
GRADE 1: HERITAGE AND IDENTITY: OUR CHANGING ROLES AND RESPONSIBILITIES

ABSTRACT:

To address the Grade 1 Heritage and Identity strand, students will investigate the responsibilities associated with pet ownership through an inquiry project centered around the fictional adoption of a classroom pet. Students will begin to investigate the idea through a read-aloud of the picture book *C'Mere Boy!* by Sharon Jennings, which is a story about a dog who wants to adopt a boy.

After reading the story, students will use the inquiry process to research different animals to decide which would be best suited as a possible classroom pet. Students will communicate their understanding of the responsibilities of pet ownership through journal entries.

Source: Jennings, Sharon. *C'Mere Boy!* Toronto: Kids Can Press Ltd., 2010. Print. ISBN: 9781554534401

Language Literacy Focus:

Oral Communication, Reading and Writing

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

- How and why do people's roles and responsibilities change as they encounter new situations and develop relationships with different people?
- Why is it important to respect others? How do we show respect for others?

LEARNING GOALS

In Social Studies, students will:

LG1 identify and describe some of their roles, relationships, and responsibilities
(Significance)

LG2 explain how and why a person's roles, relationships, and responsibilities may change over time **(Continuity and Change)**

LG3 explain how the events and people in their life have affected their own roles and responsibilities **(Interrelationships)**

In Language, students will:

LG4 demonstrate an understanding of the information in a text read aloud by restating information

LG5 extend their understanding of a text read aloud by connecting the ideas in them to their own knowledge

- LG6** Gather information to support ideas for writing a journal entry
LG7 Identify and order information using simple graphic organizers

Prior Knowledge and Concepts

- Students should have prior knowledge of relevant vocabulary (i.e. responsibility) and with writing a journal entry and students should have experience using question words (see Mustache Activity Packet in Other Resources section) to formulate questions prior to activity #2
- Teachers should also consider that the types of pets students have will be dependent on their community/environment, and should adjust information sources accordingly (e.g., urban versus rural, city vs. suburb)

A. Instructional Strategies:

Read-Aloud/Considering Point-of-View

1. Begin by asking students if any of them own a pet. Ask them to consider the following question: What are the responsibilities that go along with having a pet? Share with students that the purpose of reading the book *C'Mere Boy!* is to listen/look for examples of ways that the responsibilities of owning a pet can change their lives.
2. Read the book aloud to students, pausing at relevant points to pose questions relating back to the purpose of reading the story. Teacher prompts: Page 2 – Why does Dog's mom not think he should have a boy? Pages 4-8 – What types of things does Dog want to buy for his boy? Page 14-17 – What are some rules about dogs in the community?
3. Ask students how they think the responsibilities outlined in the book might change over time.
4. At the end of the story, ask students to consider the author's perspective and point-of-view when writing the story. Teacher prompt: "Why do you think the author wrote the story about a dog looking to adopt a boy, instead of the other way around?"



B. Student Activities:

Read-Aloud/Considering Point-of-View

1. As a whole class or in small groups of 2-3, have students retell the main details of the story. Using the response sheet provided (see attached resources), ask them to describe the pet(s) they have at home, and what role (if any) they have in looking after them. If a student does not have a pet, they can complete the same task but choose a pet they would like to have. The teacher should record the different kinds of pets on chart paper (See Extension section for possible math activity). **(Gather and Organize; Interpret and Analyze)**

Assessment suggestions:

Teacher can assess students' contributions to the discussion and the content of their response sheets to determine their ability to restate a text and connect ideas to their own knowledge. **(LG1, LG4)**

2. Using question words as prompts (see Mustache Activity Packet resource for a useful poster), ask students to try to formulate questions to explore how to care for pets, and record them on a separate sheet of paper. Example questions: "What type of food does the animal need to eat, and how much?" "Where does it need to sleep - in a tank, cage, etc.?" "What are some other needs - exercise, grooming?" **(Formulate Questions)**

Assessment suggestions:

Teacher can assess students' contributions to the discussion to determine their ability to (with support) formulate questions around pet ownership. **(LG1, LG5)**

3. Explain to students that they are to imagine that they are going to adopt a class pet for the school year. Together, with teacher and parental support, they will investigate caring for different pets using a variety of sources (e.g., fiction and non-fiction books, videos, interviews with family members - see resource list for suggested titles) and then use what they learn to decide which animal would be best suited as a classroom pet. Invite a guest speaker from a local shelter or animal rescue to talk to students about responsible pet care. Some students may wish to investigate "non-traditional" animals for pets too (i.e. exotic or wild animals). Provide a graphic organizer for students to use individually to record the information they collect, or the teacher can continue to model data collection through shared writing (see resource included with this unit). Guiding questions: "What kinds of pets do you have in your family?" "What role do you play in their care?" "What kinds of animals make good pets, and why?" "What does it mean to be a responsible [insert animal] owner?" **(Gather and Organize; Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions: Teacher can conference with students and review graphic organizers to assess students ability to gather and organize relevant information from different sources to answer inquiry questions. **(LG1, LG2, LG5, LG7)**

4. Use a graphic organizer like a Venn diagram to model for students how to compare the responsibilities involved in looking after different animals. Talk about how students' roles and responsibilities in the classroom might change with the addition of a classroom pet to daily routines. Use a T-Chart to compare what routines would be like before and after the classroom pet is adopted. Ask them to consider things like, "How might having a pet change our classroom?" "How can we share the responsibility of a class pet fairly?" "What would happen to the animal when the classroom is empty in the evenings, on weekends, and during the summer?" Finally as a class, try to reach a consensus through discussion as to the best choice for a classroom pet. "Based on what we have learned about taking care of different kinds of animals, what do you think would be the best choice for a pet our class could look after together?" Students may come to the conclusion that no pet would be a responsible choice for the class; discuss reasons why this might be the best decision (e.g., not enough room, medical allergies, too expensive). **(Interpret and Analyse; Evaluate and Draw Conclusions)**

Assessment suggestions:

Teacher can assess students' contributions to discussions to determine their ability to analyse the information they have collected. **(LG1, LG2)**

5. Students can write (or have scribed for them) one or more journal entries reflecting on their individual choice for a classroom pet. Writing prompts: "Do you agree with the animal we chose to be our class pet? Why or why not?" "Which animal would you choose for our class pet?" "What would your role be in caring for our class pet?" **(Evaluate and Draw Conclusions, Communicate)**

Assessment suggestions: Teacher can assess journal entries to evaluate student thinking and understanding of the responsibilities involved with owning a pet. **(LG3, LG6)**

EXTENSIONS

1. Students can write a letter to their parents/caregivers asking to be allowed to adopt a new pet at home. Use the picture book *I Wanna Iguana* by Karen Kaufman Orloff to model what such a letter might look like. The letter should demonstrate an awareness of the responsibility involved in owning the pet.
2. There is potential for additional cross-curricular learning involving the Grade 1 Understanding Life Systems Strand of Science: Needs and Characteristics of Living Things. Students can investigate questions like "What do living things need in order to survive?" "In what ways do we provide our pets with their basic needs?" "How do different pets have different needs (e.g., food, habitat, etc)?"

3. Students can create surveys about pet ownership in the classroom, and graph their results. (Math: Data Management & Probability)
4. Students can use this process to investigate relationships and responsibilities we have with other people through other resources (see Resource section below). For example, students can investigate the responsibilities they have at home to contribute to their household (Olivia Helps with Christmas); responsibilities they have at school (Eddie Gets Ready For School); and responsibilities of people in the neighbourhood (Franklin's Neighbourhood).

OVERALL EXPECTATIONS

Social Studies:

Application A1
Inquiry A2
Understanding Context A3

Language:

Oral Communication 1, 2
Reading 1
Writing 1

SPECIFIC EXPECTATIONS

Social Studies:

Application: A1.2, A1.3
Inquiry: A2.1, A2.2, A2.4, A2.5, A2.6
Understanding Context A3.1, A3.2,
A3.4

Language:

Oral Communication 1.4, 1.6, 2.2
Reading 1.4 1.6 1.8
Writing 1.3, 1.5

OTHER RESOURCES

- American Humane Society: Pet Responsibility Lesson Plan
<http://www.americanhumane.org/assets/pdfs/interaction/hab-he-lp-pet-responsibility.pdf>
- *Any Kind of Dog* by Lynn Reiser (ISBN: 978-0688109141)
A simple, repetitive text about a boy who wants a dog, but his mother thinks it will be too much trouble. She attempts to distract him with other animals, but the boy stands firm in his resolve.
- *Arthur's Pet Business* by Marc Brown (ISBN: 978-0316113168)
Arthur starts his own pet-sitting business to prove to his parents that he can be responsible. Will his plan work?



- *C'Mere Boy!* by Sharon Jennings (ISBN: 978-1554534401)
When a dog begs his mother for a boy, promising to feed it, play with it and walk it, his mother points out that boys are very difficult to train. A clever twist on a familiar tale.
- *Eddie Gets Ready for School* by David Milgrim (ISBN: 978-0545273299)
- *Franklin's Neighbourhood* by Paulette Bourgeois (ISBN: 978-1550747294)
Franklin learns about the different people who work in his neighbourhood.
- *Franklin Wants a Pet* by Paulette Bourgeois (ISBN: 978-1550742497)
Franklin learns about the responsibility of pet ownership while trying to decide what kind of pet he would like to have.
- *I Wanna Iguana* by Karen Kaufman Orloff (ISBN: 978-0399237171)
A mother and son exchange letters as he attempts to convince her to allow him to adopt a pet iguana.
- *I Took My Frog to the Library* by Eric A. Kimmel
A girl takes her menagerie of unusual pets to the library. Can be used to spark a discussion of what animals are appropriate for pets, depending on their environment.
- *Olivia Helps With Christmas* by Ian Falconer (ISBN: 978-1416907862)
Franklin learns about the responsibility of pet ownership while trying to decide what kind of pet he would like to have.
- Mustache Activity Packet – Teachwithme.com
<http://www.teachwithme.com/downloads/item/3515>
A fun set of downloadable activities designed to teach elementary students about question words.
- Pets | LearnEnglish Kids | British Council
<http://learnenglishkids.britishcouncil.org/en/category/topics/pets>
A collection of online activities and printables for students about pets. Online activities can be played individually in a computer lab, or as a group using a projector or interactive whiteboard.
- *The Berenstain Bears Lose A Friend* by Stan & Jan Berenstain (ISBN: 978-0060573898)
Sister Bear loves taking care of her pet goldfish, Goldie. But when Papa and Mama find Goldie floating belly-up in her tank, they worry about how Sister will feel. How will the Bear family cope with the loss of Goldie? A introduction to the reality of a beloved pet dying.
- The Humane Society of the United States: Lesson Plans for Teachers
http://www.humanesociety.org/parents_educators/lesson_plans_for_teachers.html
Resources for educating children about responsible pet care.
www.oessta-teachers.com



- What Do Pets Need? – RCSPA Education (YouTube video)
<https://www.youtube.com/watch?v=FOLP8p0jSoA>
A 3.5 minute video that asks children to think about all the things that pets need.
- *Who Wants a Cheap Rhinoceros?* by Shel Silverstein (ISBN: 978-0689851131)
There are lots of things a rhinoceros can do around one's house, including eating bad report cards before one's parents see them, tiptoeing downstairs for a midnight snack, and collecting extra allowance. But does that make them a good pet to have?