

JK/SK Lesson: SAFE AND SOUND: UNDERSTANDING PETS

GOALS

The overall purpose of this lesson is to

1. teach students about the body language and communication style of our pets;
2. empower students to make safe choices when meeting new animals.

STUDENT OBJECTIVES

After this lesson students will be able to

1. Recognize facial expressions and body language of both dogs and cats;
2. recognize sounds of both cats and dogs;
3. identify and understand when it is safe/unsafe to approach a dog or a cat;
4. safely and appropriately greet a dog and a cat.

Curriculum Connections

BELONGING AND CONTRIBUTING

SPECIFIC EXPECTATIONS:

- 1.2 listen and respond to others, both verbally and non-verbally
- 4.1 use a variety of strategies to solve problems
- 22.1 communicate their ideas about something
- 28.1 recognize people in their community and talk about what they do
- 28.2 recognize places and buildings within their community, and talk about their functions

SELF-REGULATION AND WELL-BEING

SPECIFIC EXPECTATIONS:

- 1.3 use and interpret gestures, tones of voice, and other non-verbal means to communicate and respond
- 1.6 use language to communicate their thinking, to reflect, and to solve problems
- 1.8 ask questions for a variety of purposes
- 2.4 demonstrate self-control (e.g. be aware of and label their own emotions)
- 2.5 develop empathy for others, and acknowledge and respond to each other's feelings
- 3.2 demonstrate the ability to take turns during activity and discussions

DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS

SPECIFIC EXPECTATIONS:

- 1.4 sustain interactions in different contexts
- 1.7 use specialized vocabulary for a variety of purposes
- 9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print

- 10.2 demonstrate an awareness that text can convey ideas or messages
- 11.6 use prior knowledge to make connections
- 12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials
- 20.6 use mathematical language in informal discussions to describe probability in familiar, everyday situations

PROBLEM SOLVING AND INNOVATING

SPECIFIC EXPECTATIONS

- 6.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations
- 13.2 make predictions and observations before and during investigation
- 14.2 sort and classify groups of living and non-living things in their own way
- 24.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices
- 24.3 make predictions and observations