

# Pets

## 1. Question & Research Task

Pets are living organisms that have wants and needs, just like you. Each animal has different needs.

Pets are animals that people keep for companionship. (Click on the underlined word for the definition)

\*\*Your teacher/librarian will give you the database login if needed.



Image Source: Subscription to [ClipArt.com](https://www.clipart.com)

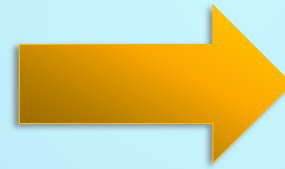
In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

Which type of pet would be best for you?

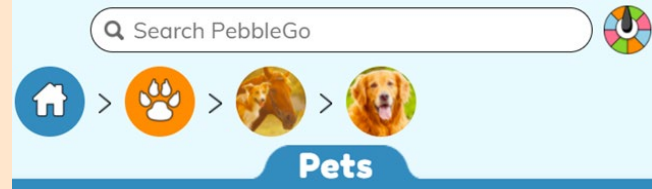


## 2. Information Sources

Let's find out how to take care of different pets, so that you can decide which pet is best for you!

Click on the information sources linked here to complete the Student Activity on Slide 3.



\*\*Your teacher/librarian will give you the database login if needed.

	INFORMATION SOURCES
Pebble Go	 <p>Image source: Pebble Go</p>
Brain Pop Jr.	 <p>Image source: BrainPop Jr.</p>
World Book Kids	 <p>Image source: World Book Kids</p>

### 3. Student Activity

1. Think about the pets you would like to learn more about.
2. Choose **2** pets and complete one of these note taking sheets:

- [Note Taker With Choices](#)
- [Note Taker Without Choices](#)



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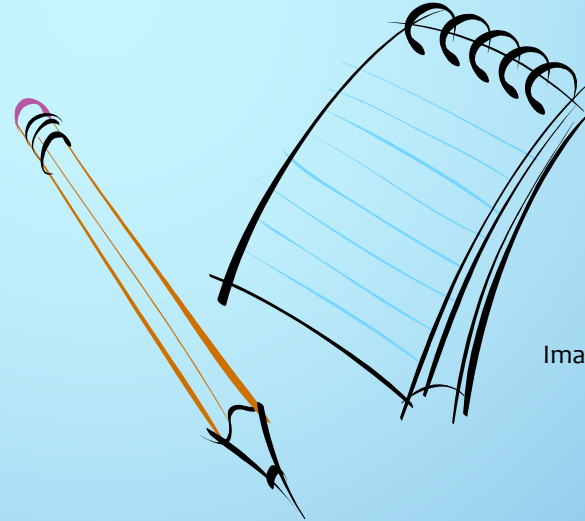


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## 4. Assessment Activity

# Which type of pet would be best for you?

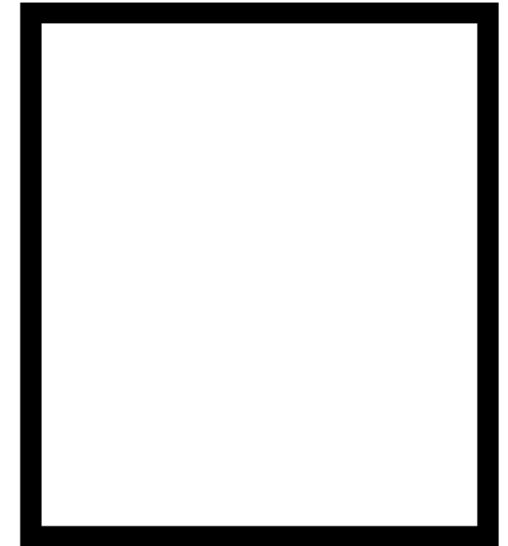
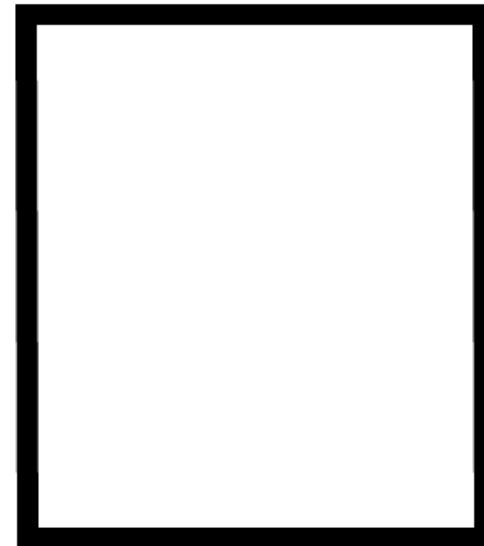
### Summative Assessment:

**Scenario:** You would like to have a pet at your house, but your parents say no. You need to convince your parents and tell them what pet would be best for you and your family.

**Assignment:** Create a poster or Wixie slide that demonstrates two reasons that the pet you chose would be the best for you.

A \_\_\_\_\_ would be best for me and my family.

By: \_\_\_\_\_



# 5. Enrichment Activities

Click on the tiles below to play games about caring for pets

Choose an activity below to complete

**easy quiz**  
● A ● B ● C ● D

**game**

**draw about it**

**ABC Word Play**

Image source: BrainPop Jr.

**Illustrate a Pet!**  
Select a book from the pet book table or an eBook about pets. Find an animal and create an illustration of the animal with labels.

**Shopping List!**  
Choose a pet and write/draw a list of things your pet would need.

**Good Night Pet!**  
Draw a place for your pet to sleep. What kind of space will you make?

\*\*Your teacher/librarian will give you the database login if needed.

# 6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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## Learning Standards Alignment

### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### AASL Standards Framework for Learners

**Inquire:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**Think:** Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

**Create:** Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

**Share:** Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

**Grow:** Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

## Grade K Library Media Unit 6

**Objective:** Students will be conduct brief, focused research in order to draw a conclusion and cite specific text evidence to support it.

**Time Frame:** Four 50-minute class periods

### **Differentiation strategies for this lesson:**

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Print out resources on Slides 3, 4, and 5 prior to instruction if needed.

### **Notes to the teacher:**

- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft or Google documents and files for students to access, edit, and submit through Schoology.
- Direct links to PebbleGO, BrainPOP, and BrainPOP Jr. will not work in the PowerPoint version of this Slam Dunk; however, they will work in the PDF version. If you wish to personalize this Slam Dunk, make your modifications in PowerPoint and then save your changes as a PDF. **Students should view this Slam Dunk as a PDF.**
- Wixie (slide 4) can be found in the BCPS Digital Content [Apps Portal](#).
- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.
- It is recommended that the teacher model how to use the note taking sheet after viewing pet information from pebblego.com. It is suggested that all children complete one pet section together with the teacher modeling.