

# Pet Project

Iaeger Pre-K

Fall 2010



The project on pets came about when the children constantly talked about their pets they had at home. In the beginning the children thought only of the cats and dogs as pets. During discussion, they found out that some of the children had birds, goats, horses and fish. Other children in the school also had other pets such as turtles, chickens, roosters and hamsters.

The students looked on the internet to learn about pets and brought in pictures of their pets from home. The children made a graph to determine their favorite pets. They learned the most popular was the dog. They read fiction and non-fiction stories and drew pictures of their pets and pets they wish they had. Students also had their parents bring in their pets to show the class.



The project concluded when the students talked with a veterinarian and asked questions. They also are planning to ride a pony and hope to visit the animal shelter.

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Pet Project : A Pictorial Diary





The children began talking about their pets after the first few weeks of school. The topic came up daily and sometimes more than once a day.



## Samuel the “Kitty”

The children pretended to be pets at free play. They also drank milk from a dish without using their hands. They read pet stories and brought in their pets.



The children created pet pictures, talked with the vet about how to care for animals and what animals did not make good pets. They also learned cats can not drink milk. Even though they like the taste, it gives them a stomach ache because they are lactose intolerant. The children thought cats did not lick, but found out they do. They also learned it is important for pets to be vaccinated, just like they are.







# Pets

## Laeger Elementary Pre-K

A project by 4 and 5 year olds

Length of Project : 9 weeks

Teachers: Naida Hayslette and Sabrina Poore

## Phase One

The project on pets came about when the children constantly talked about their pets they had at home. In the beginning the children thought only of the cats and dogs as pets. During discussion, they found out that some of the children had birds, goats, horses and fish. Other children in the school also had other pets such as turtles, chickens, roosters and hamsters.

## Phase Two

- The students looked on the internet to learn about pets and brought in pictures of their pets from home. The children made a graph to determine their favorite pets. They learned the most popular was the dog. They read fiction and non-fiction stories and drew pictures of their pets and pets they wish they had. Students also had their parents bring in their pets to show the class.

## Phase Three

- The project concluded when the students talked with a veterinarian and asked questions. They also are planning to ride a pony and hope to visit the animal shelter. If the interest does not wane, we may call the vet to come visit.

## Project Assessment

### Pets

A project by 4 and 5 year olds

laeger Elementary Pre-K

Fall 2010

Length of Project 9 weeks

- This assessment will be used to demonstrate the way the children's play and activities they participate in work together to meet the standards and objectives set by Creative Curriculum, West Virginia Early Learning Standards and Head Start. Parents, teachers, administrators and other educators will be able to see how children as individual learners can work together on their goals and progress at their individual levels. The domains we will be using will be:
  - \*Social Emotional Development
  - \*Physical Development
  - \*Cognitive Development
  -
- Social and Emotional Development:
- During the project the children worked individually and in groups to find out about pets. Individual children worked on the computer investigating pets and then brought others over to observe what they found. They talked about what their favorite pet was and noted that it was o.k. to pick a different pet than their friend. They drew pictures of their pets and pets they wished they had. They would disagree on what animals would not be good as pets. Some thought spiders would be good, and other said they would not. At play time the children would play "kitty" with the others. They played together cooperatively and talk ed about how to care for the cat. The children engaged in conversations, expressed their opinions and learned that the opinions of others matter and they do not have to be the same as ours.

- **Physical Development:**

The children used both gross and fine motor skills. They drew pictures, colored and painted all about pets. They were pretending to be animals and crawled, ran, jumped, hopped and rolled around. They climbed and slid down the slide as they were outside pretending. They used blocks to build a representation of a dog house. They used neckties to represent leashes for the pets. They tried the chain links and used motor skills to link them, but did not follow through to make leashes. We talked to the vet and he told us to be sure to vaccinate our pets and that we are to wash our hands after handling pets so we can stay healthy. The children also are hoping to ride a pony belonging to one of our classmates if it can be arranged.

**Cognitive Development:**

The children used curiosity and exploration to begin learning. They used the knowledge they had about pets and made a list of what they knew. After finding out what they wanted to know, they searched the internet for information. Both fiction and non-fiction books were available from the library. Students graphed their favorite animal and determined dogs were the favorite of most people. The children brought in their pets with the help of their parents and were able to compare the sizes, textures and characteristics of their pets with others. The children called a vet and asked him some of the questions they had. They learned that all cats and dogs need vaccinations/shots, cats are lactose intolerant and get a stomach ache if they are given milk. They also learned that animals like tigers and snakes do not make good pets and should remain in the wild or in a zoo.



Blake's Shark

