



I Love My Pet

Age: Pre-Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is actively encouraged to exercise their responsibility as a global citizen through modelling tasks.

Learning Outcome: PP.D2.S5.LO1 Behave in a considerate and respectful way

Standard for Global Skill: Student acquires the skills to be a creative citizen.

Global Skill: PP.D3.S3.LO1 Identify a problem and provide at least one solution

Sustainable Development Goal: 4: Quality Education

Part 1 (15 min)

- A.** Before class, gather and bring photos of different children with their pets. Try to include a variety of pets, e.g. a fish, a cat, a snake, a hamster. Show the pictures to students, then point to each picture in turn. Say the name of the pet and have students repeat. Then ask, *Do you have a pet?* and elicit from some volunteers the types of pets they have.

Draw students' attention to the pictures on the worksheet. Elicit what is happening in the first picture at the top of the worksheet: a family is adopting a puppy at the shelter. The girl is happy, and the puppy is happy.

Then draw students' attention to the six smaller illustrations at the bottom of the worksheet. Elicit what they see: the images show the different things that you have to do to take care of a pet. Talk about the importance of taking care of a pet once you have decided to adopt it. Tell students that it is fun to have a pet, and they are cute, but they are also a big responsibility. In order for a pet to be happy and healthy, we have to take care of it. Then point to the first picture and say, *feed*. Have students repeat. Ask them if it's important to feed a pet, and elicit their ideas of what can happen if we don't feed a pet (it will get hungry and be sad or get sick). Do the same with the rest of the pictures: *brush*, *play*,

clean up after, *walk*, and *take to the vet*. Then have students color the pictures as you tell them, to check comprehension.

Then say listen. Chant in a singsong voice the *Show You Love Your Pet!* chant and do the actions as you chant. Chant again. Have students listen and point to the pictures. Chant one more time and have students chant and do the actions, too.

Show You Love Your Pet!

Feed, feed, feed (Mime putting kibble in
Your pet a bowl.)

Brush, brush, brush (Mime brushing a dog.)
Your pet

Play, play, play (Mime throwing a ball
With your pet for a dog.)

Clean up, clean up (Mime cleaning up toys
After your pet and putting them away.)

Walk, walk, walk (Mime walking a dog.)
Your pet

Take your pet to the vet! (Mime as if you were
the vet checking a dog.)

Show you love your pet! (Hug yourself.)

Part 2 (20 min)

- A.** Chant the *Show You Love Your Pet!* chant with the students as they do the actions.

Then draw students' attention to the first picture on the worksheet. Elicit what they see. Ask students how they think the dog feels, and why (it's not happy, because it's hungry). Remind students that in order for a pet to be happy and healthy, we have to take care of it. If we don't take care of our pets, they can get sick. Then ask students what they can do to help the dog feel happy again. Elicit *feed the dog*. Ask them to look for a picture that shows the action that will solve the problem and make the dog happy again. Have them draw a line from the picture of the dog feeling hungry to the picture of the boy feeding the dog. Demonstrate how on your worksheet. Have students match each problem



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picture to its corresponding solution. Tell students that when there is a problem with their pet, there is also a solution. Have them match the pictures with different colors. Check and help if necessary.

Answer Key: Students match the following pictures: dog in front of empty food bowls – boy feeding dog: dirty dog – boy brushing dog: bored dog wanting to play – boy playing with dog: untidy room – boy cleaning up after the dog: injured dog – boy taking dog to the vet.

Part 3 (15 min)

- A. Chant the *Show You Love Your Pet!* chant with the students as they do the actions.

Draw students' attention to the worksheet, and the pictures of different pets at the bottom of it. Tell students that they are going to make a poster to show what people have to do in order to take care of a pet that is not a dog. Elicit the different pets in the pictures: a cat, a fish, a hamster. Then have students choose one of the pets, cut the picture out, and paste it next to the title at the top of the worksheet to complete it. Demonstrate on your worksheet.

Then read the title: *Taking care of a (cat)*. Invite some volunteers to say the pet they chose. Then ask them to look at the words at the bottom of the worksheet. Elicit if all the words apply to all the pets. Talk about which ones apply to the cat, fish, and snake. Draw a picture of each pet and write the words that apply to each one: cat: feed, brush, play, clean up after, take; fish: feed, clean, take; snake: feed, clean up after, take to the vet.

Have students cut out the words that apply to the pet they chose and paste them into the sentence. Then have them complete the sentence with the name of the animal they chose. Demonstrate on your worksheet so they understand what to do. Check and help if necessary. When they finish, ask some volunteers to share their posters with the class.

Answer Key: Students complete the poster with the pet they choose and then complete a sentence with three actions they can do to take care of the pet they chose.

Extension

- A. Chant the *Show You Love Your Pet!* chant with the students as they do the actions.

Draw students' attention to the Pet Responsibility Chart. Ask students what they think it is about. Explain to students that this kind of chart can help us remember what we have to do in order to take care of our pets, so we don't forget anything. Remind them that pets depend on us to be happy and healthy.

Draw students' attention to the days of the week in the chart. Chant and have students repeat the days of the week. Then draw their attention to the activities and elicit the names of the activities. Tell students they will complete the chart with check marks for the days of the week they do the activities for their own pet. Then say, *We have to (feed/play with/clean up after/walk) a dog every day*. Have students repeat. Continue guiding the activity, letting students think what activities they don't have to do every day, but just a few days a week (brush). Demonstrate completing the chart for your own pet so they know what to do.

Point out that the activity for taking a pet to the vet is not on the weekly chart. Ask them why it's not there. Point out that they take their dog to the vet when there is a problem or for check up, not every day or every week. Check and help if necessary. Have students show their charts. Allow them to talk about caring for their pets.

Answer Key: Students complete the chart for their own pet. *Feed, Play, Clean, and Walk* have a check mark every day. *Brush* may only be once or twice a week, though it could also be a daily activity.