegetables.
- It is happiest with a buddy.

Can you guess the pet?

It's a parakeet!

- A parakeet is a small parrot.
- There are many types of parrots.
- In the wild, parrots are endangered. Only birds bred in captivity should be kept as pets.
- You might want to choose a cockatoo, lovebird, or macaw.

Parakeet

Pet #2

- This animal needs love and attention.
- This pet can be the size of a cat or a small pony.
- It needs a bone or chew toy.
- This pet can learn to sit, stay and come.
- This pet needs exercise and play every day.

Can you guess the pet?

IT'S A DOG!

- Training is another important part of taking care of a dog.
- All dogs should be housebroken and trained to walk on a leash.

Chocolate Labrador Retriever

Pet #3

- This pet needs food and clean water.
- It needs toys to play with and a lap to sit on.
- Sometimes it needs to be combed.
- It needs a clean litter box.

Can you guess the pet?

It's a Cat!

- If they live indoors, cats need a scratching post.
- Cats should be watched if they go outdoors. They kill wild birds by the thousands!

Tabby Cat

Animal Observation Form - Teacher's Pet

(Note to the teacher: In 'print view' some items are circled as an example. This page can be used as an assignment sheet by deleting the sample responses.)

Name: **Mary**   My Pet is: **Angel**   It is a: **Cat**

Directions:
Spy on your pet once every thirty minutes, for three hours (six times in all). Watch for a few seconds, then circle what your pet is doing. When you are done with all the observations, answer the questions below.

Observation 1	Observation 2	Observation 3	Observation 4	Observation 5	Observation 6
(Sleeping)	(Sleeping)	(Sleeping)	Sleeping	Sleeping	(Sleeping)
Sitting awake	Sitting awake	Sitting awake	Sitting awake	(Sitting awake)	Sitting awake
Eating	Eating	Eating	Eating	Eating	Eating
Playing	Playing	Playing	Playing	Playing	Playing
Walking around	Walking around	Walking around	(Walking around)	Walking around	Walking around
Other (tell what)	Other (tell what)	Other (tell what)	Other (tell what)	Other (tell what)	Other (tell what)

1. What did your pet spend the most time doing? Use numbers to tell how you know. *Sample answer: My cat spent most of the time sleeping. It was asleep four out of the six times I checked on it. That's more than half the time.*

2. What did your pet spend the least time doing? Use numbers to tell how you know. *Sample answer: My cat never ate when I watched. It didn't play either. It was sitting awake once and walking once. It was asleep mostly.*

3. Did anything go wrong during this observation? *Sample answer: Angel saw me watching her and she walked over to me. I didn't know what to write so Mom said to mark the first thing she was doing when I saw her, and that was sleeping.*

4. What is the most interesting thing that happened while you did this observation? *Sample answer: I didn't know cats sleep so much. If you leave them alone they pretty much sleep all day.*

5. What else would you like to tell? *Sample answer: I want to see if Melissa gets the same answers when she watches her cat.*

Written by Jamie, Alex, and Ann
Room 18

Dogs Are the Perfect Pets!

Caring for Your Dog
By Alex

Be Responsible
Owning a pet is not always as easy as it seems. To make sure your pet stays healthy and happy, you have to be responsible for it and its care. That means following a few simple steps.

Make Your Home Safe
Pet-proof your house so you don't have accidents. Watch out for poisons, like antifreeze in the garage (dogs love this), and poisonous plants like poinsettias. Your puppy might chew on electrical cords so watch out for this!

Go to the Vet
Take your dog to the vet for regular checkups, not just when it is sick. Make sure it gets all the right shots so it doesn't get diseases like rabies. The vet can do an exam and tell you things to do to keep your dog healthy and happy.

Food and Play
Exercise your dog every day! Go for walks or throw the ball for him to fetch. Don't feed your dog too much. Look on the dog food bag to see how much he needs. Fat dogs get health problems like heart disease. Don't feed human food to your dog. Your dog will eat just about anything, so he will get fat and his teeth will rot! If you follow these simple steps your dog should live a healthy and happy life. Remember, your dog needs you!

You should take your dog to the vet regularly!

How Much Is That Doggy in the Window
By Jamie

Last summer, my family adopted a greyhound from a rescue group called Greyhound Pets of America. They take Greyhounds who are done racing and find homes for them. Our Greyhound is a boy named Rufus. His racing name was Steel Cruiser. He is a very relaxed and gentle dog. Most of the time he just likes to lie on the couch. He still likes to run, though! We love taking him to the dog park to watch him "cruise" around.

For more information about rescuing Greyhounds call 1-800-366-1472.

Interesting Facts:

- Dogs' hearing is very good!. They can hear high-pitched sounds that humans can't!

- In America, about one family in three owns a dog.

- No chocolate for dogs! It will make your dog sick!

- The oldest dog ever was a Queensland 'heeler' called Bluey in Victoria, Australia. It (He? She?) lived for 29 years, and 5 months. The average dog lives to around 15 years of age.

- The most popular dog in America is the Labrador Retriever, followed by the Golden Retriever and German Shepherd.

Dog Behavior: Wagging Tails and Sniffing Noses
By Ann

For homework last weekend, we had to observe a pet every half an hour for at least three hours. I don't own any pets, so I went next door to watch my neighbor's dog Spotty. Spotty is a female Chocolate Lab who is 5 years old. I play with her a lot already and take her on walks.

I started observing Spotty at 8:00 a.m. She was eating her breakfast. Next time I looked (at 8:30 a.m.), she was walking around outside. At 9:00 a.m. she was sleeping in her kennel on the porch. At 9:30 a.m. and 10:00 a.m., she was sleeping too.

Puppies like to chew on things!

At 10:30 a.m. she was at the door wanting to get in. So it was eat, walk, sleep, sleep, sleep, walk. She was sleeping half the time (3/6).

From what I observed, it looks like dogs sleep a lot! They lead pretty boring lives, but they like the routine of their days. I compared my observation with Megan, and her dog was asleep one time, and was either walking around or playing the rest of the time. Megan has a really hyper dog, compared to Spotty. Maybe it's because Spotty is 5 and her dog is 1?
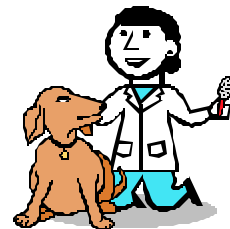
Dogs and Humans Need Each Other

Man's Best Friend
By David

Dogs Need Humans

When a person chooses a dog for a pet they are taking on a big responsibility. Dogs need food, water, love, and exercise, and their owners are the ones to give it to them. Once dogs become pets, they rely on their owners to give them a good home and give them the things they need to survive. When owners take good care of their dogs and give them what they need and all the love they can, the dogs become loyal and help to take care of their owners. Dogs can protect from burglars and guard the house when the owner is sleeping or away at work.

Dogs can also help their owner stay in shape. By taking their dog on long walks and runs, their dog will love them for it but it will also keep both dog and owner in great health.

If dog owners do not take good care of their dogs, they can get sick and die. If they allow their dogs to run wild, they can get hit by a car or taken to the pound. Dogs need humans to help take care of them to live a long, happy life.

Humans Need Dogs

Guide dogs can help the blind to answer the phone, the door, and run errands. Dogs can help sick people feel better while they are in the hospital. Older people enjoy having dogs and lead a longer and happier life when they have a pet. Not only do dogs need us but we need dogs too! That's why we call dogs "man's best friend."

Dogs and Wolves
By Sarah

Dogs and wolves are from the same family. They have some similarities and many differences.

Dogs are now domesticated and live with people in their homes. Wolves still live in the wild.

Dogs and wolves have furry coats but wolves are usually larger and have longer legs.

Dogs eat dog food and almost anything they can find to eat. Wolves hunt other big animals like deer and moose.

Wolves usually live in packs with other wolves. Dogs can live alone.

Wolves can howl and sometimes will bark just like dogs.

Dogs enjoy having humans around and wolves are usually afraid of humans.

Even though dogs and wolves are from the same family they are two very different animals.