

What do we know about pets? What do we want to find out?

Vocabulary—English: domesticated; wild; characteristics; nocturnal; category; representation; physical characteristics of the classroom pet (e.g., fin, fur, claws, gills, beak)

Spanish: doméstico, salvaje, características, nocturno, categoría, representación; características físicas de la mascota del salón de clase (e.g., aleta, pelo, garras, agallas, pico)

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Library: photos and books about domesticated animals and pets	Art: large, close-up photos of the classroom pet	Blocks: nonfiction books about pets and animals	Toys and Games: stuffed animals	Toys and Games: stuffed or plastic animals
Question of the Day	Do you have a pet?	Which animal is a pet? (Display pictures of a domesticated animal and a wild animal—for example, a hamster in a cage and a zebra in the wild.)	How many pets do you think we'll see on our walk today?	Have you ever seen a pet like this? (Display photos of two pets that you have not yet discussed, such as a parrot and a hermit crab.)	Did you see any pets on your way to school today?
Large Group	Movement: Leaping Sounds Discussion and Shared Writing: What Do You Know About Pets? Materials: Mighty Minutes 17, “Leaping Sounds”; photos of pets; books about pets; items related to pets (e.g., water bottle, collar, toys)	Game: Hot or Cold 3-D Shapes Discussion and Shared Writing: Exploring Our Classroom Pet Materials: Mighty Minutes 22, “Hot or Cold 3-D Shapes”; large, close-up photos of the classroom pet	Movement: Words in Motion Discussion and Shared Writing: Where Can We See Pets Near School? Materials: Mighty Minutes 10, “Words in Motion”; clipboards, drawing and writing materials	Movement: Let’s Pretend Discussion and Shared Writing: What Do We Know About Pets? Materials: Mighty Minutes 39, “Let’s Pretend”; collection of stuffed or toy animals; two baskets for sorting	Movement: Let’s Make Letters Discussion and Shared Writing: What Do We Want to Find Out About Pets? Materials: Mighty Minutes 84, “Let’s Make Letters”; pet supplies
Read-Aloud	Selection from the “Children’s Books” list that features children and their interesting pets	Fiction selection from the “Children’s Books” list that features pets	Reread the book from Day 1 that features children and their interesting pets	Reread the book from Day 2 that features pets	Reread the book from Days 1 and 3 that features children and their interesting pets
Small Group	Option 1: Making My Name Intentional Teaching Card LL29, “Making My Name”; marker; envelopes; letter manipulatives Option 2: Jumping Beans Intentional Teaching Card LL05, “Jumping Beans”; construction paper; marker; can or bag	Option 1: Observational Drawing Intentional Teaching Card LL45, “Observational Drawing”; photos of interesting pets; small clipboards; paper; markers Option 2: Observational Drawing Intentional Teaching Card LL45, “Observational Drawing”; Internet photos of exotic, yet domesticated, animals; small clipboards; paper; markers	Option 1: Counting & Comparing Intentional Teaching Card M02, “Counting & Comparing”; objects to sort and compare; card stock for making labels Option 2: Bounce & Count Intentional Teaching Card M18, “Bounce & Count”; variety of balls that bounce when dropped	Option 1: Sorting & Classifying Intentional Teaching Card M05, “Sorting & Classifying”; objects for defining boundaries; toy animals to classify and sort Option 2: Seek & Find Intentional Teaching Card M03, “Seek & Find”; collection of toy animals or photos of animals; basket	Option 1: Can You Find It? Intentional Teaching Card M51, “Can You Find It?”; toy animals from the classroom collection Option 2: Stepping Stones Intentional Teaching Card M55, “Stepping Stones”; masking tape or chalk
Mighty Minutes™	Mighty Minutes 07, “Hippity, Hoppity, How Many?”	Mighty Minutes 100, “La, La, La”	Mighty Minutes 96, “This Old Man”	Mighty Minutes 95, “Sorting Syllables”	Mighty Minutes 76, “Describing Things”

Make Time for...

Outdoor Experiences

- Review Intentional Teaching Card P21, “Hopping.” Follow the guidance on the card.

Family Partnerships

- Send home a letter that introduces the study to families. Invite families to contribute photos of home pets, books about pets, or toy animals to the class collection.
- Invite a family member who works with animals to demonstrate how to meet and interact with new pets. Examples of people who work with animals include veterinarian, pet trainer, shelter worker, and groomer.

Wow! Experiences

- Day 3: Walk around the school to look for pets

Because not all animal shelters are inviting or appropriate for children, be sure to tour the local animal shelter in advance. If you determine that the shelter is not an appropriate place for children to visit, ask shelter personnel to bring a few adoptable animals to visit the classroom. Before visiting an animal shelter or inviting animals to the classroom, make sure to check your local, state, and program requirements. In addition, reach out to families to be sure they are comfortable with the visiting animals or the site you will be visiting.

What kinds of animals are pets?

Vocabulary—English: unpredictable, docile, aggressive, shelter, rescue, reception, supplies, interact, unfamiliar, approach

What are some characteristics of pets?

Spanish: impredecible, dócil, agresivo, refugio, rescatar, recepción, suministros, interactuar, desconocido, acercarse

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	Toys and Games: photos of wild and domesticated animals	Dramatic Play: toy animals; containers for grouping and pretend play	Dramatic Play: boxes or containers for recreating animal-shelter cages; writing materials for making labels for the cages	Dramatic Play: materials for creating signs or advertisements for the animal shelter	Library: photos or books that show how to approach unfamiliar animals	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Review Intentional Teaching Card P16, “Body Part Balance,” or Intentional Teaching Card P26, “Keep It Up.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite families to lend the class clean, unused cages, crates, or aquariums for the classroom pet-supply store. Invite a family member to join the class to share an interesting pet and its enclosure. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 2: Visit to an animal shelter or pet-supply store Day 4: Visit from a family member to talk about how to safely and appropriately interact with pets
Question of the Day	Do all pets have tails?	How many kinds of animals do you think we’ll see on our visit to the shelter?	Which pet did you like best? (Display a few pictures of pets seen at yesterday’s site visit.)	What animal do you think this is? (Display a close-up photo of an animal’s interesting characteristic—for example, feathers, scales, or whiskers.)	Which of these animals makes a safe pet? (Display photos of wild and domesticated animals.)	
Large Group	<p>Movement: Let’s Stick Together</p> <p>Discussion and Shared Writing: Why Are Some Animals Pets and Others Not Pets?</p> <p>Materials: Mighty Minutes 67, “Let’s Stick Together”; photos of domesticated and wild animals; two hula hoops</p>	<p>Game: 1, 2, 3, What Do I See?</p> <p>Discussion and Shared Writing: What Will We See at the Animal Shelter?</p> <p>Materials: Mighty Minutes 50, “1, 2, 3, What Do I See?”; clipboards, paper, drawing materials, camera for documenting features in the shelter, particularly the animals’ description labels</p>	<p>Song: “Two Plump Armadillos”</p> <p>Discussion and Shared Writing: Creating an Animal Shelter</p> <p>Materials: Mighty Minutes 44, “Two Plump Armadillos”; shoe boxes</p>	<p>Song: “I Spy With My Little Eye”</p> <p>Discussion and Shared Writing: Questions for Our Visitor</p> <p>Materials: Mighty Minutes 19, “I Spy With My Little Eye”</p>	<p>Song: “We Like Clapping”</p> <p>Discussion and Shared Writing: Visitor Who Is an Animal Expert</p> <p>Materials: Mighty Minutes 89, “We Like Clapping”; camera</p>	
Read-Aloud	<p><i>Swimmy</i></p> <p>Book Discussion Card 32 (first read-aloud)</p>	<p>Nonfiction selection from the “Children’s Books” list that includes facts about different types of pets</p>	<p><i>Swimmy</i></p> <p>Book Discussion Card 32 (second read-aloud)</p>	<p>Reread the book from Day 2 that includes facts about different types of pets</p>	<p><i>Swimmy</i></p> <p>Book Discussion Card 32 (third read-aloud)</p>	
Small Group	<p>Option 1: Tallying Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons; toy animals; photos of animals</p> <p>Option 2: Graphing Intentional Teaching Card M11, “Graphing”; large graph paper or chart paper with lines drawn for graphing; markers; stickers; photos of animals; toy animals</p>	<p>Option 1: We’re Going on an Adventure Intentional Teaching Card M36, “We’re Going on an Adventure”; several large cardboard boxes, sheet; stool; large plant; photographs with geographic features</p> <p>Option 2: Can You Find It? Intentional Teaching Card M51, “Can You Find It?”; small objects related to pets</p>	<p>Option 1: Huff & Puff Intentional Teaching Card M26, “Huff & Puff”; small, lightweight balls; measuring tools; masking tape</p> <p>Option 2: Ice Cubes Intentional Teaching Card M07, “Ice Cubes”; large ice cubes; brown paper or paper towels; bowls or cups; measuring tools; chart paper</p>	<p>Option 1: Did You Ever See. . . ? Intentional Teaching Card LL14, “Did You Ever See. . . ?”; pictures of domesticated and wild animals; audio recorder</p> <p>Option 2: Silly Names Intentional Teaching Card LL19, “Silly Names”; chart paper; sentence strips or sticky notes</p>	<p>Option 1: Storyboard Intentional Teaching Card LL46, “Storyboard”; pictures from magazines</p> <p>Option 2: Storyboard Intentional Teaching Card LL46, “Storyboard”; pictures of the classroom pet; magazine photos of scenes in which to place the pet</p>	
Mighty Minutes™	Mighty Minutes 33, “Thumbs Up”	Mighty Minutes 49, “A Tree My Size”	Mighty Minutes 76, “Describing Things”	Mighty Minutes 61, “Riddle, Riddle, What Is That?”	Mighty Minutes 60, “The Name Dance”	

Where do pets live?

Vocabulary—English: *habitat; cage; enclosure; aquarium; nest; bedding; gallon; inch;* words related to the classroom pet’s natural habitat (e.g., *jungle, desert, solitary, gnawing, burrow*)

Spanish: *hábitat, jaula, recinto, acuario, nido, cama, galón, pulgada;* palabras relacionadas con el hábitat natural de la mascota del salón de clase (e.g., *jungla, desierto, solitario, mordisquear, madriguera*)

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Blocks: photos of various habitats	Discovery: materials for creating a “nest”	Library: writing materials	Art: pictures of and books about the classroom pet’s natural habitat; materials for creating features to add to the habitats of the animals in the classroom shelter	Discovery: fish bowl; water; measuring cups; rulers; plastic fish
Question of the Day	Would you rather sleep [here] or [here]? (Display two photos of pet beds, such as a soft dog bed and a log.)	What kind of pet sleeps in this nest? (Display a nest made by an animal other than a bird, such as a hamster or guinea pig.)	Which is the best type of home for this pet? (Display pictures of a goldfish and an aquarium, a cage, and a dog crate.)	Which is the best type of home for this pet? (Display a picture of a rabbit and an aquarium, a cage, and a dog crate.)	How many fish can comfortably live in this aquarium? (Display a picture of or an actual aquarium.)
Large Group	Song: “This Is the Way” Discussion and Shared Writing: What Does Our Classroom Pet Need in His or Her Habitat? Materials: Mighty Minutes 06, “This Is the Way”; photo or illustration of a bedroom or a kitchen	Game: My Name, Too! Discussion and Shared Writing: How Do Pets Make Their Own Beds? Materials: Mighty Minutes 35, “My Name, Too!”; photos of pets with their bedding; basket of towels, sheets, large pieces of paper, or fabric scraps	Game: Oh, Dear! What Can the Matter Be? Discussion and Shared Writing: Why Do Some Pets Live in Cages? Materials: Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?”; examples of different kinds of enclosures	Movement: Silly Willy Walking Discussion and Shared Writing: Our Pet in the Natural World Materials: Mighty Minutes 05, “Silly Willy Walking”; photos of and nonfiction books about the classroom pet’s natural habitat	Game: Listen For Your Name Discussion and Shared Writing: How Much Space Does Our Pet Need? Materials: Mighty Minutes 85, “Listen For Your Name”; gallon-size pitcher or container; empty fish bowl; ruler; colored tape; plastic fish
Read-Aloud	Fiction selection from the “Children’s Books” list that features families and their pets	Selection from the “Children’s Books” list that features poetry	Reread the book from Day 1 that features families and their pets.	Selection from the “Children’s Books” list that talks about feelings	Reread the book from Days 1 and 3 that features families and their pets.
Small Group	Option 1: Tongue Twisters Intentional Teaching Card LL16, “Tongue Twisters”; chart paper; markers Option 2: Same Sound Sort Intentional Teaching Card LL12, “Same Sound Sort”; variety of objects related to pets; box or bag for storing the objects	Option 1: Calm-Down Place Intentional Teaching Card SE03, “Calm-Down Place”; paper; crayons; materials for building a cozy “nest” Option 2: Group Problem Solving Intentional Teaching Card SE08, “Group Problem Solving”; paper; crayons; materials for building a cozy “nest”	Option 1: Writing Poems Intentional Teaching Card LL27, “Writing Poems”; chart paper; markers; crayons Option 2: Writing Poems Intentional Teaching Card LL27, “Writing Poems”; chart paper; markers; crayons; audio or video recorder	Option 1: Same Sound Sort Intentional Teaching Card LL12, “Same Sound Sort”; pet enclosures; toy animals; objects whose names begin with the same first-letter sound Option 2: Rhyming Riddles Intentional Teaching Card LL11, “Rhyming Riddles”; chart paper; markers; crayons; props and pictures of objects whose names rhyme	Option 1: Cover Up Intentional Teaching Card M34, “Cover Up”; masking tape; photos of floor coverings; floor covering samples; blocks; paper; crayons Option 2: Lining It Up Intentional Teaching Card M31, “Lining It Up”; variety of pet enclosures, including watertight enclosures; large containers for measuring volume of enclosures; water; tools for measuring length
Mighty Minutes™	Mighty Minutes 53, “Three Rowdy Children”	Mighty Minutes 90, “Little Miss Muffet”	Mighty Minutes 87, “One, Two, Buckle My Shoe”	Mighty Minutes 46, “Strolling Through the Park”	Mighty Minutes 15, “Say It, Show It”

Make Time for...

Outdoor Experiences

- Review Intentional Teaching Card P02, “Play Dough Weaving.” Follow the guidance on the card.

Family Partnerships

- Invite families to contribute toy animals or habitat materials for the classroom pet-supply store.
- Invite families to contribute empty containers of pet food that have interesting environmental print.

Wow! Experiences

- Research sites to visit next week where children can see a variety of pet food.

What do pets eat?

Vocabulary—English: *carnivore; herbivore; omnivore; recommended; appropriate*; words related to the classroom pet’s diet (e.g., *pellets, hay, kibble, grains, seeds, meat*); synonyms for eat (e.g., *nibble, chomp, gobble*); words related to what can be observed at the pet-supply store (e.g., *treats, cuttlebone, collar, manager, groomer*)

Spanish: *carnívoro, herbívoro, omnívoro, recomendado, apropiado*; palabras relacionadas con la dieta de la mascota de la clase (e.g., *heno, comida seca, granos, semillas, carne*); sinónimos de comer (e.g., *mordisquear, mascar, tragar*); palabras relacionadas con lo que observaron en la tienda de mascotas (e.g., *galletitas, hueso, collar, gerente, peluquero canino*)

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Art: materials for making pretend pet food for the animals in the Dramatic Play area	Computer: videos or pictures of animals eating	Dramatic Play: pretend pet food made by the children; measuring tools	Dramatic Play: materials similar to those found at the pet-supply store (e.g., cash register, grooming materials)	Discovery: illustrations of carnivores’, herbivores’, and omnivores’ teeth; birdseed; cotton balls; staple remover; flat rocks
Question of the Day	Which pet eats this? (Display a photo of or actual pet food and photos of a few different pets.)	Do all pets have teeth?	How many times a day does our classroom pet eat? (Offer multiple choices for children to select from—for example, one, two, three, more than three.)	What do you want to look for on our visit to the pet-supply store?	Do these teeth belong to a carnivore or an herbivore? (Show a picture or skeleton model of animal teeth.)
Large Group	Song: “Hello Bingo” Discussion and Shared Writing: What Do Pets Eat? Materials: Mighty Minutes 77, “Hello Bingo”; samples of the classroom pet’s food; empty containers or jars with blank labels	Movement: Jack in the Box Discussion and Shared Writing: How Do Pets Eat? Materials: Mighty Minutes 74, “Jack in the Box”; classroom pet; pet food; video recorder; photo of a hamster or gerbil lifting food to its mouth; book that features animals eating	Game: Hickory Dickory Dock Discussion and Shared Writing: How Much Do Pets Eat? Materials: Mighty Minutes 80, “Hickory Dickory Dock”; classroom pet’s food; bowls; measuring cups and spoons; scale	Song: “I Had a Little Nut Tree” Discussion and Shared Writing: Visiting a Pet-Supply Store Materials: Mighty Minutes 56, “I Had a Little Nut Tree”; clipboards; paper; pencils	Song: “Clap a Friend’s Name” Discussion and Shared Writing: Carnivore vs. Herbivore Materials: Mighty Minutes 40, “Clap a Friend’s Name”; Internet illustrations of carnivores’, herbivores’, and omnivores’ teeth; flat rocks; birdseed; claw-type staple remover; cotton balls
Read-Aloud	<i>The Story of Ferdinand</i> Book Discussion Card 33 (first read-aloud)	Selection from the “Children’s Books” list that features letters of the alphabet	Nonfiction selection from the “Children’s Books” list that explains how to care for pets	<i>The Story of Ferdinand</i> Book Discussion Card 33 (second read-aloud)	Reread the book from Day 2 that features letters of the alphabet.
Small Group	Option 1: What Was for Breakfast? Intentional Teaching Card LL40, “What Was for Breakfast”; sample of the classroom pet’s food; paper; pencils or crayons Option 2: Buried Treasures Intentional Teaching Card LL21, “Buried Treasures”; magnetic letters; large magnet; ruler; tape; sand table with sand	Option 1: Playing With Environmental Print Intentional Teaching Card LL23, “Playing With Environmental Print”; variety of packages of pet food and supplies Option 2: Playing With Environmental Print Intentional Teaching Card LL23, “Playing With Environmental Print”; variety of packages of pet food and supplies; samples of interesting types of pet food	Option 1: Morning, Noon, and Night Intentional Teaching Card M60, “Morning, Noon, and Night”; magazines; chart paper; scissors; glue sticks; markers Option 2: Which Container Holds More? Intentional Teaching Card M32, “Which Container Holds More.”; sand table with sand; clear containers; paper cup or measuring cup; funnel; paper and marker	Option 1: Bigger Than, Smaller Than, Equal To Intentional Teaching Card M09, “Bigger Than, Smaller Than, Equal To”; building blocks; standard and nonstandard measuring tools; yarn; dry erase board; marker or pencil; paper Option 2: Wash Day Intentional Teaching Card M48, “Wash Day”; collection of socks of various lengths; clothesline; clothespins	Option 1: Fruit Salad Intentional Teaching Card LL35, “Fruit Salad”; ingredients; chart paper; marker; bowl; plastic knives Option 2: Roll-Ups Intentional Teaching Card LL37, “Roll-Ups”; ingredients; chart paper; marker; plastic knives
Mighty Minutes™	Mighty Minutes 97, “Shape Hunt”	Mighty Minutes 04, “Riddle Dee Dee”	Mighty Minutes 75, “Busy Bees”	Mighty Minutes 18, “I’m Thinking Of . . .”	Mighty Minutes 82, “Let’s Clean Up!”

Make Time for...

Outdoor Experiences

- Review Intentional Teaching Card P06, “Catching With a Scoop”; Intentional Teaching Card P09, “Up and Away”; or Intentional Teaching Card P22, “Follow the Leader.” Follow the guidance on the card.

Family Partnerships

- Invite families to allow their children to help feed pets at home or help feed a neighbor’s pet. Encourage families to discuss with their children why different pets prefer specific kinds of food.
- Invite families to accompany the class on the site visit on Day 4.

Wow! Experiences

- Day 4: Site visit to a pet-supply store, feed store, or grocery store to see different kinds of pet food
- Invite a local groomer or a family member who works as a groomer to visit the classroom next week to demonstrate how to keep pets clean and happy.

How do we care for pets?

Vocabulary—English: *communicate; groom; groomer; organize; cleanse; care plan; adult; veterinarian;* words related to cleaning or grooming pets (e.g., *curry comb, clippers, brush, nail trimmer*)

Spanish: *comunicar, aseo, peluquero canino, organizar, limpiar, plan de cuidado, adulto, veterinario;* palabras relacionadas con el aseo y el cuidado de las mascotas (e.g., *almohaza, máquina de cortar pelo, cepillo, cortaúñas*)

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Computer: audio recordings, videos, or images of animals communicating vocally and physically	Dramatic Play: grooming materials; materials to cut or comb (e.g., yarn, scraps of fake-fur fabric, drinking straws)	Sand and Water: toys; mild soap; brushes, sponges, or scrubbers; towels to dry with	Art: materials for making pet care plans	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Review Intentional Teaching Card P27, “Galloping.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite families who have pets at home to help their children document what the pets need. Invite families to share grooming materials, such as brushes, combs, and nail clippers, with the classroom. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 2: Visit from a groomer to demonstrate how to groom pets and to introduce the supplies he or she uses <div style="border: 1px solid #00a6c9; padding: 5px; margin-top: 10px;"> <p>If there is a mobile grooming service in your area, invite the groomers to demonstrate how to wash and groom a real dog that is very docile and comfortable being around young children.</p> </div>
Question of the Day	Do animals talk?	Which of these pets should be brushed? (Display photos of a turtle, a bird, and a horse.)	Which of these do we use to keep our classroom clean? (Show an item that’s used for cleaning, such as a broom or sponge, and an item that’s not used for cleaning, such as a toy car or a pillow.)	What kind of pet is this? (Display a photo of a newborn kitten, chick, duck, or other young animal that looks different from its adult counterpart.)	
Large Group	<p>Song: “Paper Towel Rap”</p> <p>Discussion and Shared Writing: How Do Animals Communicate?</p> <p>Materials: Mighty Minutes 64, “Paper Towel Rap”; photos and videos of animals communicating (e.g., hissing cat, growling dog)</p>	<p>Movement: Listening Story</p> <p>Discussion and Shared Writing: Meet the Groomer</p> <p>Materials: Mighty Minutes 86, “Listening Story”; camera</p>	<p>Poem: “The Litter Monster”</p> <p>Discussion and Shared Writing: Keeping Pets’ Habitats Clean</p> <p>Materials: Mighty Minutes 69, “The Litter Monster”; obstacles in the large-group area (e.g., books, clothing, toys)</p>	<p>Song: “Baa, Baa, Black Sheep”</p> <p>Discussion and Shared Writing: Pet Care Plan</p> <p>Materials: Mighty Minutes 29, “Baa, Baa, Black Sheep”; photo of a description card; photos of newborn animals; photos of adult counterparts to the newborn animals; Intentional Teaching Card LL04, “Bookmaking”; paper; hole punch; markers; yarn</p>	
Read-Aloud	<p><i>The Story of Ferdinand</i></p> <p>Book Discussion Card 33 (third read-aloud)</p>	Nonfiction selection from the “Children’s Books” list that features pets being cared for	Selection from the “Children’s Books” list that features animal habitats	Reread the book from Day 2 that features pets being cared for.	
Small Group	<p>Option 1: Tap It, Clap It, Stomp It, Jump It Intentional Teaching Card LL52, “Tap It, Clap It, Stomp It, Jump It”; name cards; chart with lyrics</p> <p>Option 2: Tap It, Clap It, Stomp It, Jump It Intentional Teaching Card LL52, “Tap It, Clap It, Stomp It, Jump It”; name cards; chart with lyrics; video recorder</p>	<p>Option 1: Modeling Clay Intentional Teaching Card M52, “Modeling Clay”; recipe chart; ingredients; measuring cups and spoons; table for kneading; large bowl; storage container</p> <p>Option 2: Oobleck Intentional Teaching Card M66, “Oobleck”; chart paper; markers; ingredients; measuring cups; large bowl; storage container to store the Oobleck.</p>	<p>Option 1: Dinnertime Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; napkins; utensils; cups; placemats</p> <p>Option 2: Number Cards Intentional Teaching Card M04, “Number Cards”; set of cards with numerals and words; small manipulatives</p>	<p>Option 1: Memory Games Intentional Teaching Card LL08, “Memory Games”; memory game, lotto game, or set of duplicate pictures or objects</p> <p>Option 2: What’s Missing? Intentional Teaching Card LL18, “What’s Missing?”; bag or box with a variety of objects related to pets; large piece of paper or cardboard</p>	
Mighty Minutes™	Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?”	Mighty Minutes 08, “Clap the Missing Word”	Mighty Minutes 79, “Here Is the Beehive”	Mighty Minutes 38, “Spatial Patterns”	

How do pets make us feel?

Vocabulary—English: *affection; service animals; sensitive; train; words related to emotions (e.g., safe, secure, warm, cozy, happy)*

Spanish: *afecto, animales de servicio, sensible, amaestrar; palabras relacionadas con las emociones (e.g., seguro, cálido, cómodo, feliz)*

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Library: books about naming pets	Dramatic Play: photos of people interacting with pets	Library: pictures of and books about working animals	Library: photos of animals and people showing affection to one another	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Review Intentional Teaching Card P23, “Ways to Travel.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite families to attend the end-of-study celebration. Send them a letter that explains the event. Invite families to help take the donation items to the animal shelter. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Search the Internet for images and videos of pets and owners sharing affection with one another and of working or service animals, such as police dogs and horses, therapy dogs, and pack goats. Arrange a time to deliver the collection of donation items to the animal shelter.
Question of the Day	Do all pets have names?	Why do we have pets? (Display multiple-choice answers: <i>because they're cute, because it's nice to take care of animals, because they are fun to watch or fun to play with.</i>)	Can pets have jobs?	Do you love a pet?	
Large Group	<p>Movement: Freeze</p> <p>Discussion and Shared Writing: Pet Names</p> <p>Materials: Mighty Minutes 25, “Freeze”; book about naming pets or about pets and their names</p>	<p>Movement: Counting Calisthenics</p> <p>Discussion and Shared Writing: How Can We Show Our Pet That We Love It?</p> <p>Materials: Mighty Minutes 28, “Counting Calisthenics”; photos of people interacting with pets</p>	<p>Song: “Purple Pants”</p> <p>Discussion and Shared Writing: Service Animals</p> <p>Materials: Mighty Minutes 03, “Purple Pants”; pictures of service animals or pets with jobs (e.g., service dogs, police horses, goats wearing packs); book about animals with jobs</p>	<p>Song: “Echo Clapping”</p> <p>Discussion and Shared Writing: Why We Love Pets</p> <p>Materials: Mighty Minutes 26, “Echo Clapping”; book that features a relationship between a pet and its owner; magazine or Internet photos of pets and owners showing affection to one another; Intentional Teaching Card SE05, “Character Feelings”</p>	
Read-Aloud	<p><i>The Stray Dog</i></p> <p>Book Discussion Card 34 (first read-aloud)</p>	Selection from the “Children’s Books” list that features pets as friends	<p><i>The Stray Dog</i></p> <p>Book Discussion Card 34 (second read-aloud)</p>	Reread the book from Day 2 that features pets as friends.	
Small Group	<p>Option 1: The Farmer Builds a Fence Intentional Teaching Card M50, “The Farmer Builds a Fence”; elastic band or rope; two-dimensional shapes</p> <p>Option 2: Stepping Stones Intentional Teaching Card M55, “Stepping Stones”; masking tape or chalk</p>	<p>Option 1: Silly Names Intentional Teaching Card LL19, “Silly Names”; chart paper; sentence strips or sticky notes; “Laughing Leo” poem written on the chart paper</p> <p>Option 2: Did You Ever See...? Intentional Teaching Card LL14, “Did You Ever See...?”; pictures of familiar animals; audio recorder</p>	<p>Option 1: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper; marker; poem or song with rhyming words; props that illustrate the poem or song</p> <p>Option 2: Rhyming Tubs Intentional Teaching Card LL44, “Rhyming Tubs”; plastic tub; bag or box; pairs of small toys with names that rhyme</p>	<p>Option 1: Measure & Compare Intentional Teaching Card M12, “Measure & Compare”; nonstandard measuring tools</p> <p>Option 2: The Long and Short of It Intentional Teaching Card M25, “The Long and Short of It”; container; pieces of ribbon or yarn</p>	
Mighty Minutes™	Mighty Minutes 24, “Dinky Doo”	Mighty Minutes 62, “Where Can He Be?”	Mighty Minutes 36, “Body Patterns”	Mighty Minutes 81, “Humpty Dumpty”; shakers; maracas	