

## **GRADE 1 LESSON: ANIMAL CHIT CHAT**

### **GOALS**

*The overall purpose of this lesson is to*

1. provide students with knowledge, skills and tools needed to determine when it is safe or unsafe to approach a companion animal;
2. teach students about the similar needs of animals and people.

### **STUDENT OBJECTIVES**

*After this lesson students will be able to*

1. recognize how to keep themselves safe around companion animals;
2. highlight some of the differences and similarities between animals and people;
3. properly and safely greet a dog;
4. make choices which consider the safety of pets and people when interacting with companion animals.

## **Curriculum Connections**

### **LANGUAGE**

#### ***SPECIFIC EXPECTATIONS***

B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities

B1.2 identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages

C3.6 express personal thoughts and feelings about ideas presented in texts

### **SCIENCE AND TECHNOLOGY**

#### ***SPECIFIC EXPECTATIONS***

B1.1 describe changes or problems that could result from the loss of living and non-living things that are part of everyday life, while taking different perspectives into consideration

B2.2 identify the basic needs of living things, including the need for air, water, food, heat, shelter, and space

B2.3 identify the physical characteristics of various plants and animals, including humans, and explain how these characteristics help the plants and animals meet their basic needs

B2.6 describe ways in which living things provide for the needs of other living things

E1.2 assess ways in which daily and seasonal changes have an impact on society, the environment, and living things in the natural environment

## **SOCIAL STUDIES**

### ***SPECIFIC EXPECTATIONS***

A3.1 describe some of their own roles, relationships, and responsibilities (e.g., as a student, member of a family, friend, member of the community, as someone who cares for the environment, pet owner)

A3.2 identify some of the significant people, places, and things in their life, including their life in the community

A3.4 identify some elements of positive and inclusive behaviour and actions that they can practise in their everyday life

A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect