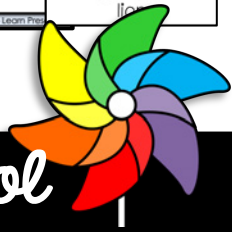


# Circle Time

# Pets Unit for Preschoolers



# Circle Time Lessons

## Unit overview

### Day 1 Introduction

Introduce the new unit: **Pets**.

Talk about pets. Show the photos and use the discussion questions. Take a class poll.

### Day 2 Dogs

Show photos of dogs. Talk about dog safety and how dogs can have jobs.

### Day 3 Cats

Show photos of cats and discuss cat facts. Sing the "Old Black Cat" movement song. Play the "Kitty Cats" carpet game.

### Day 4 Small Pets

Lots of other animals make good pets. Show the photos and discuss. Sort animals into 2 groups: Pets and not Pets.

### Day 5 Aquarium Pets

Some pets need to live in water in an aquarium. Show photos of aquarium pets. Recite the "Little Turtle" nursery rhyme and play the "Little Fish" color game.

**Introduction**  
Activate Background Knowledge

Day 1 lesson plans

Introduce the new unit (Pets) to the students. Bring in a few stuffed animals or ask for a volunteer to bring a small pet into the classroom. Engage in discussion questions.

**Objective:**

- The students will recall what they know about pets.


**Activities:**

- Show the photograph posters of different types of pets.
- Ask the students the questions:  
"What type of animals are pets?"  
"What do you know about having a pet?"  
"Why do people like having a pet?"
- Choose 1 of the polling questions and take a class poll using one of the prompts.

**Do you have a Pet?**

Asad	Ruby
Jose	Oliver
Lenah	Zubair

**Extension Idea:**  
Invite students to bring in a photo of their own pet or invite a real pet to come into the classroom.



**Dogs**  
All about canines

Day 2 lesson plans

Engage students in a discussion about dogs. Have they ever met a dog or seen a dog on TV/in a movie?

**Objectives:**

- The students will discuss what they know about dogs.
- The students will describe the different jobs that a dog can be trained to do.
- The students will compute sets of 5.

**Activities:**

- Show the photograph posters of different types of dogs.
- Talk about how dogs can be trained. Some dogs even have a job (companion dogs, shepherds, airport dogs).
- Play a math computation game with 5 dogs. (You can use dog chip clips, small dog figurines, or pictures of dogs.) To play:

**Extension Idea:**  
Under the doghouse, fill out how many are inside (optional).

**Puppies**  
Having the cutest little dog in the world!



**Cats**  
All about felines

Day 3 lesson plans

Engage students in a discussion about cats. Do they have a cat at home or know anyone who does?

**Objectives:**

- The students will discuss what they know about cats.
- The students will recite a poem (oral language) and identify numbers.

**Activities:**

- Show the photograph posters of different types of cats.
- Talk about what cats do (clean themselves, sleep, hunt, etc.). Discuss why to take good care of a cat.
- Sing the movement song "Old Black Cat." Divide the class—some students act like the cat in the song; some students act like the mice.
- Play the number-identification game called "Kitty Cats":

**To Play the Game:**

- Use up the pictures of the cats. (Numbers 1-15 are included. Pick the right number of cards for your students.) Identify the numbers together.
- Hide the game under one of the cats and recite the poem to find it.
- Children guess where the game is hiding by identifying the number.

**Extension Idea:**  
Teach the ASL sign for cat. Use your thumb and pointer finger to "frown" whiskers on your face.

**Old Black Cat**



**Small Pets**  
All about bunnies, hamsters, guinea pigs, etc.

Day 4 lesson plans

Can you think of any pets, other than cats and dogs? Have you ever been to a pet store to look at the small animals? Let's learn about some small pets.

**Objectives:**

- The students will give examples of different types of small pets.
- The students will sort animals into 2 groups.
- The students will explore grid patterns and identify the intersecting point.

**Activities:**

- Show the photograph posters of different types of small pets.
- Talk about how to take care of them. What does each type of pet need?

**Extension Idea:**  
A bunny is a type of pet. Rabbits are really great pets. Lizards are reptiles, pets.

**pets** vs **not pets**



**Aquarium Pets**  
All about fish & turtles

Day 5 lesson plans

Some pets need to live in water. Have you ever seen fish or other pets in an aquarium?

**Objectives:**

- The students will give examples of different types of aquatic pets.
- The students will recite a nursery rhyme (oral language practice).
- The students will identify color words.


**Activities:**

- Talk about pets that live in water. Can the students name any aquarium pets?
- Recite the "Little Turtle" nursery rhyme.
- Play the "Fish In a Dish" color-identification game.
- Aquariums are filled with water. Fill a small tub with water and let the students wash their assets (toy) for a related sensory experience.

**Extension Idea:**  
Teach the ASL signs for Fish and Tortoise. Use the questions for details.

**Little Turtle**  
A turtle can be a pet.

**Little Fish**

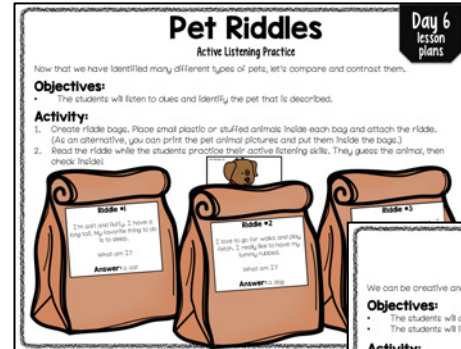


# Circle Time Lessons

## Unit overview

### Day 6 Pet Riddles

Practice active listening skills by solving these riddles all about pets.



**Pet Riddles**  
Active Listening Practice  
Day 6 lesson plans

Now that we have identified many different types of pets, let's compare and contrast them.

**Objectives:**

- The students will listen to clues and identify the pet that is described.

**Activity:**

- Create riddle bags. Place small plastic or stuffed animals inside each bag and attach the riddle. (As an alternative, you can print the pet animal pictures and put them inside the bags.)
- Read the riddle while the students practice their active listening skills. They guess the animal, then check inside!

Riddle #1: I'm soft and fluffy. I meow. I purr. My favorite thing to do is to curl up.  
Answer: Cat

Riddle #2: I love to go to school and play with my friends. I bark. I wag my tail.  
Answer: Dog

Riddle #3: I have four legs and I can fly. I chirp and I sing.  
Answer: Bird

### Day 7 Let's Pretend

Pets are all so different. Let's move our bodies, make the noises, and pretend to be pets.



**Let's Pretend**  
Using Imagination  
Day 7 lesson plans

We can be creative and act like different pets. Use movement and sounds to pretend.

**Objectives:**

- The students will act like a pet.
- The students will interpret their friends' actions and identify the pet.

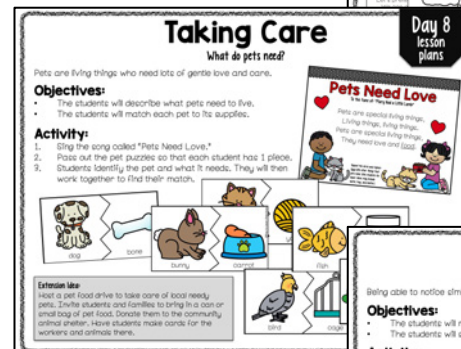
**Activity:**

- Read one of the "Let's Pretend" pet poems.
- Have the children act like that type of pet using movement and sound (like charades).
- Alternatively, have half of the class act like the pet and the other half guess which pet it is.

Let's pretend to be a cat.  
Let's meow and purr.  
Let's stretch and curl up.  
Let's pretend to be a dog.  
Let's bark and wag my tail.  
Let's pretend to be a bird.  
Let's chirp and sing.  
Let's pretend to be a hamster.  
Let's run and wiggle my tail.  
Let's pretend to be a turtle.  
Let's crawl and stretch my neck.  
Let's pretend to be a rabbit.  
Let's hop and wiggle my ears.

### Day 8 Take Care

Pets are living things. We have to take very good care of them. Sing the song about taking care of pets.



**Taking Care**  
What do pets need?  
Day 8 lesson plans

Pets are living things who need lots of gentle love and care.

**Objectives:**

- The students will describe what pets need to live.
- The students will match each pet to its supplies.

**Activity:**

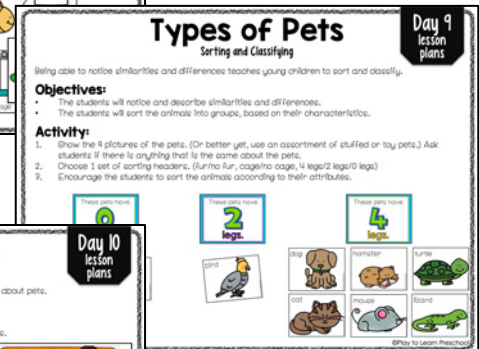
- Sing the song called "Pets Need Love."
- Pass out the pet puzzles so that each student has 1 piece.
- Students identify the pet and what it needs. They will then work together to find their match.

**Pets Need Love**  
Pets are special living things.  
Let's imagine living things.  
They are special living things.  
They need love and care.

Extension idea: Host a pet food drive to take care of local needy pets. Invite students and families to bring in a can or small bag of pet food. Donate them to the community animal shelter. Have students make cards for the workers and animals there.

### Day 9 Types of Pets

Sort and classify different types of pets by their attributes.



**Types of Pets**  
Sorting and Classifying  
Day 9 lesson plans

Being able to notice similarities and differences teaches young children to sort and classify.

**Objectives:**

- The students will notice and describe similarities and differences.
- The students will sort the animals into groups, based on their characteristics.

**Activity:**

- Show the 4 pictures of the pets. (Or better yet, use an assortment of stuffed or toy pets.) Ask students if there is anything that is the same about the pets.
- Choose 1 set of sorting headers. (fun/fun, cage/no cage, 4 legs/2 legs/0 legs)
- Encourage the students to sort the animals according to their attributes.

2 legs  
4 legs  
0 legs

dog	hamster	turtle
bird	cat	hamster
dog	hamster	hamster

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### Day 10 Pet Parade

Invite students to bring in a stuffed animal pet from home and host a pet parade to finish this unit.



**Pet Parade**  
Unit Conclusion  
Day 10 lesson plans

To conclude the unit, ask the students to describe what they have learned about pets.

**Objectives:**

- The students will recite a predictable, repeating poem about pets.
- The students will discuss the things that they have learned about pets.

**Activity:**

- Recite the "Pet Parade" poem. Add each animal to a parade as you say the verse together.
- Ask students to recall something that they learned about pets. They can draw a picture or dictate a fact.
- Create a class chart of all the things that the students learned.

**Pet Parade**  
We love our pets, we love them.  
They are so special to us.  
We love to play with them,  
We love to hug them too.  
We love to take care of them,  
We love to love them so.

**We know about Pets!**

Know that...	Know that...
Know that...	Know that...
Know that...	Know that...

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# Introduction

## Activate Background Knowledge

Day 1  
lesson  
plans

Introduce the new unit (Pets) to the students. Bring in a few stuffed animals or ask for a volunteer to bring a small pet into the classroom. Engage in discussion questions.

### Objective:

- The students will recall what they know about pets.

### Activities:

- Show the photograph posters of different types of pets.
- Ask the students the questions:
  - “What type of animals are pets?”
  - “What do you know about having a pet?”
  - “Why do people like having a pet?”
- Choose 1 of the polling questions and take a class poll using one of the prompts.



### Extension Idea:

Invite students to bring in a photo of their own pet or invite a real pet to come into the classroom.

## Do you have a Pet?

 Yes, I do.	 No, I do not.
Asad	Ruby
José	Oliver
Lenah	Zubair
	Citiana



**There are many different types of pets.**



**Pets come in different sizes,  
shapes, and colors.**



How many types of  
pets can you name?

# Do you have a **Pet**?



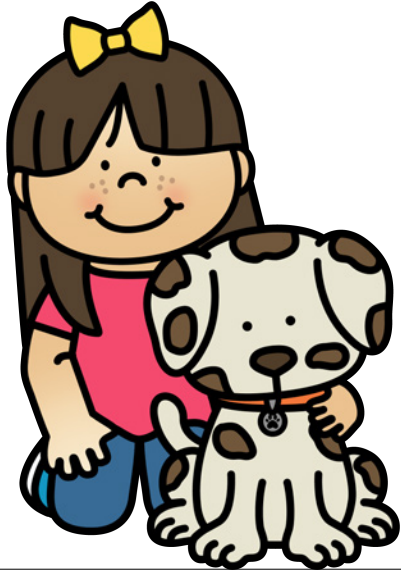
**Yes,  
I do.**



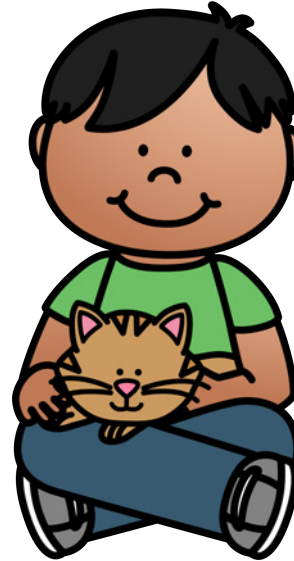
**No,  
I do not.**

# Which is your favorite **Pet**?

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**I like  
dogs.**



**I like  
cats.**



**I like  
fish.**



**I like  
bunnies.**

# Dogs

All about canines

Day 2  
lesson  
plans

Engage students in a discussion about dogs. Have they ever met a dog or seen a dog on TV/in a movie?

## Objectives:

- The students will discuss what they know about dogs.
- The students will describe the different jobs that a dog can be trained to do.
- The students will compute sets of 5.

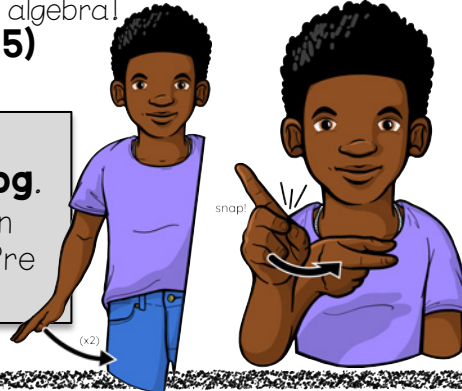
## Activities:

1. Show the photograph posters of different types of dogs.
2. Talk about how dogs can be trained. Some dogs even have a job! (companion dogs, sheep dogs, airport dogs)
3. Play a math computation game with 5 dogs. (You can use dog chip clips, small dog figurines, or pictures of dogs.) To play:
  - Count the 5 dogs.
  - Recite the poem.
  - Hide some of the dogs in/under the doghouse.
  - Ask the students to figure out how many are inside.
  - The students are doing algebra!

(# outside + x = 5)

### Extension Idea:

Teach the ASL sign for **dog**. Pat your leg two times then snap your fingers, like you're calling a dog.



Dogs are a popular pet.



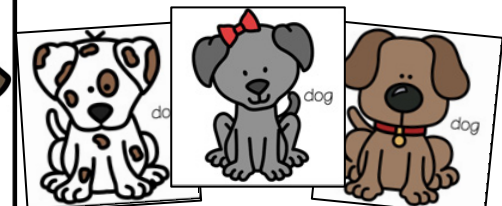
There are many different breeds of dogs.



This dog works as a companion.



How many are in the dog house?



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**Dogs are a popular pet.**



**There are many different  
breeds of dogs.**



**Baby dogs are called puppies.**



**This dog works on a farm.**



**This dog works in a hospital.**



**This dog works as a companion.**

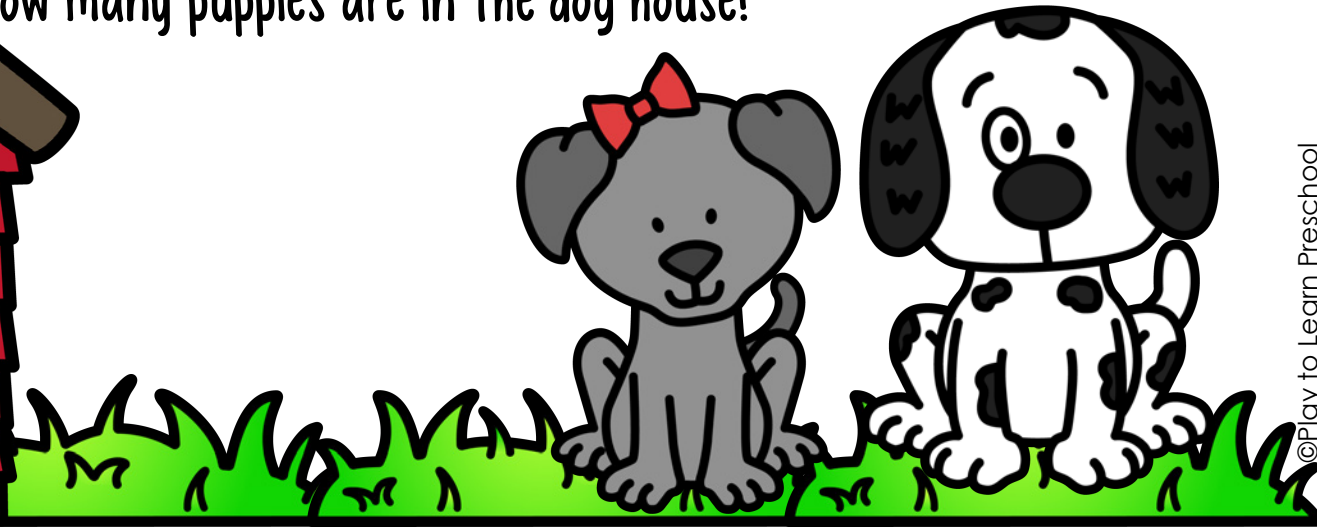


# Puppies

Computation Poem

Puppies, puppies,  
Playing in the sun.  
Time to go home!  
You've had your fun.

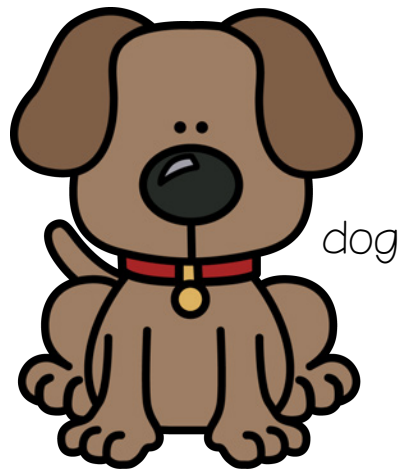
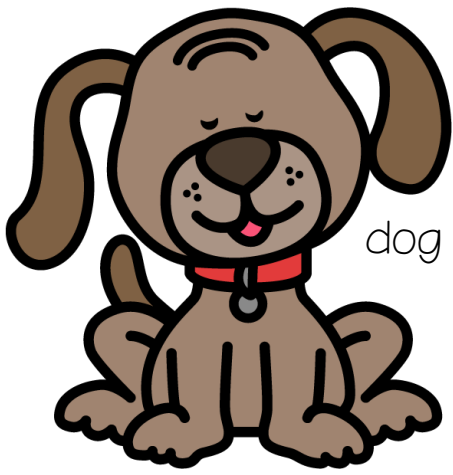
How many puppies are in the dog house?



Play this math computation game with 5 dogs. (You can use dog chip clips, small dog figurines, or these pictures of dogs.) To play:

- Count 5 dogs.
- Recite the attached poem.
- Hide some of the dogs in/under the doghouse.
- Ask the students to figure out how many are inside.
- The students are doing algebra!

**# outside + ? = 5**



# Cats

All about felines

Day 3  
lesson  
plans

Engage students in a discussion about cats. Do they have a cat at home or know anyone who does?

## Objectives:

- The students will discuss what they know about cats.
- The students will recite a poem (oral language) and identify numbers.

## Activities:

1. Show the photograph posters of different types of cats.
2. Talk about what cats do (clean themselves, sleep, hunt, etc.). Discuss ways to take good care of a cat.
3. Sing the movement song "Old Black Cat." Divide the class – some students act like the cat in the song; some students act like the mice.
4. Play the number identification game called "Kitty Cats":

## To Play the Game:

- Line up the pictures of the cats. (Numbers 1-15 are included. Pick the right number of cards for your students.) Identify the numbers together.
- Hide the yarn under one of the cats and recite the poem to find it.
- Children guess where the yarn is hiding by identifying the number.

### Extension Idea:

Teach the ASL sign for **cat**. Use your thumb and pointer finger to "draw" whiskers on your face.



Cats are a popular pet.



There are many different breeds of cats.



Baby cats are called kittens.





**Cats are a popular pet.**



**There are many different  
breeds of cats.**



**Some cats have long hair.**



**Baby cats are called kittens.**

# Old Black Cat

## Movement Song

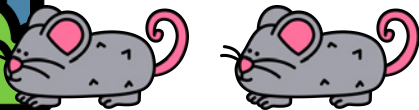
The old black cat is sleeping, sleeping, sleeping.  
The old black cat is sleeping in the house.

The little mice are creeping, creeping, creeping.  
The little mice are creeping in the house.

The old black cat is waking, waking, waking.  
The old black cat is waking in the house.

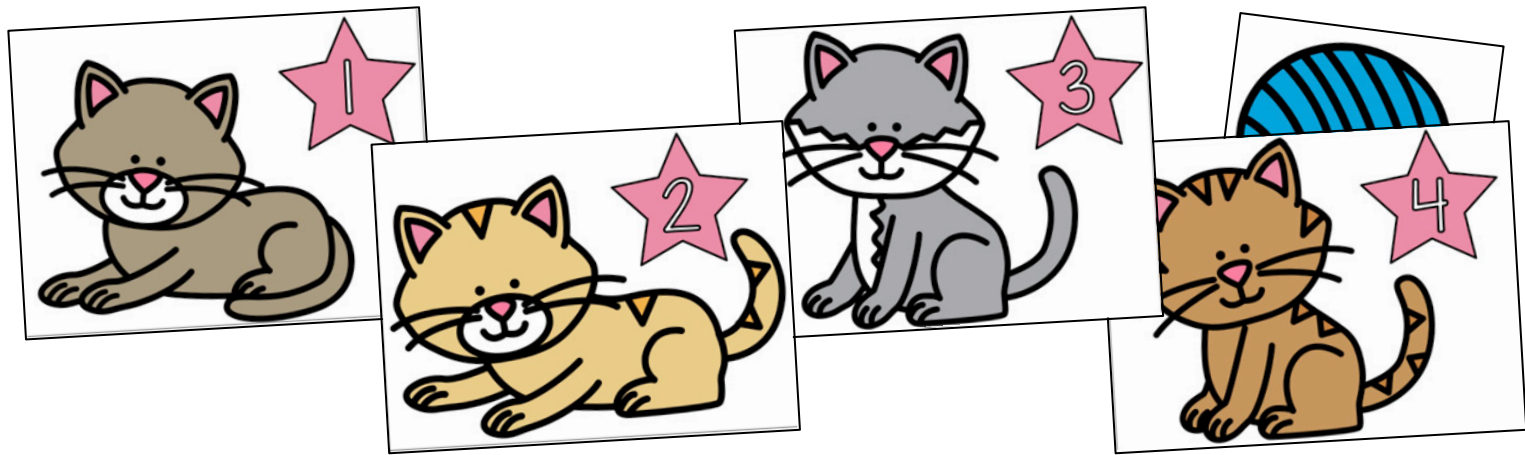
Now...

Everybody's running, running, running.  
Everybody's running in the house.

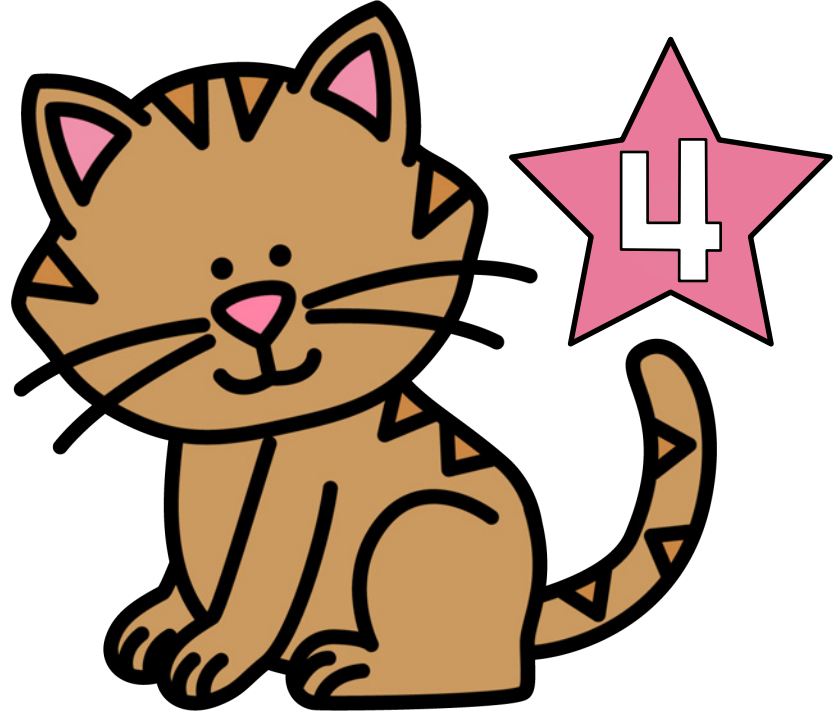
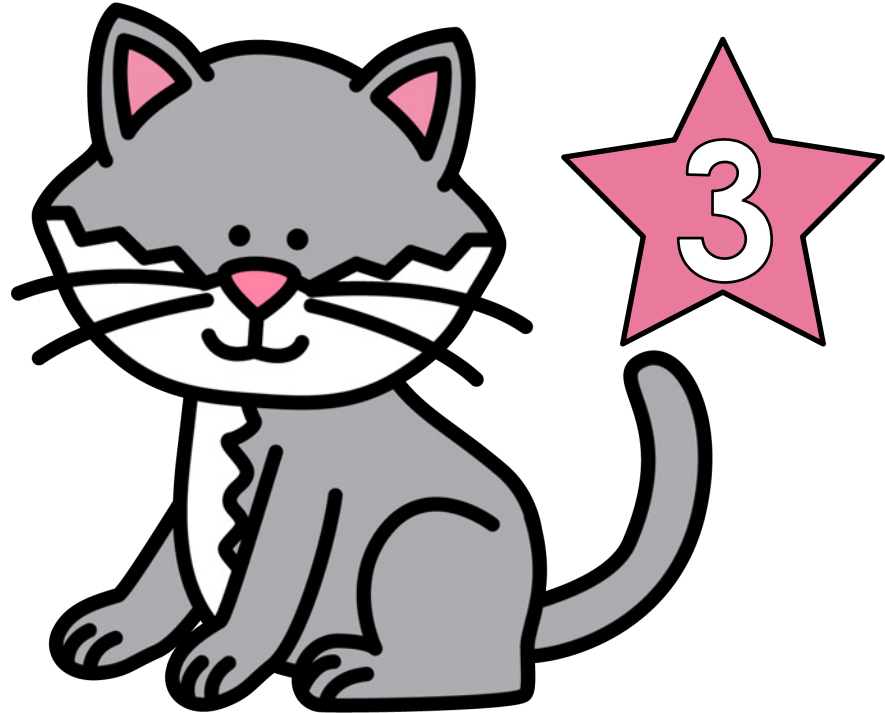
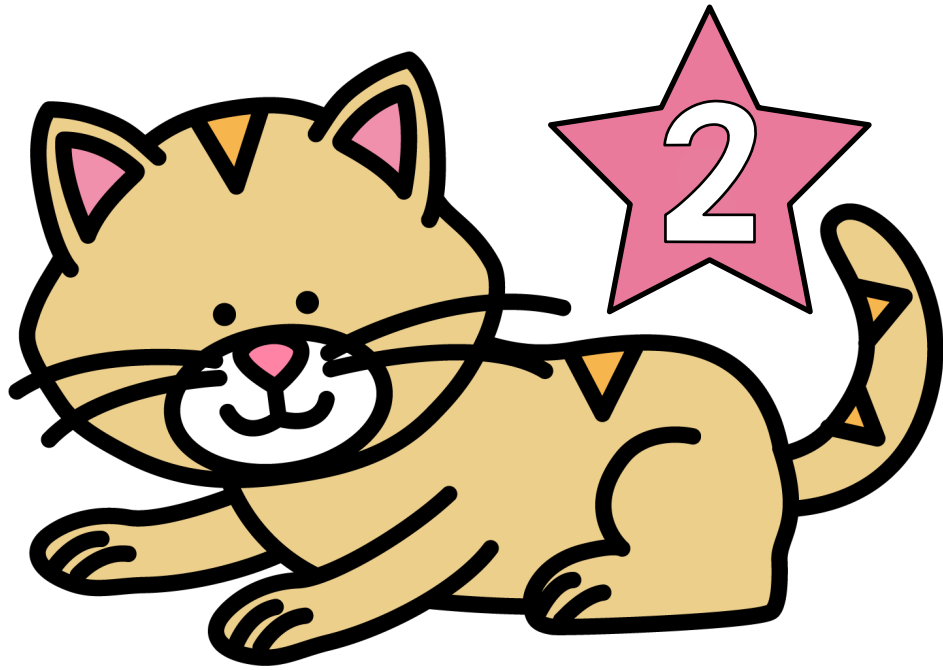
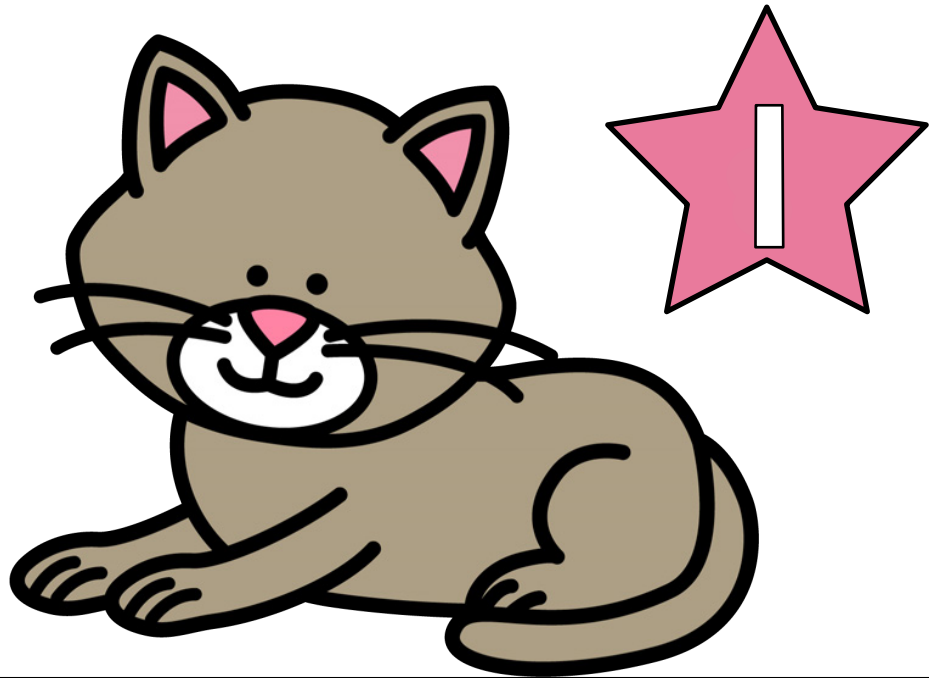


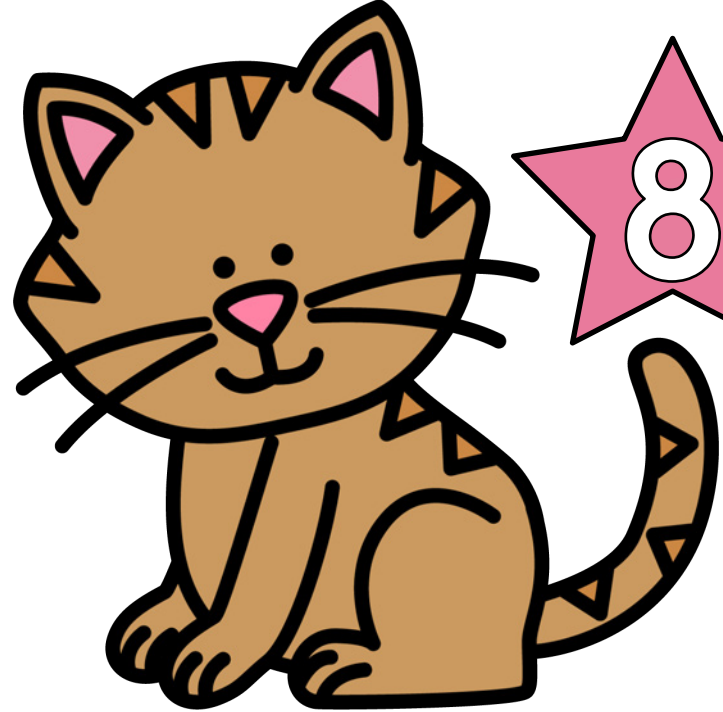
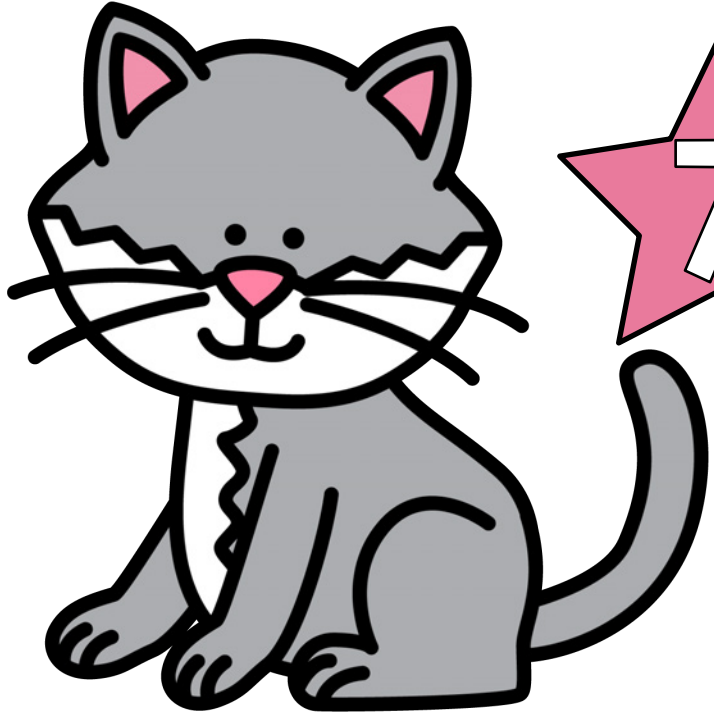
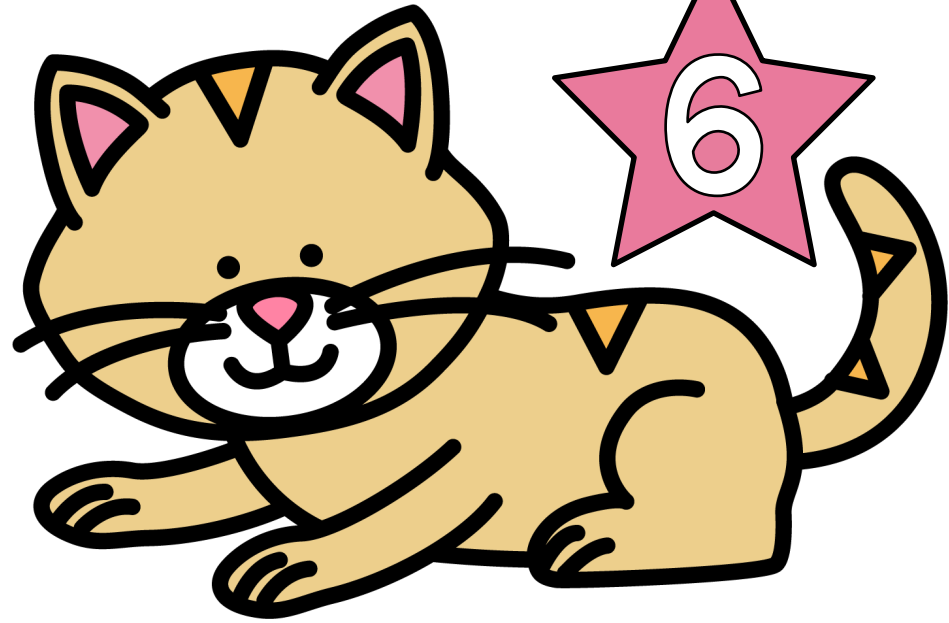
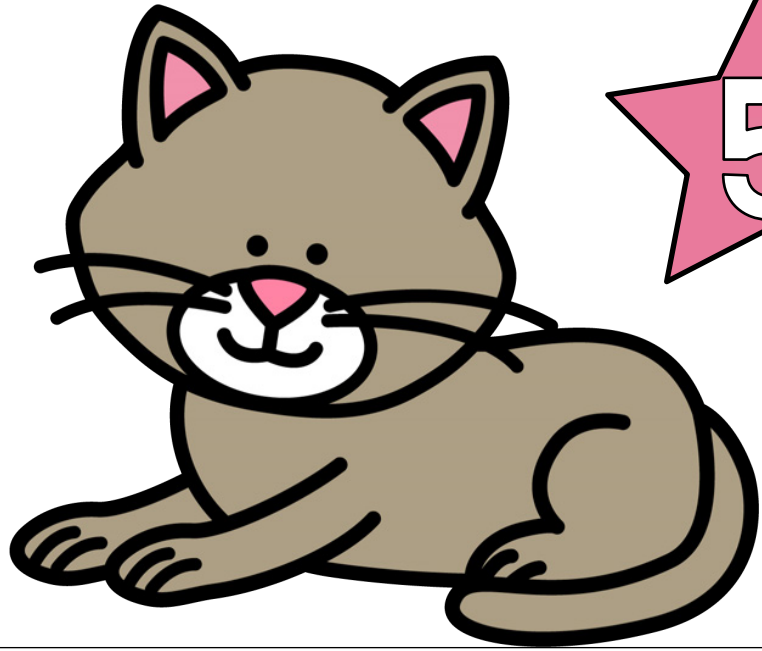
# Kitty Cats

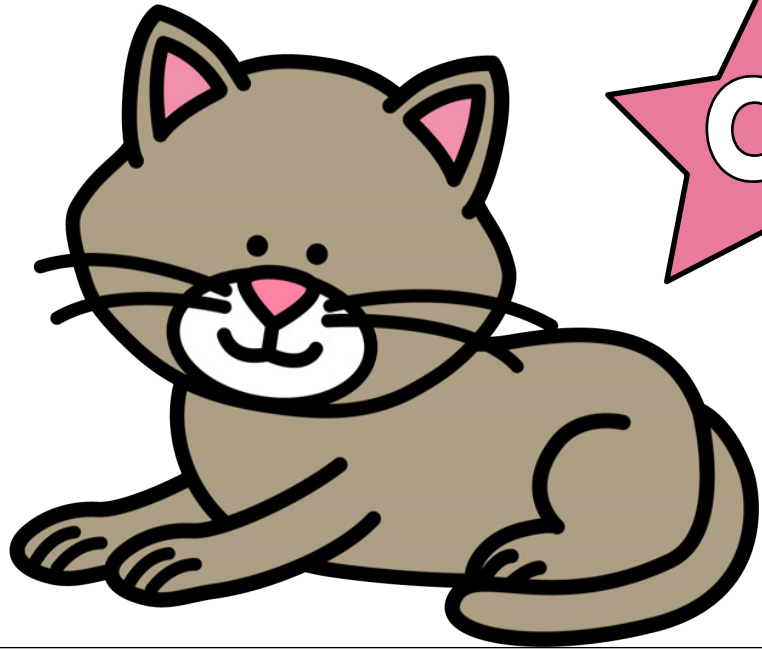
Which cat has the yarn?  
Where could it be?



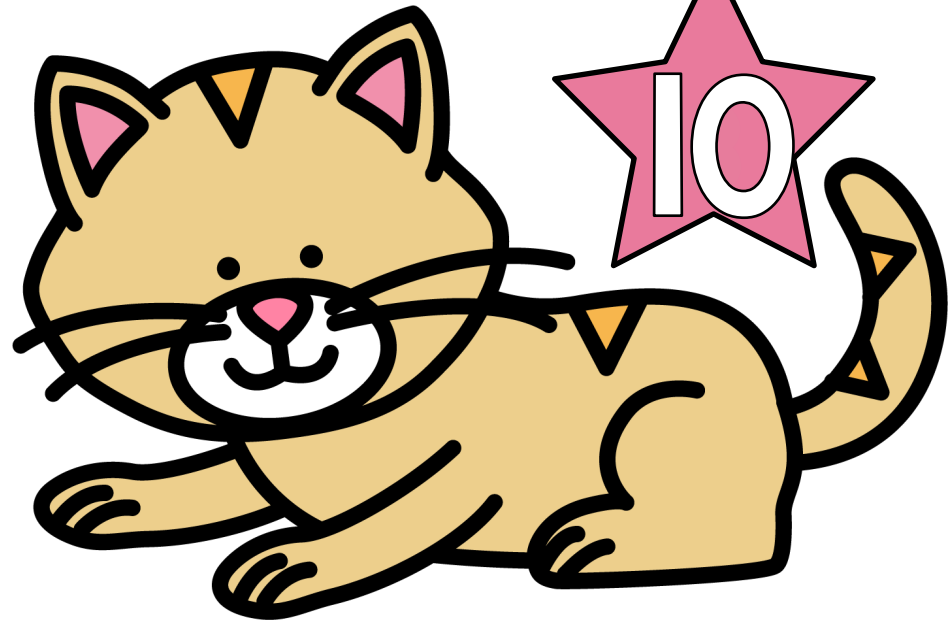
Choose a little kitten.  
Let's look and see!



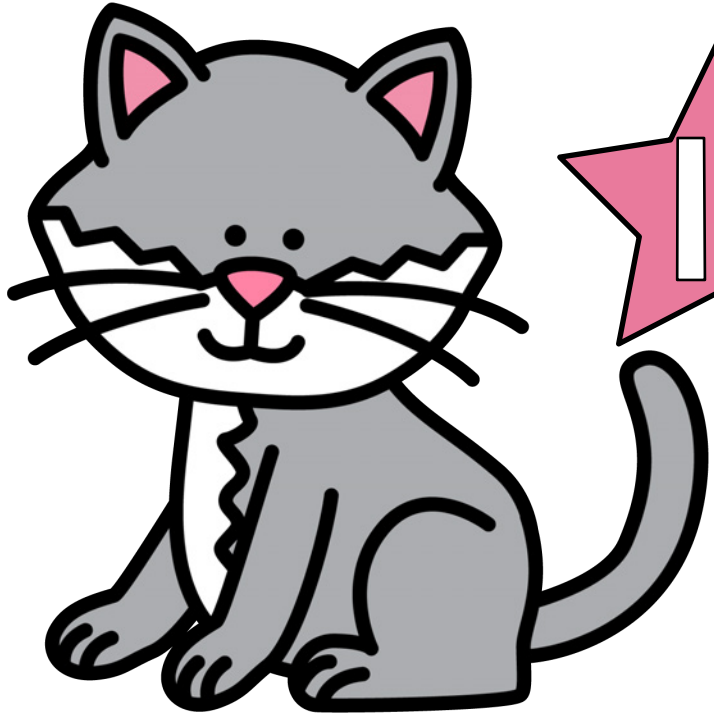




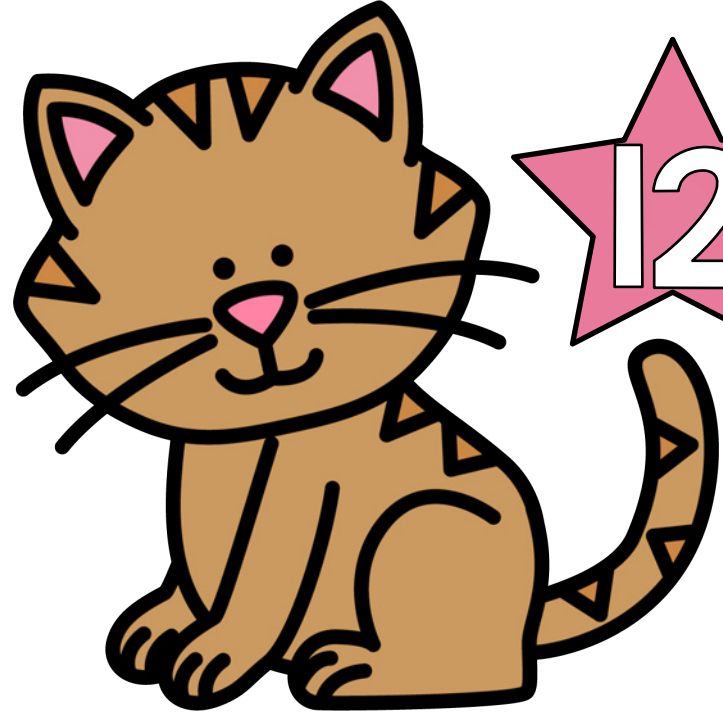
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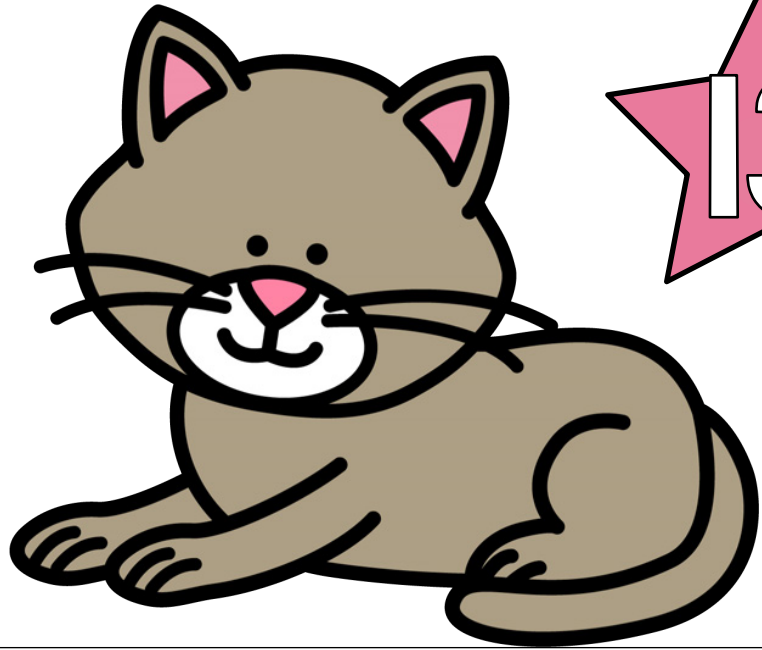
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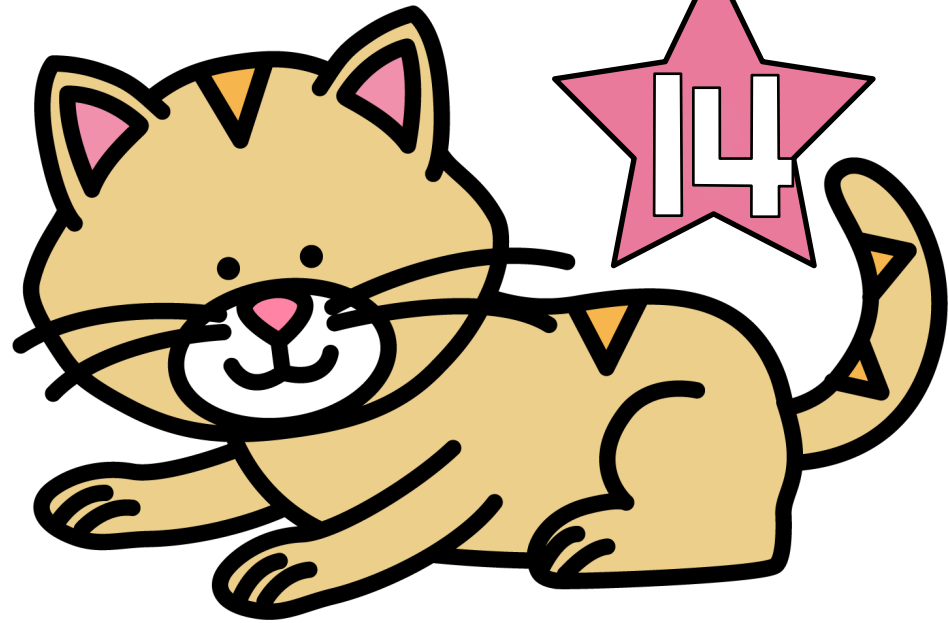
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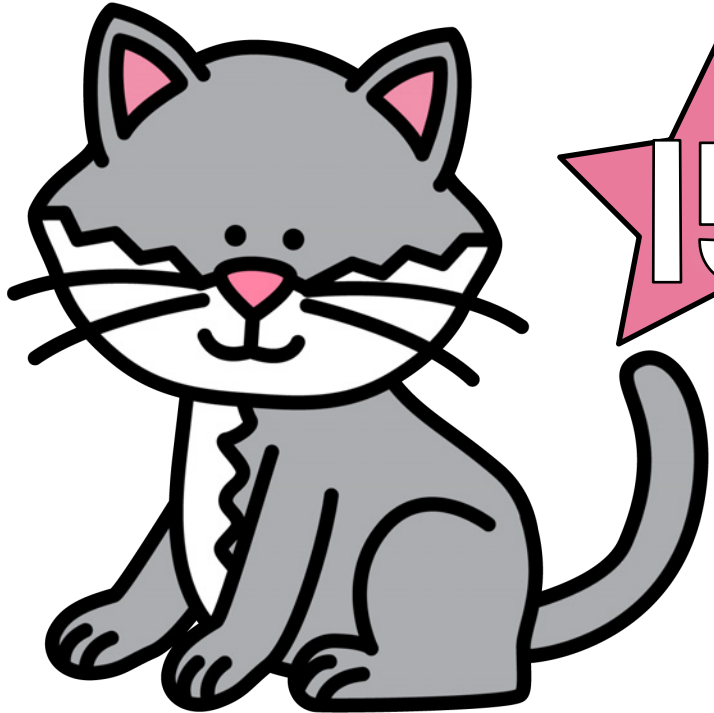
12



13



14



15

Cut out this yarn.



yarn

# Small Pets

All about bunnies, hamsters, guinea pigs, etc.

Day 4  
lesson  
plans

Can you think of any pets other than cats and dogs? Have you ever been to a pet store to look at the small animals? Let's learn about some small pets.

## Objectives:

- The students will give examples of different types of small pets.
- The students will sort animals into 2 groups.
- The students will explore grid patterns and identify the intersecting point.

## Activities:

1. Show the photograph posters of different types of small pets.
2. Talk about how to take care of them. What does each type of pet need?
3. Sort pictures into 2 groups: Pets and Not Pets.
4. Grid Game – bonus activity included.



Guinea pigs make great pets.



A bunny is a type of pet.

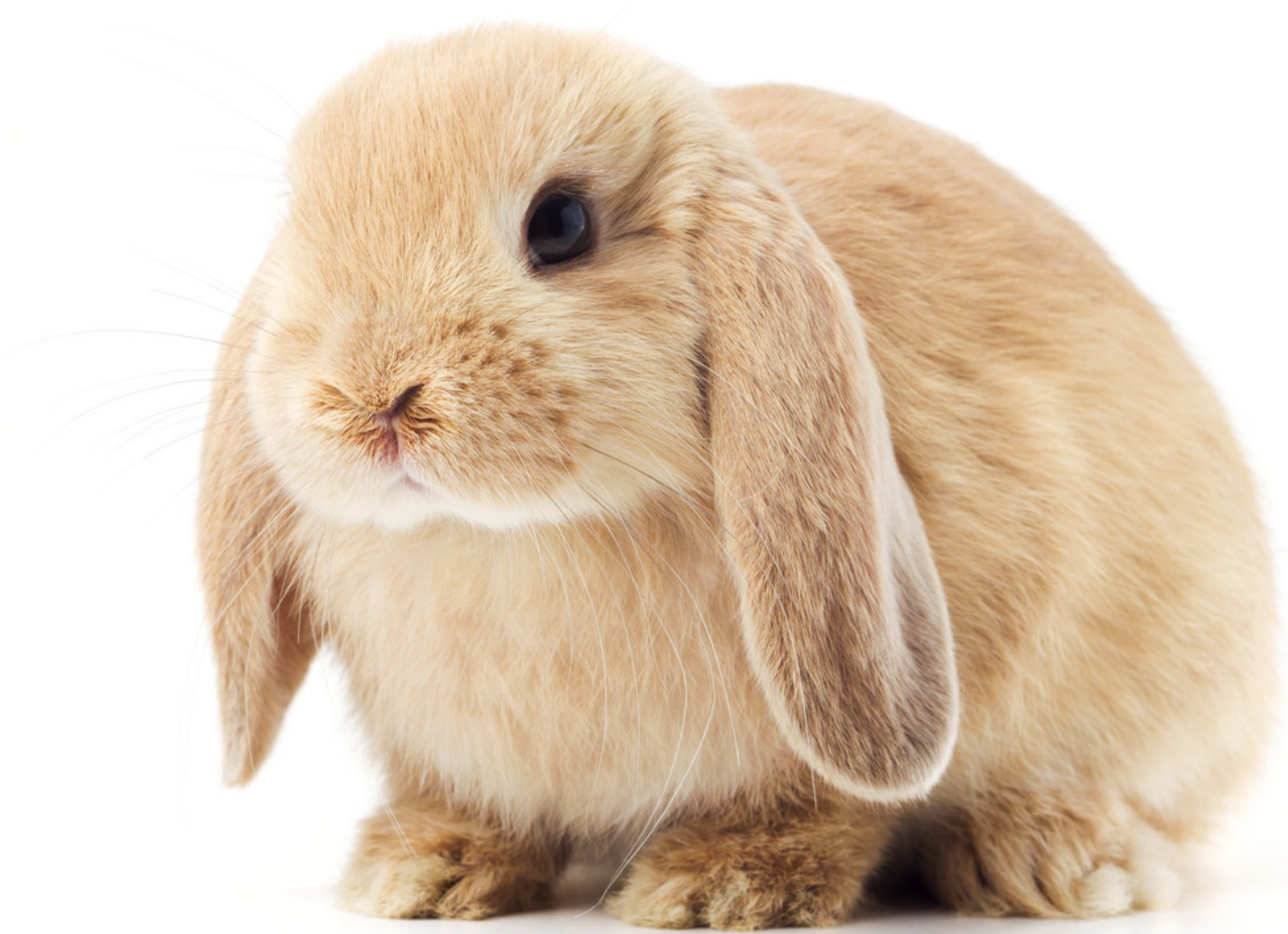


Lizards are reptile pets.

### Extension Idea:

Teach the ASL sign for **bunny**. Place both hands on top of your head. Extend 2 fingers to make ears.





**A bunny is a type of pet.**



**Guinea pigs make great pets.**



**A parakeet is a pet bird.**



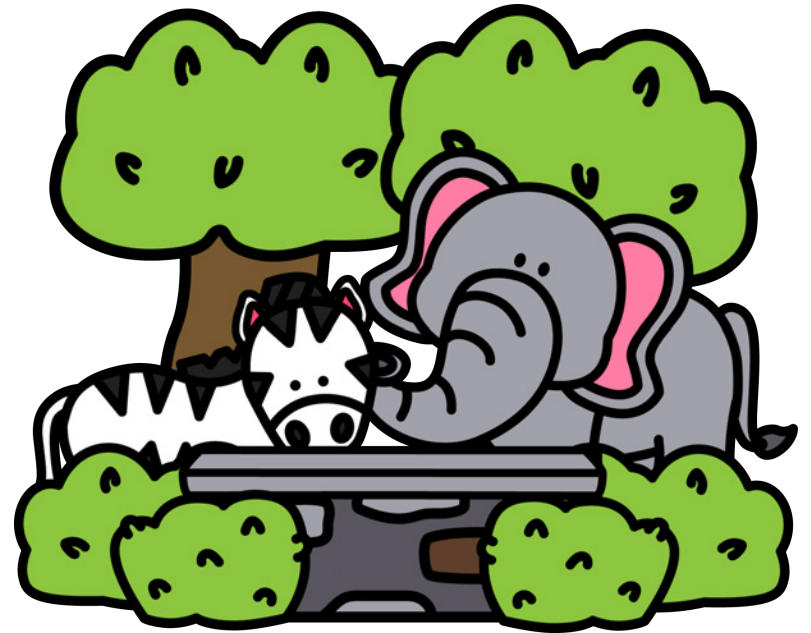
Lizards are reptile pets.

These animals  
are:



**pets**

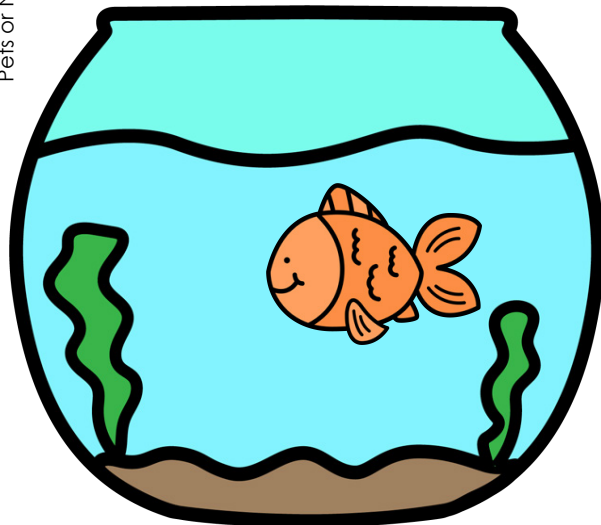
These animals  
are:



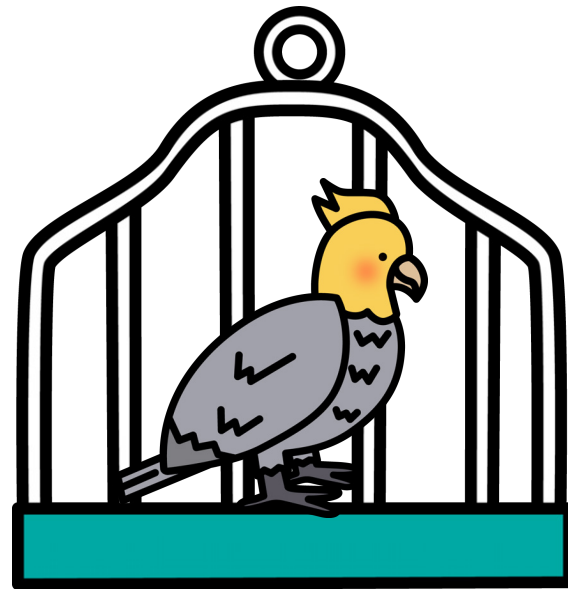
**not pets.**



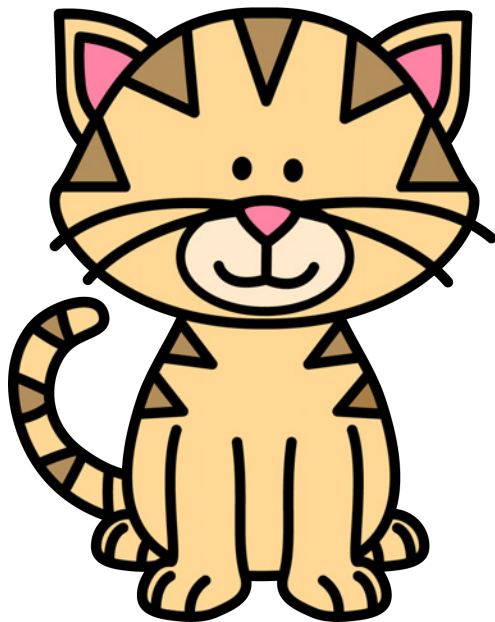
dog



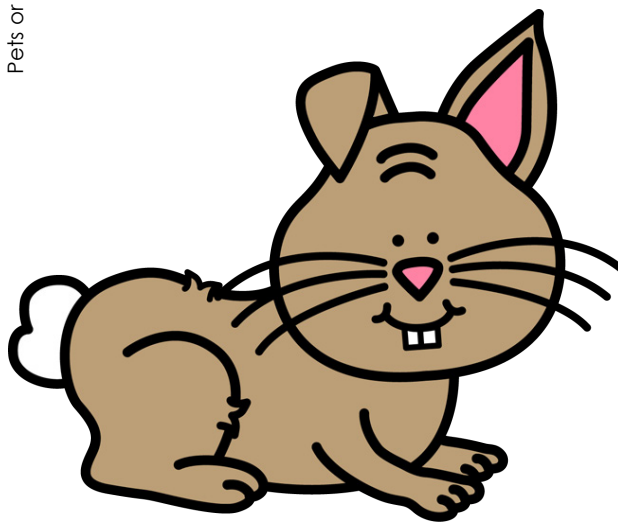
fish



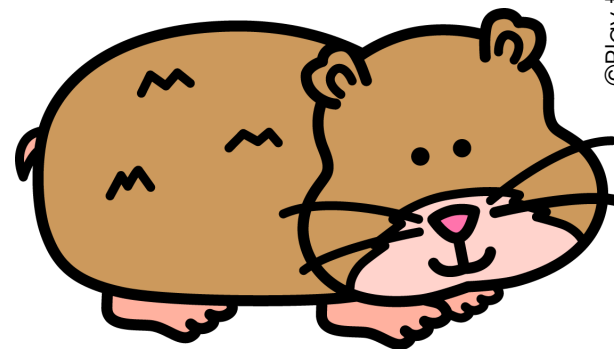
bird



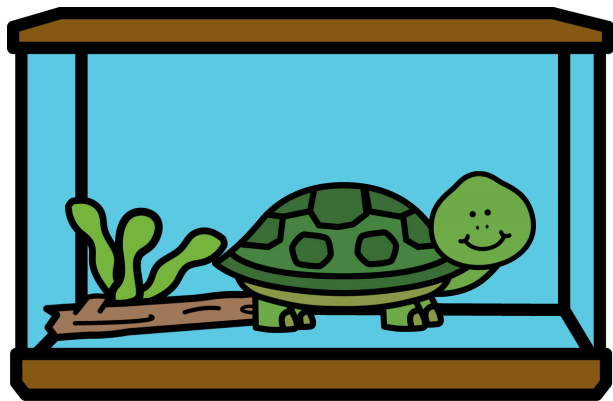
cat



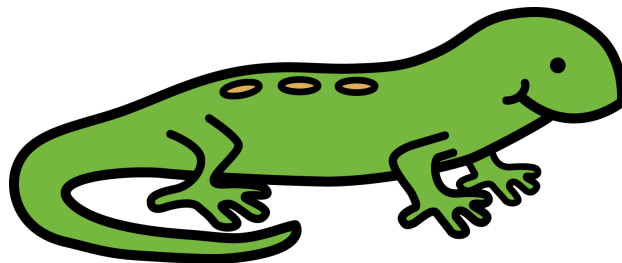
bunny



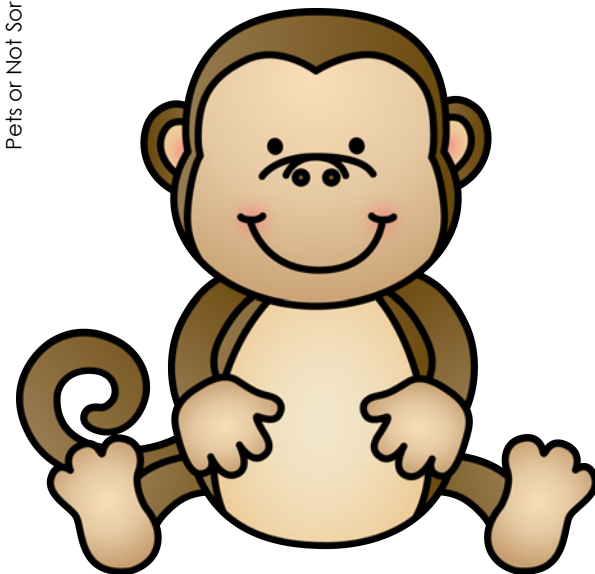
hamster



turtle



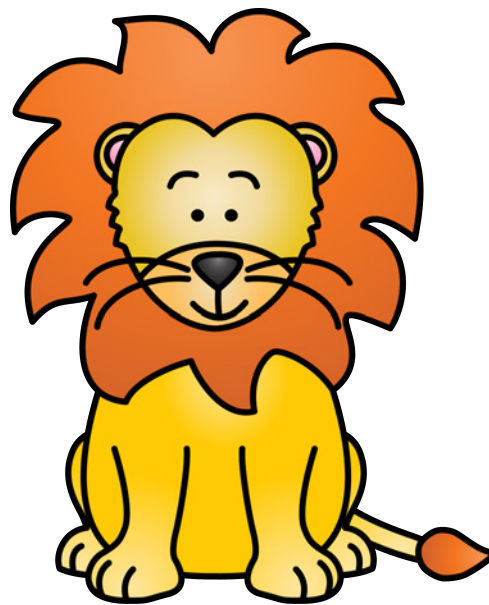
lizard



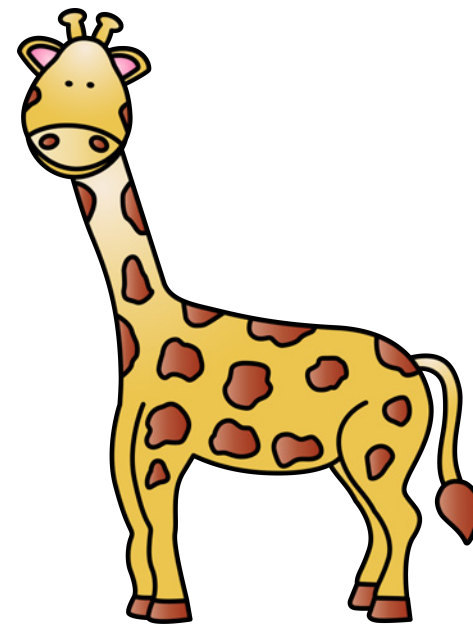
monkey



panda



lion



giraffe

# Small Pets Grid Game

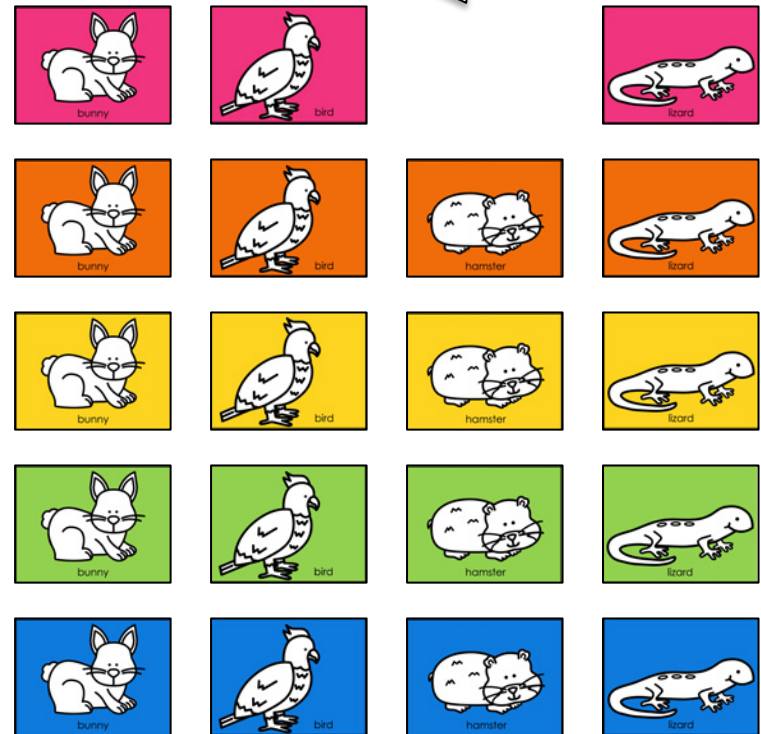
## Day 4 – Bonus Activity

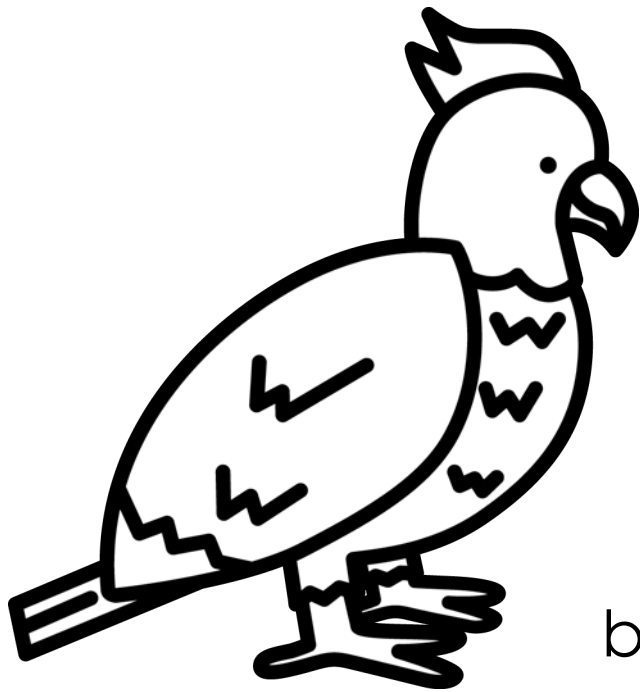
This easy-to-make game encourages higher level thinking and helps young children explore patterns and relationships. These skills are essential to future understanding of hundreds charts, Cartesian planes, and more!

### To use:

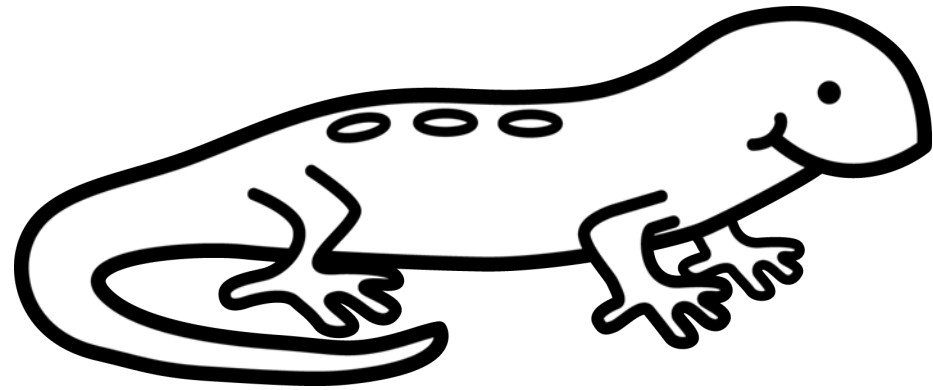
1. Copy the next page onto 5 different colors of paper.
2. Laminate as desired and cut apart.
3. Create a grid where each row is the same color and each column has the same picture.
4. Discuss the pattern and relationship of the cards.
5. Students close their eyes while the teacher removes 1 card.
6. Students use their knowledge of patterns to determine which card (color and picture) is missing.

Which one is missing?

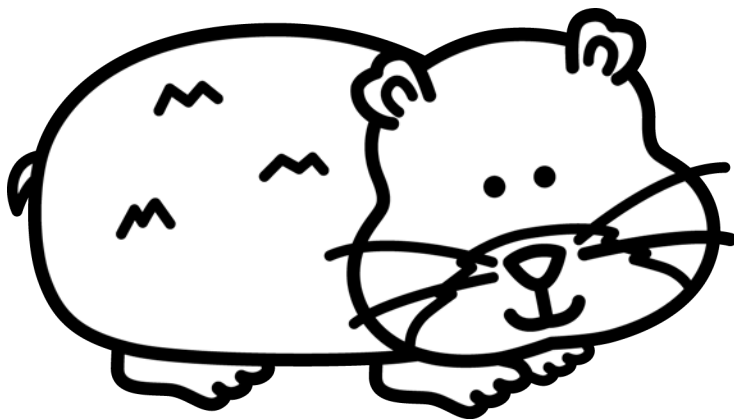




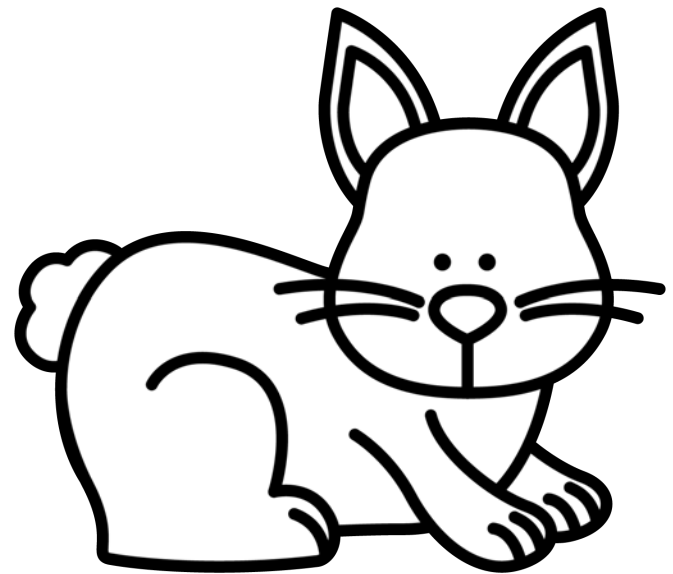
bird



lizard



hamster



bunny

# Aquarium Pets

All about fish & turtles

Day 5  
lesson  
plans

Some pets need to live in water. Have you ever seen fish or other pets in an aquarium?

## Objectives:

- The students will give examples of different types of aquatic pets.
- The students will recite a nursery rhyme (oral language practice).
- The students will identify color words.

## Activities:

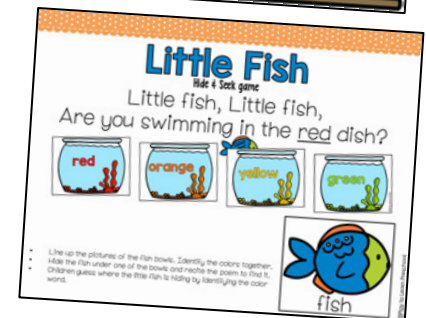
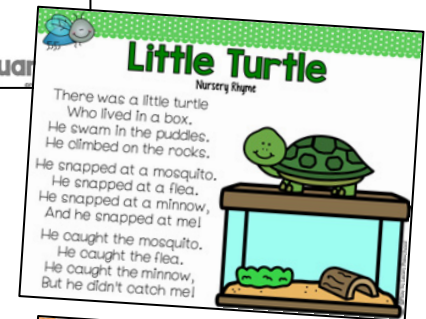
1. Talk about pets that live in water. Can the students name any aquarium pets?
2. Recite the "Little Turtle" nursery rhyme.
3. Play the "Fish in a Dish" color identification game.
4. Aquariums are filled with water. Fill a small tub with water and let the students wash their plastic toys for a related sensory experience.



A turtle can be a pet.



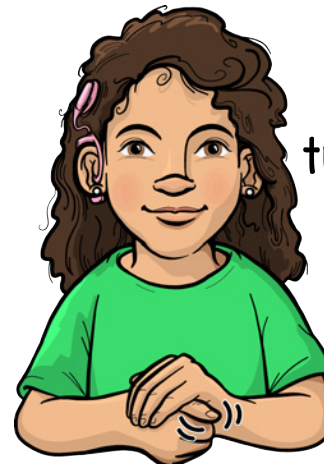
A goldfish lives in an aquarium.



fish



turtle

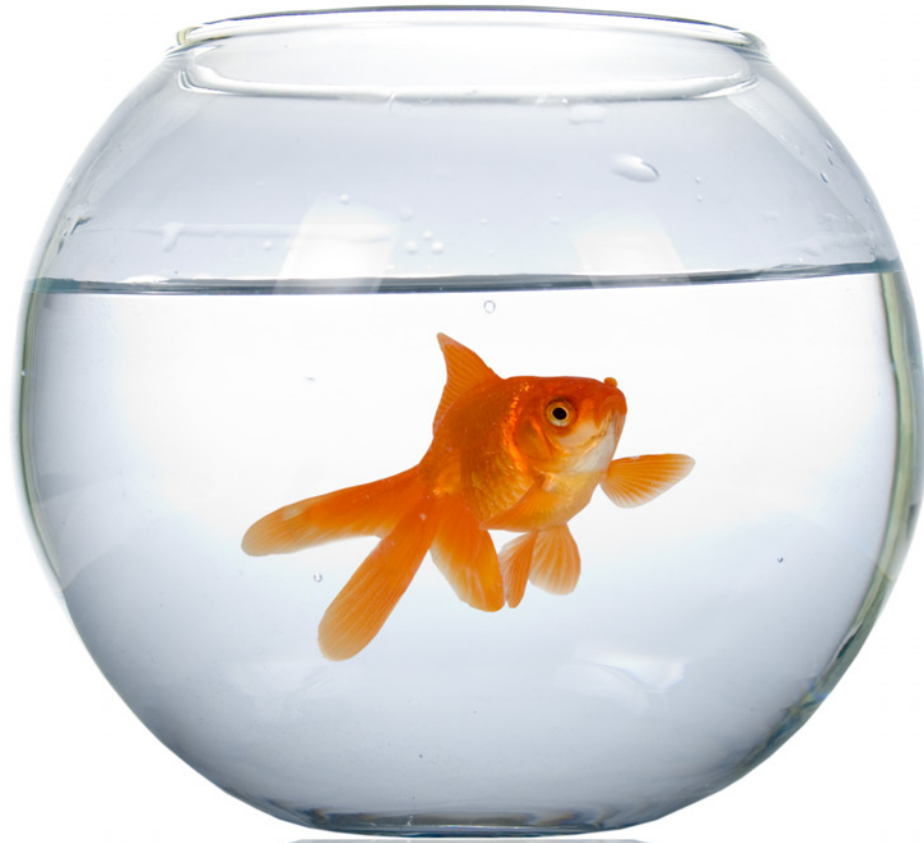


### Extension Idea:

Teach the ASL signs for **fish** and **turtle**. See the illustrations for details.



**A turtle can be a pet.**



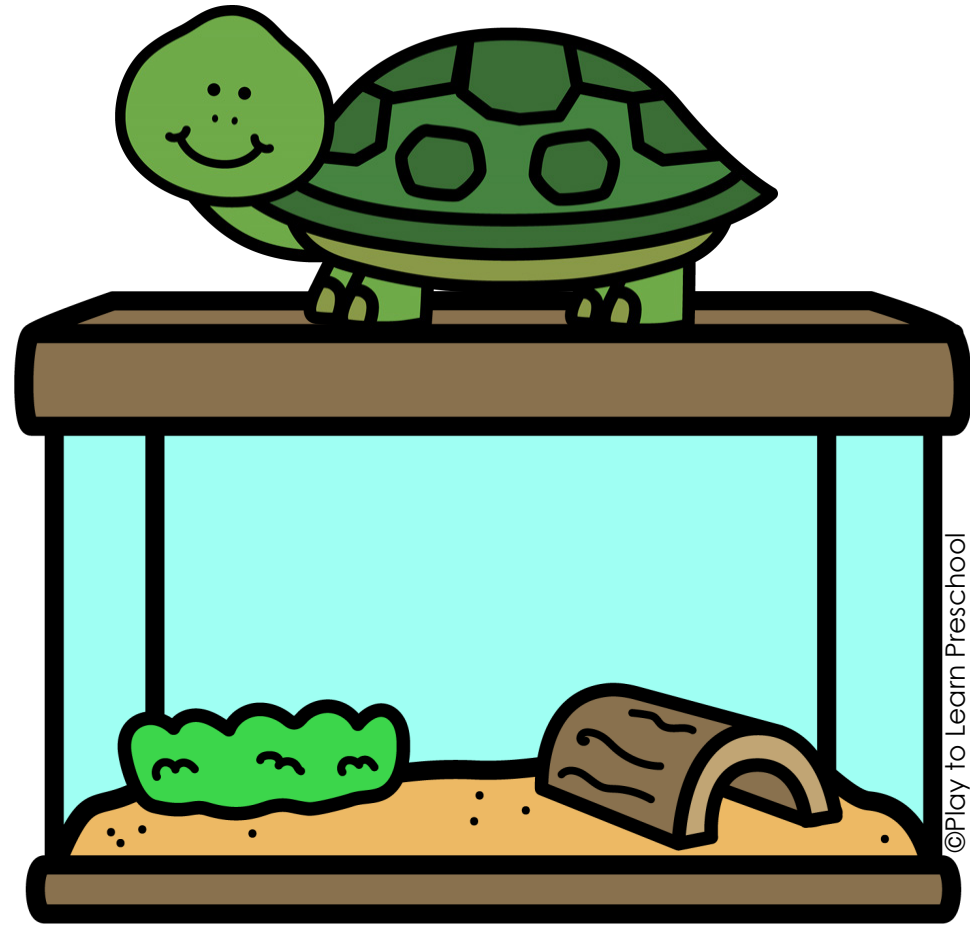
**A goldfish lives in an aquarium.**



# Little Turtle

## Nursery Rhyme

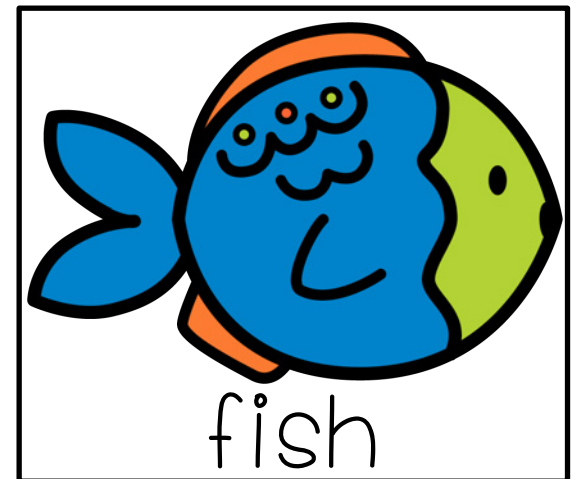
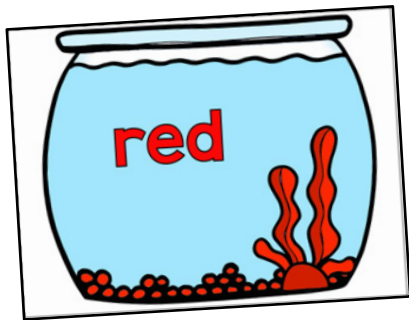
There was a little turtle  
Who lived in a box.  
He swam in the puddles.  
He climbed on the rocks.  
He snapped at a mosquito.  
He snapped at a flea.  
He snapped at a minnow,  
And he snapped at me!  
He caught the mosquito.  
He caught the flea.  
He caught the minnow,  
But he didn't catch me!



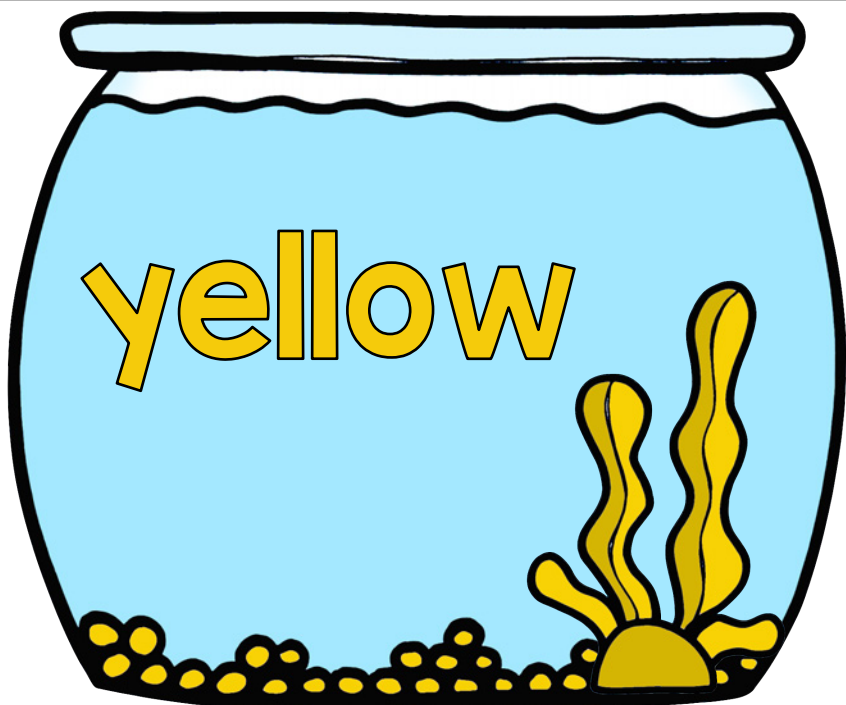
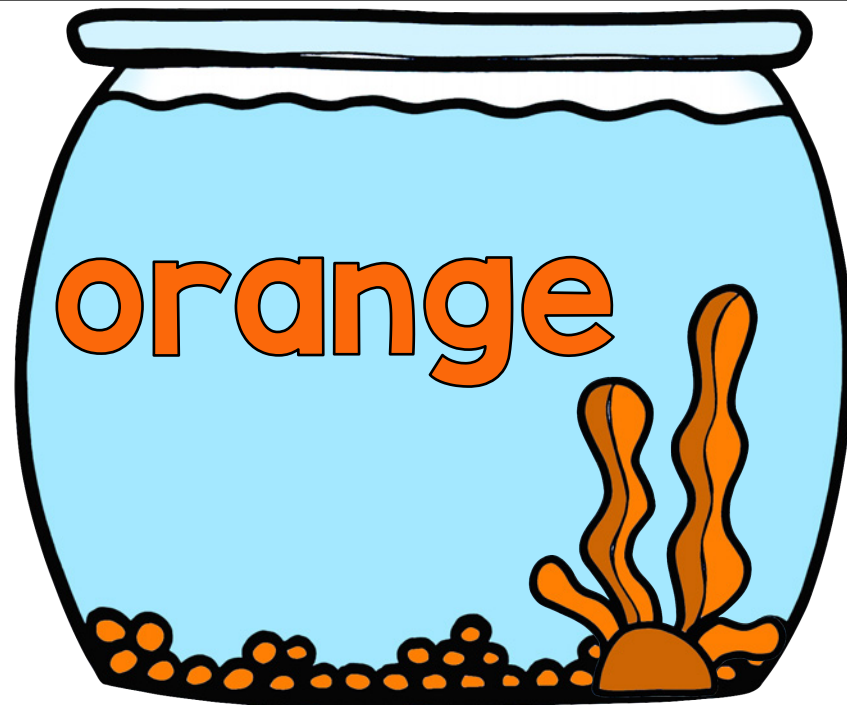
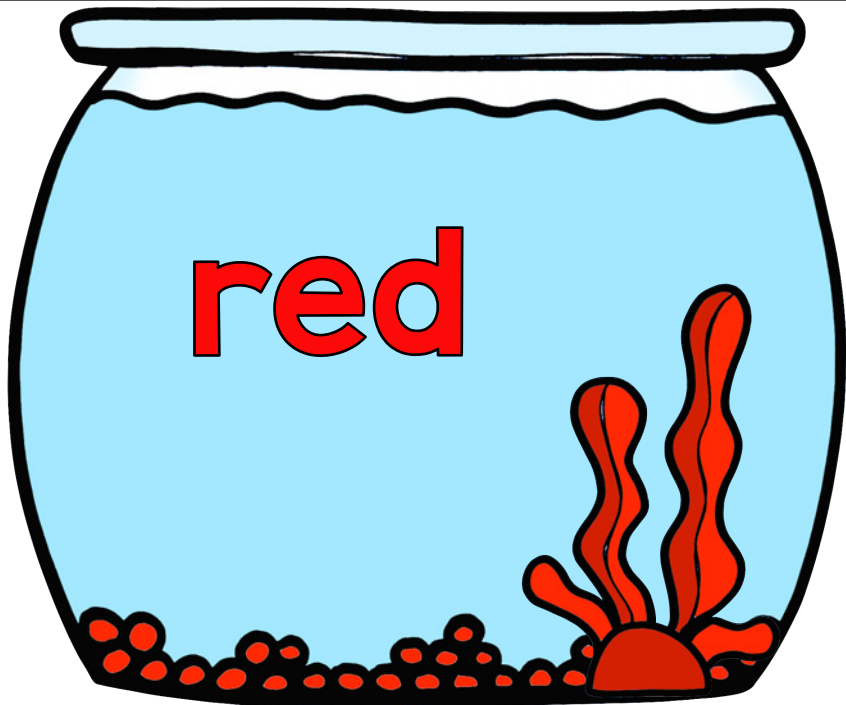
# Little Fish

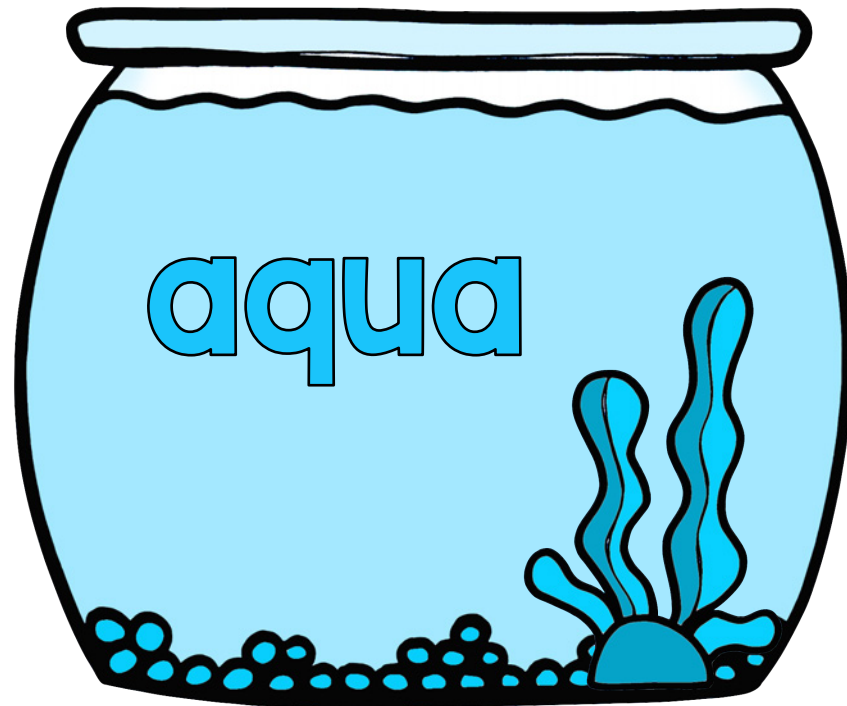
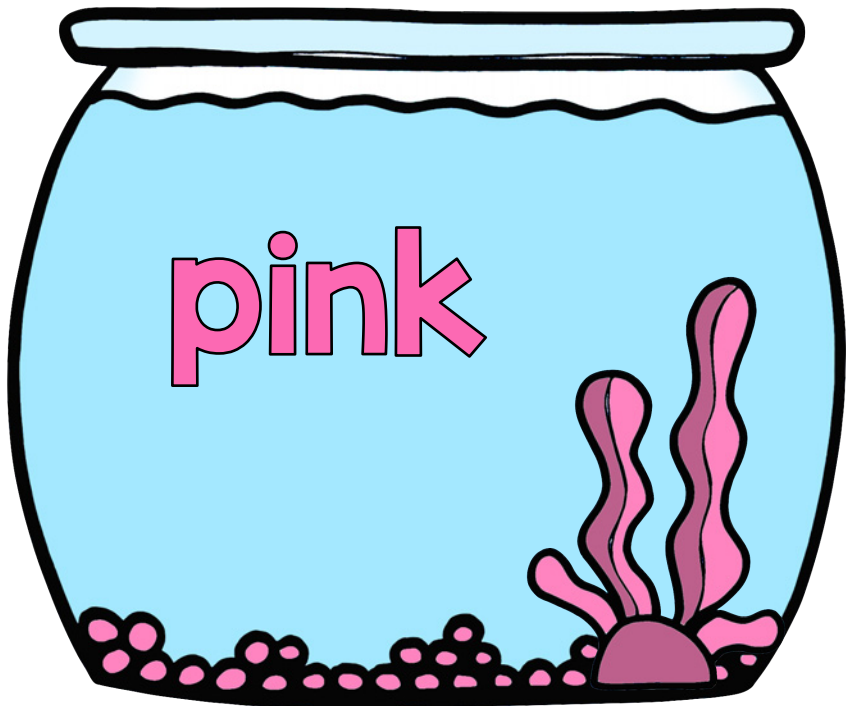
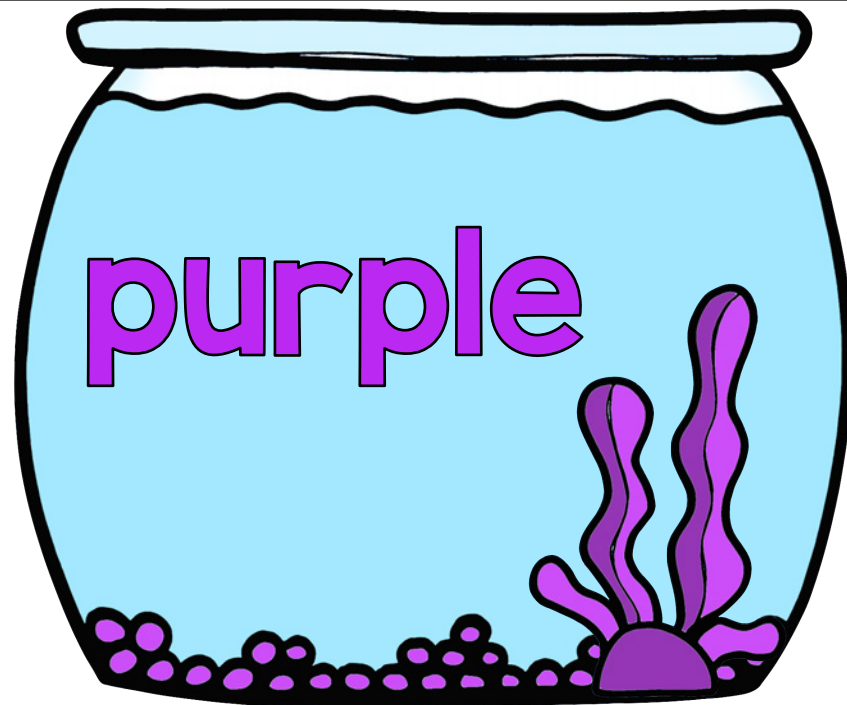
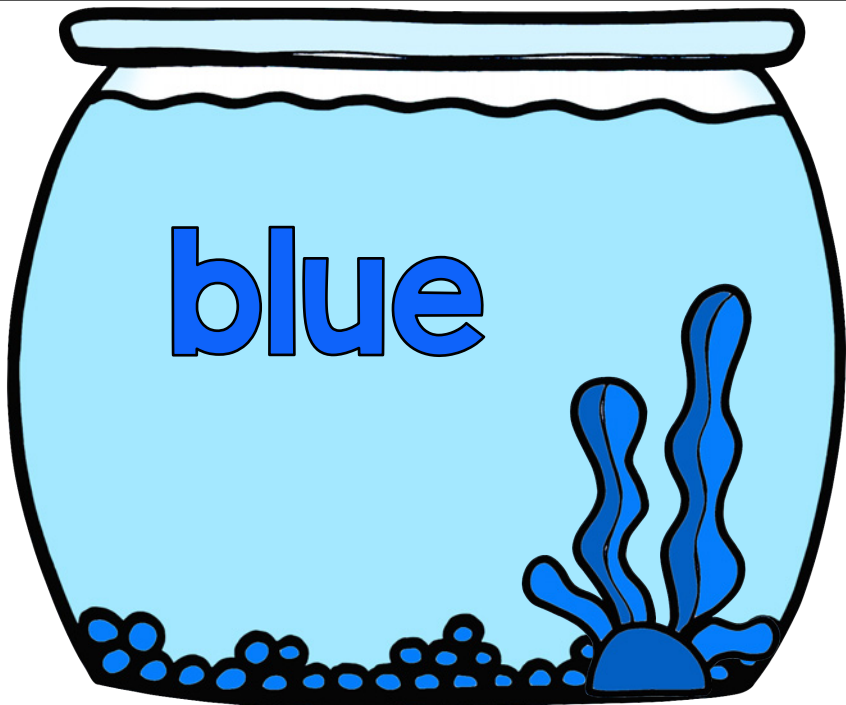
Hide & Seek game

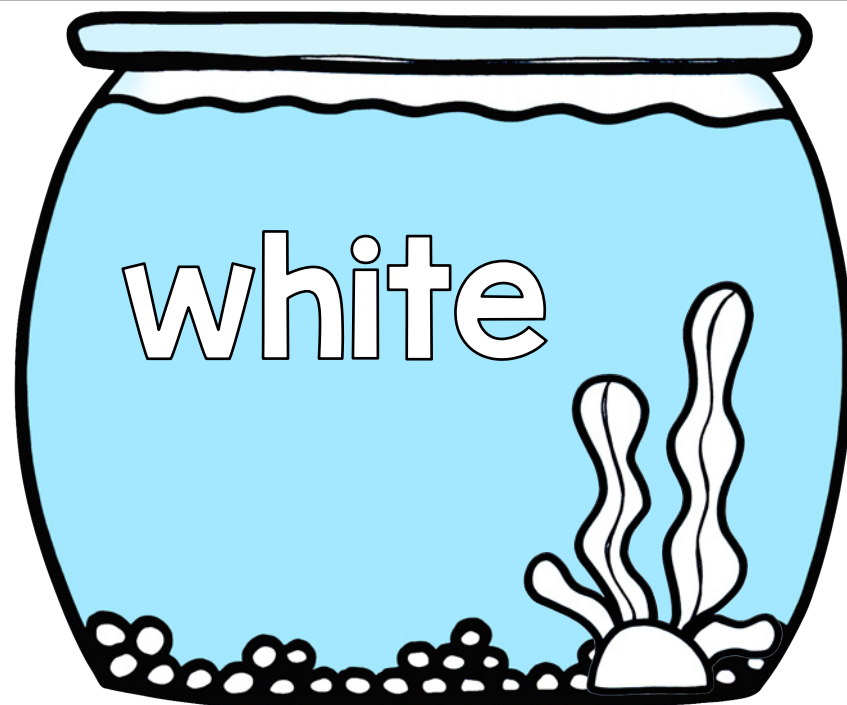
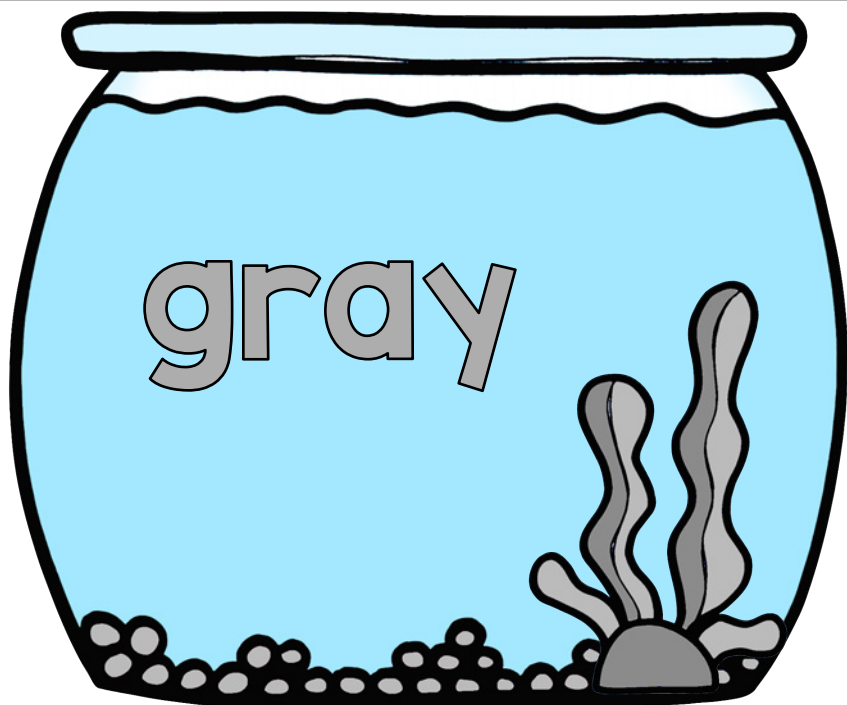
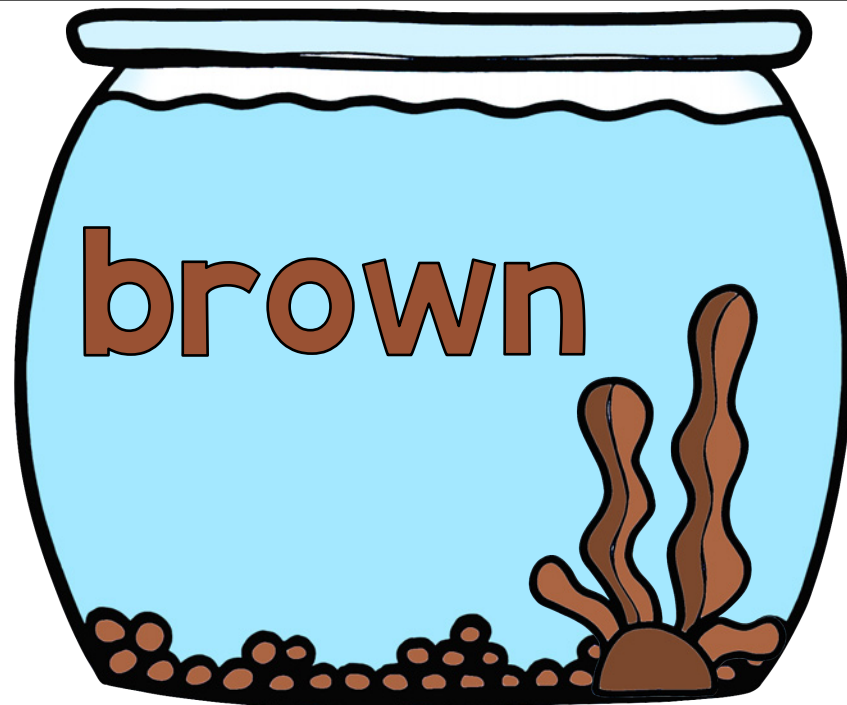
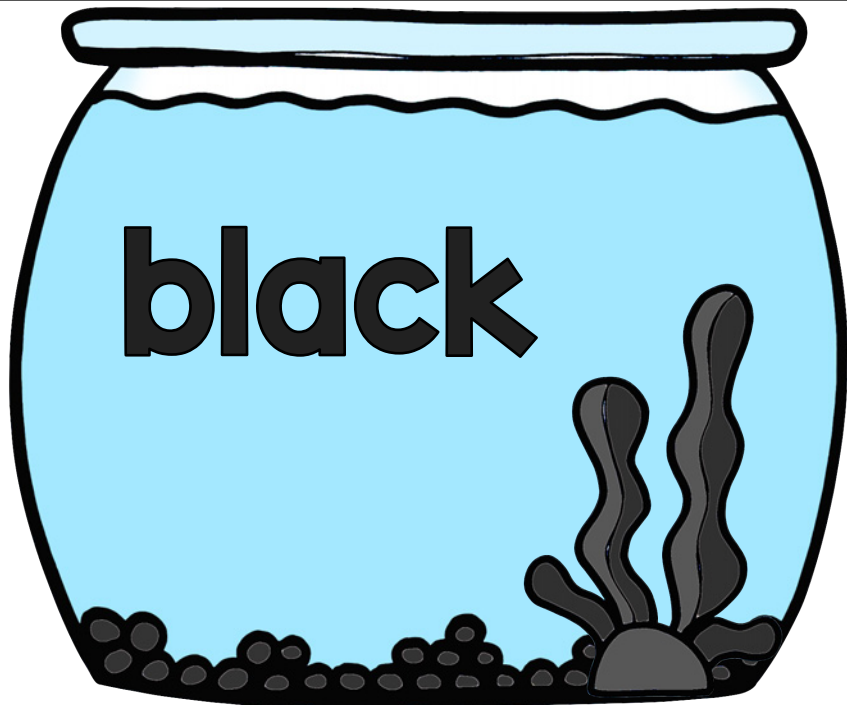
Little fish, Little fish,  
Are you swimming in the red dish?



- Line up the pictures of the fish bowls. Identify the colors together.
- Hide the fish under one of the bowls and recite the poem to find it.
- Children guess where the little fish is hiding by identifying the color word.







# Pet Riddles

## Active Listening Practice

Day 6  
lesson  
plans

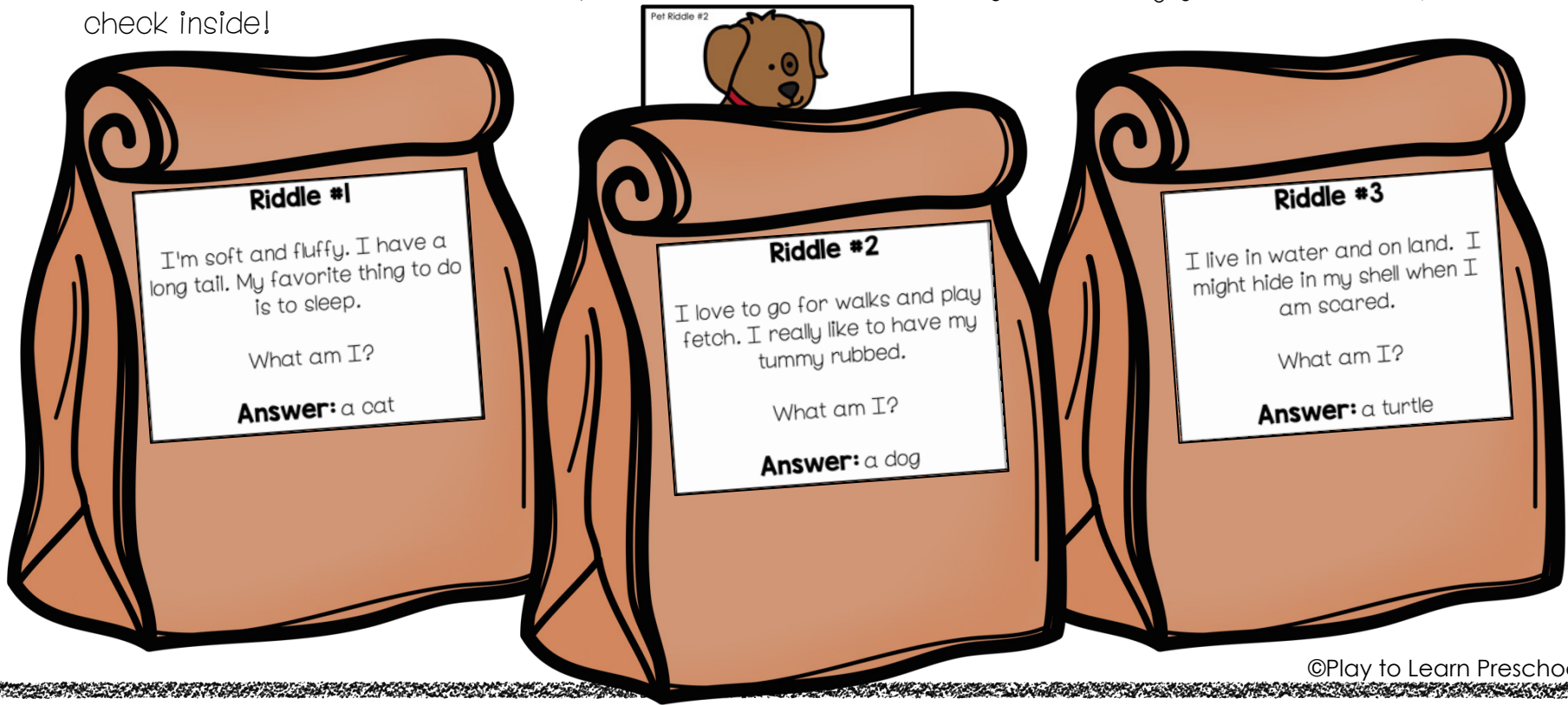
Now that we have identified many different types of pets, let's compare and contrast them.

### Objective:

- The students will listen to clues and identify the pet that is described.

### Activity:

- Create riddle bags. Place small plastic or stuffed animals inside each bag and attach the riddle. (As an alternative, you can print the pet animal pictures and put them inside the bags.)
- Read the riddle while the students practice their active listening skills. They guess the animal, then check inside!



## Riddle #1

I'm soft and fluffy. I have a long tail. My favorite thing to do is to sleep.

What am I?

**Answer:** a cat

## Riddle #2

I love to go for walks and play fetch. I really like to have my tummy rubbed.

What am I?

**Answer:** a dog

## Riddle #3

I live in water and on land. I might hide in my shell when I am scared.

What am I?

**Answer:** a turtle

## Riddle #4

I have long ears and a fluffy tail. I like to hop and find carrots.

What am I?

**Answer:** a bunny

## Riddle #5

I live in an aquarium and swim around all day. I like to hide in between the plants.

What am I?

**Answer:** a fish

## Riddle #6

I'm a small furry animal who sleeps all day and plays all night. I store food in my cheeks.

What am I?

**Answer:** a hamster

## Riddle #7

I don't have fur or feathers. My body is covered in scales. I slither around my nice, warm tank.

What am I?

**Answer:** a snake

## Riddle #8

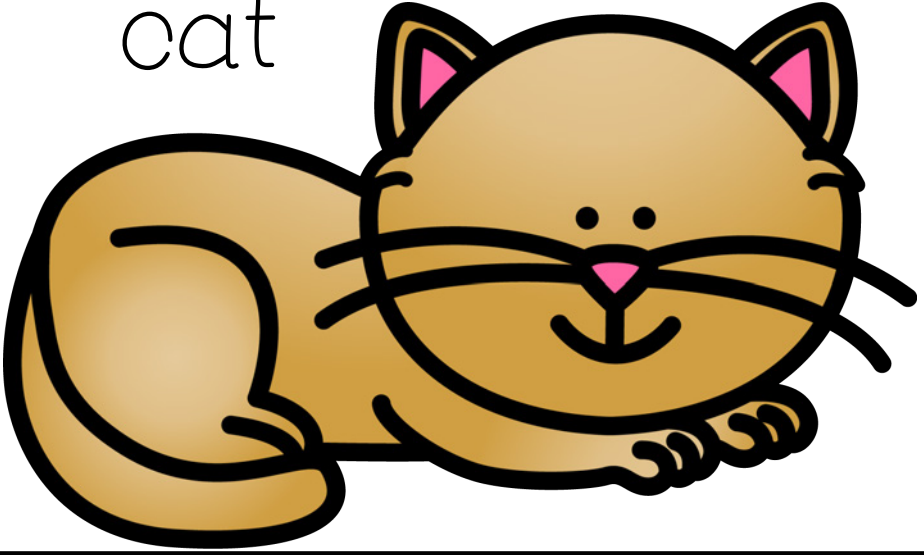
I have pretty feathers and 2 feet. My favorite foods are seeds and worms.

What am I?

**Answer:** a bird

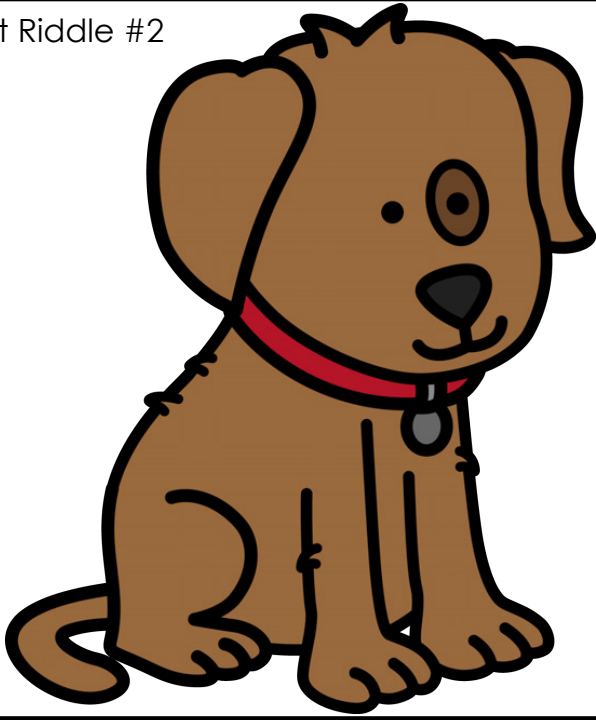
Pet Riddle #1

cat



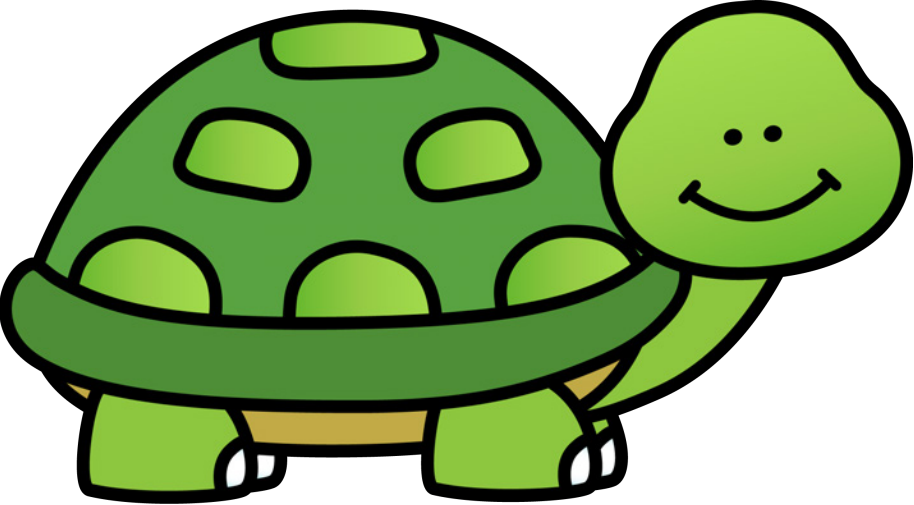
Pet Riddle #2

dog



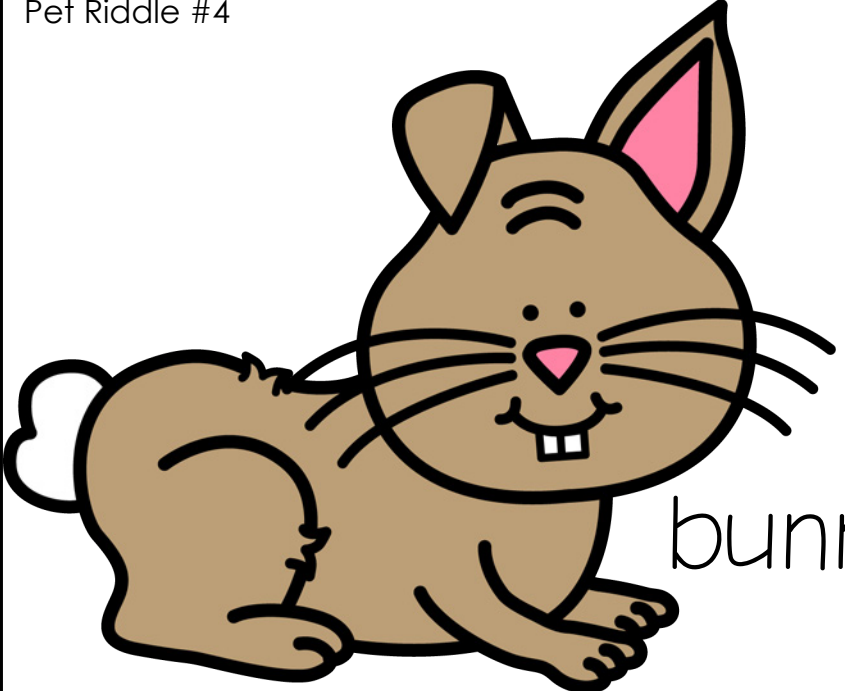
Pet Riddle #3

turtle

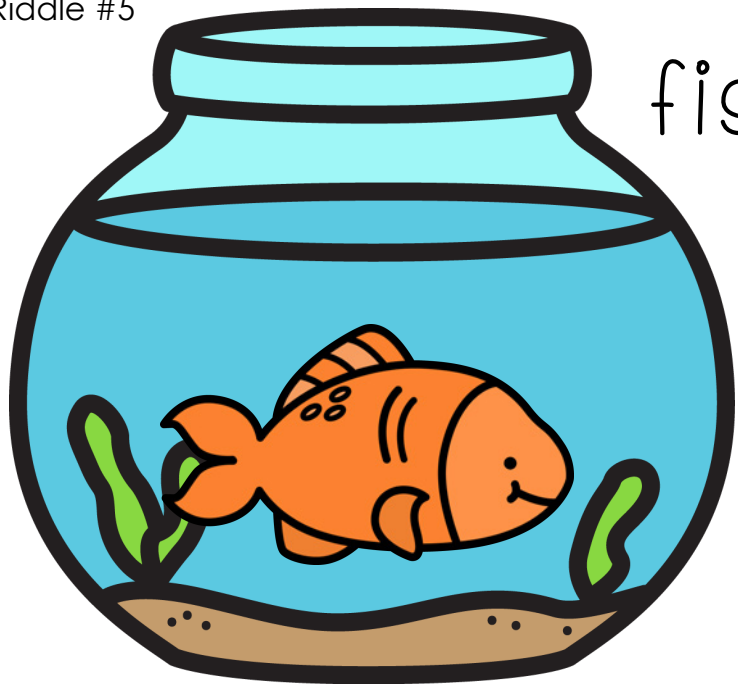


Pet Riddle #4

bunny

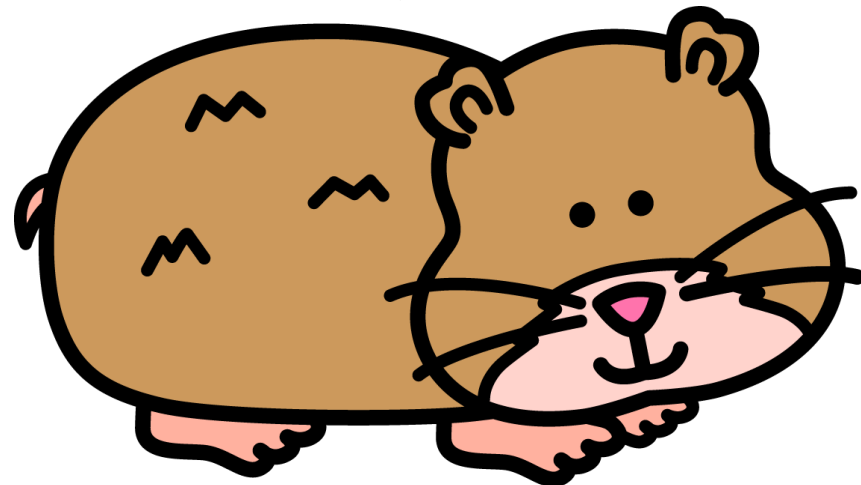


Pet Riddle #5



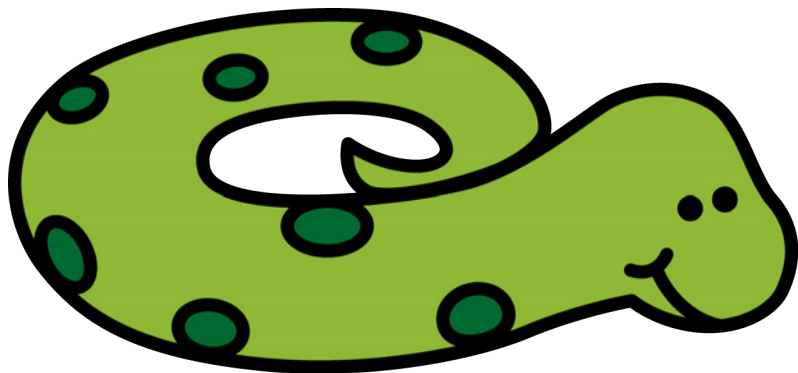
fish

Pet Riddle #6



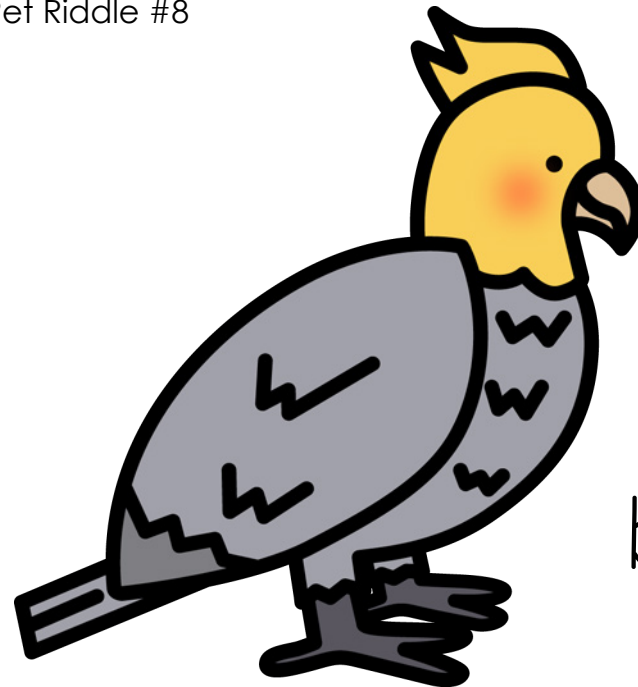
hamster

Pet Riddle #7



snake

Pet Riddle #8



bird

# Let's Pretend

## Using Imagination

Day 7  
lesson  
plans

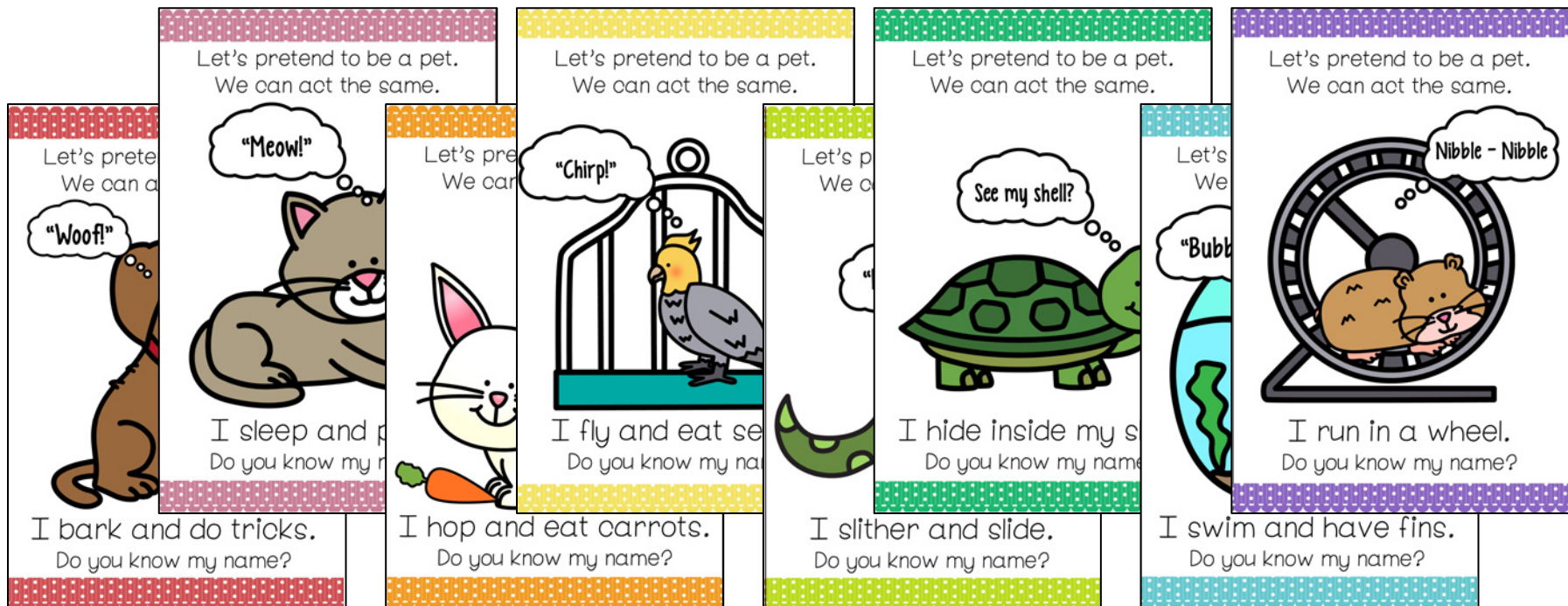
We can be creative and act like different pets. Use movement and sounds to pretend.

### Objectives:

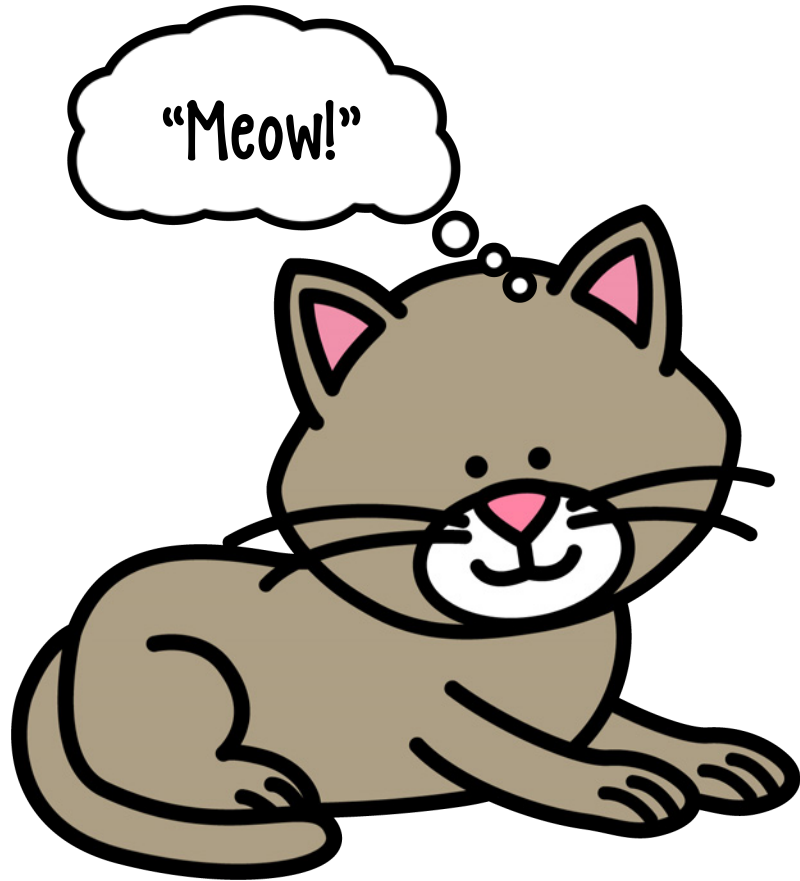
- The students will act like a pet.
- The students will interpret their friends' actions and identify the pet.

### Activity:

1. Read one of the "Let's Pretend" pet poems.
2. Have the children act like that type of pet using movement and sound (like charades).
3. Alternatively, have half of the class act like the pet and the other half guess which pet it is.



Let's pretend to be a pet.  
We can act the same.



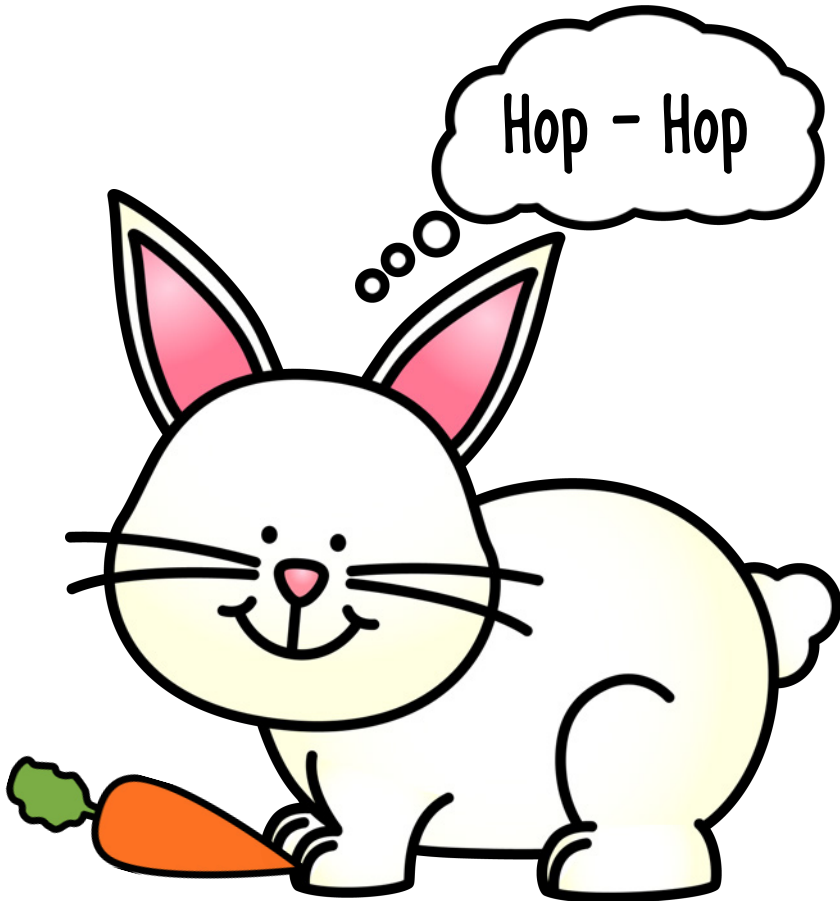
I sleep and purr.  
Do you know my name?

Let's pretend to be a pet.  
We can act the same.



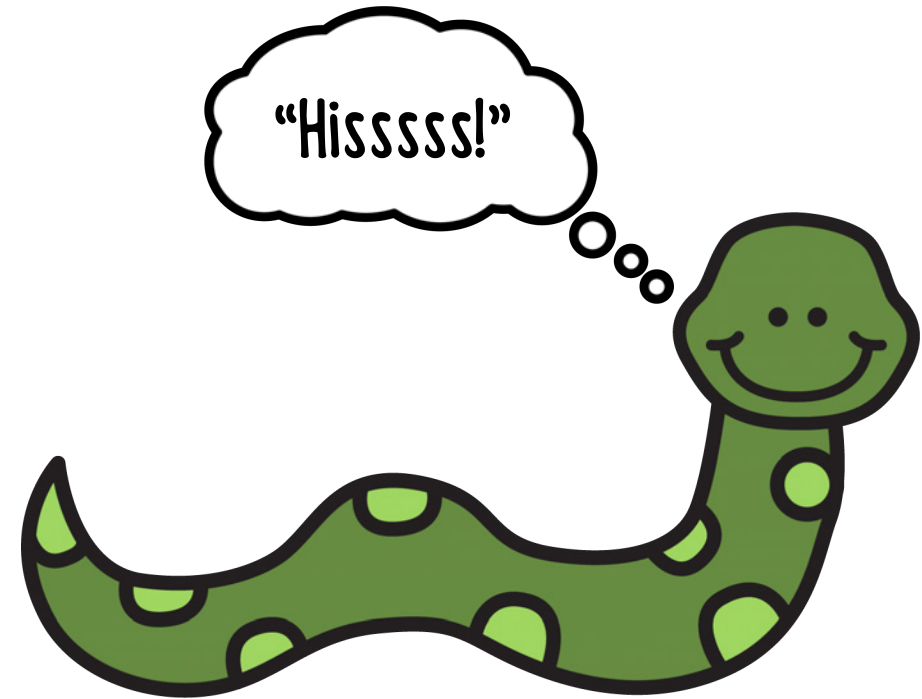
I bark and do tricks.  
Do you know my name?

Let's pretend to be a pet.  
We can act the same.



I hop and eat carrots.  
Do you know my name?

Let's pretend to be a pet.  
We can act the same.



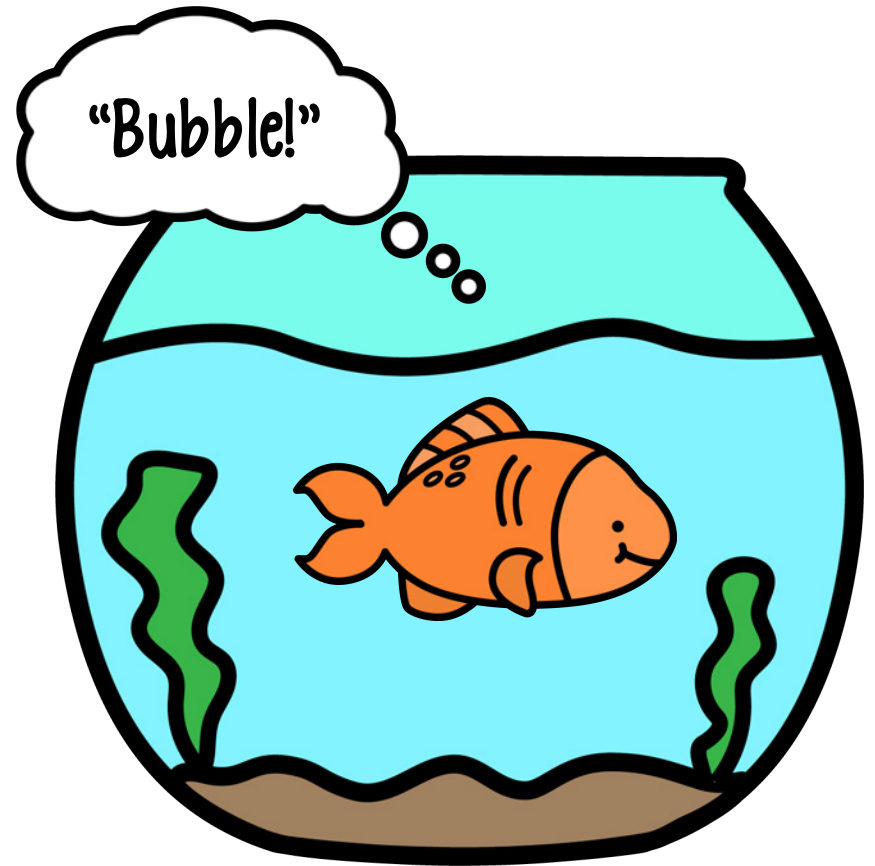
I slither and slide.  
Do you know my name?

Let's pretend to be a pet.  
We can act the same.



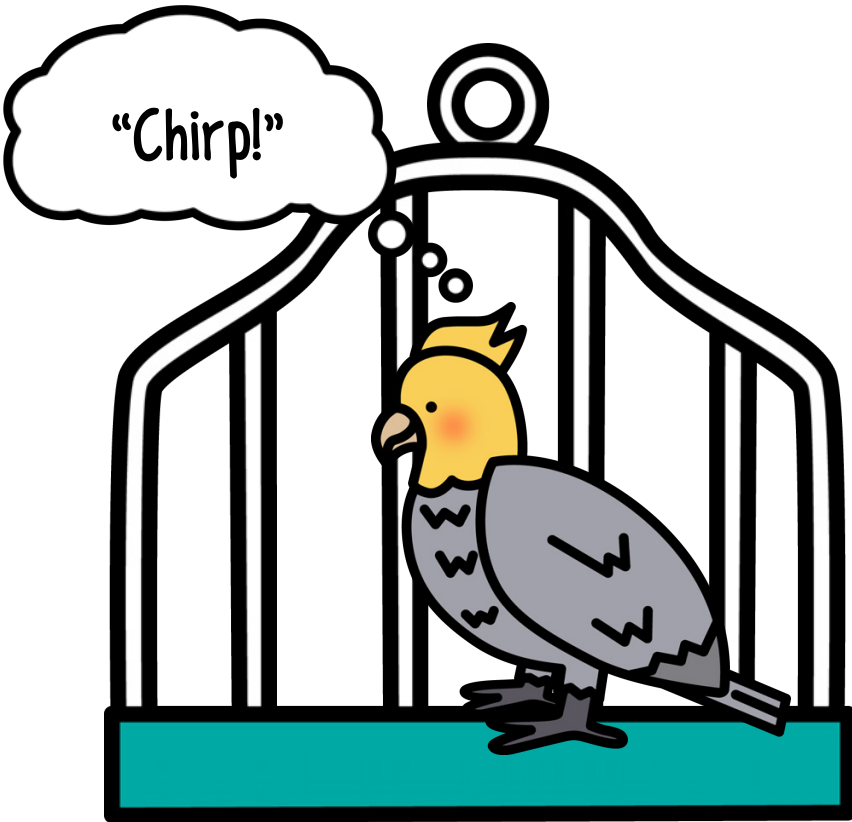
I hide inside my shell.  
Do you know my name?

Let's pretend to be a pet.  
We can act the same.



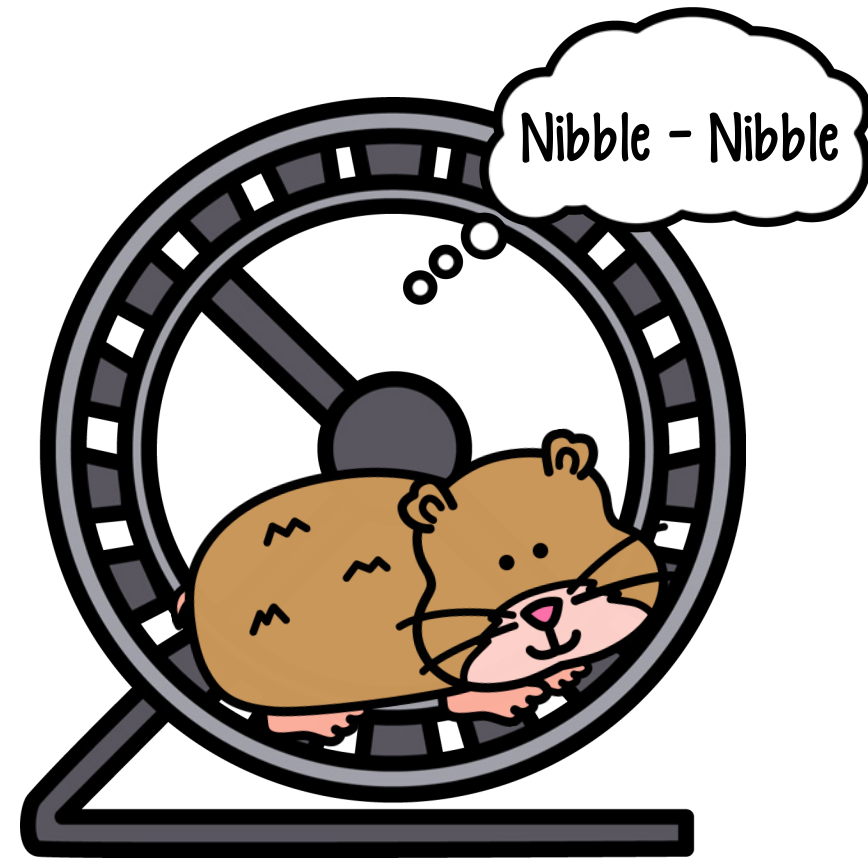
I swim and have fins.  
Do you know my name?

Let's pretend to be a pet.  
We can act the same.



I fly and eat seeds.  
Do you know my name?

Let's pretend to be a pet.  
We can act the same.



I run in a wheel.  
Do you know my name?

# Taking Care

What do pets need?

Day 8  
lesson  
plans

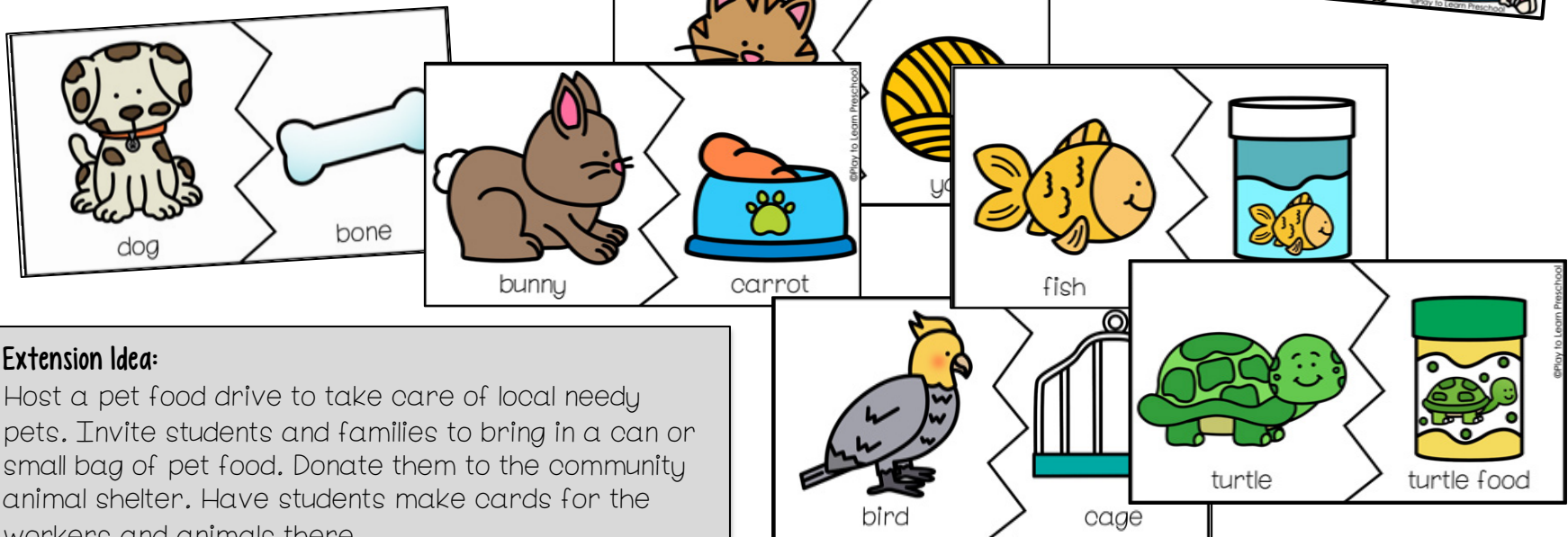
Pets are living things who need lots of gentle love and care.

## Objectives:

- The students will describe what pets need to live.
- The students will match each pet to its supplies.

## Activities:

1. Sing the song called "Pets Need Love."
2. Pass out the pet puzzles so that each student has 1 piece.
3. Students identify the pet and what it needs. They will then work together to find their match.



### Extension Idea:

Host a pet food drive to take care of local needy pets. Invite students and families to bring in a can or small bag of pet food. Donate them to the community animal shelter. Have students make cards for the workers and animals there.

# Pets Need Love

To the tune of: "Mary Had a Little Lamb"



Pets are special living things,  
Living things, living things.

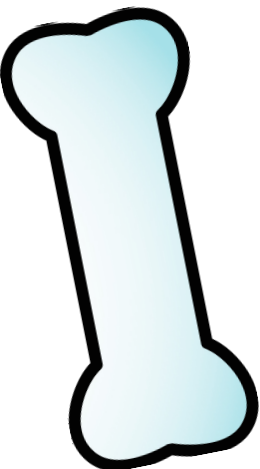
Pets are special living things,  
They need love and food.



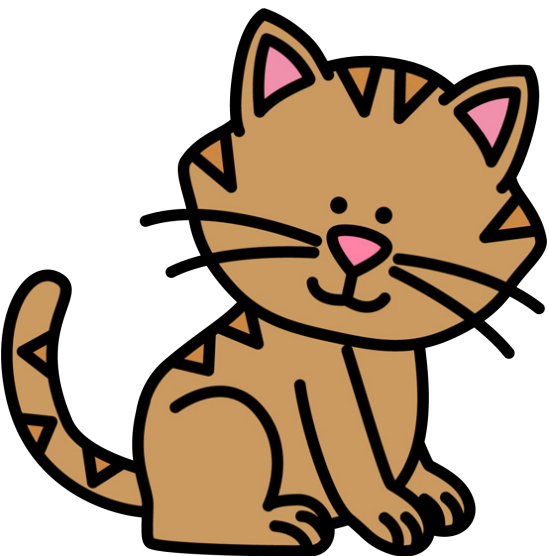
Repeat the verse and replace food with other things that pets need. (Ask students for input. Ideas may include water, toys, and shelter.)



"Taking Care" Pet Puzzles



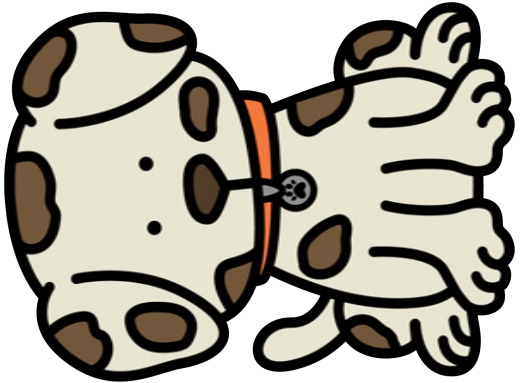
bone



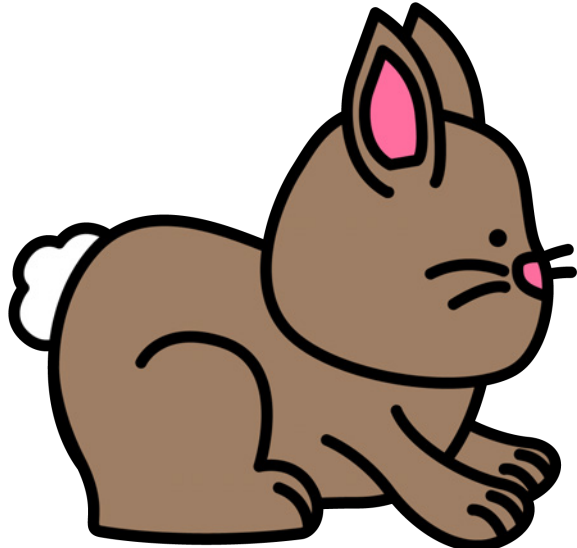
cat



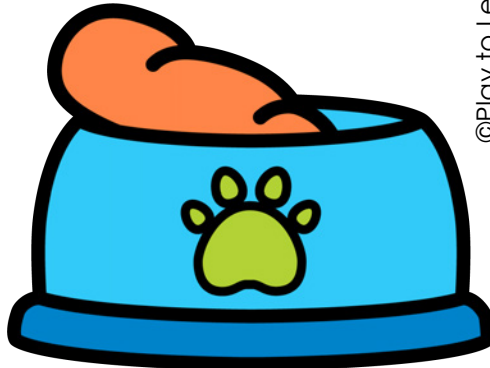
yarn



dog

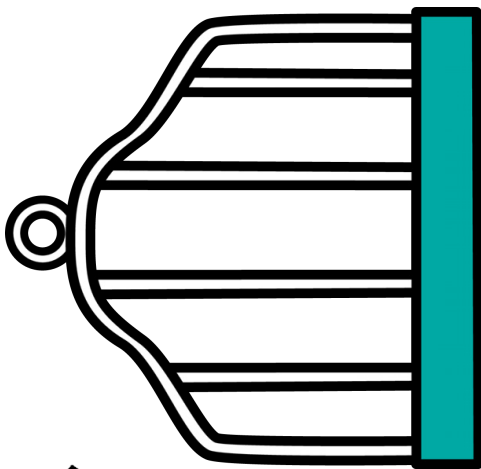


bunny

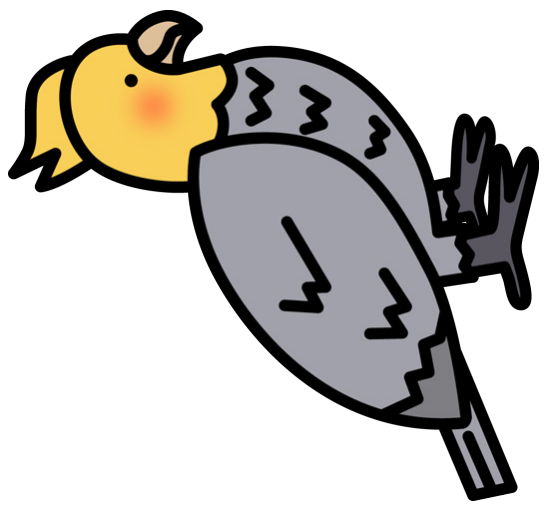


carrot

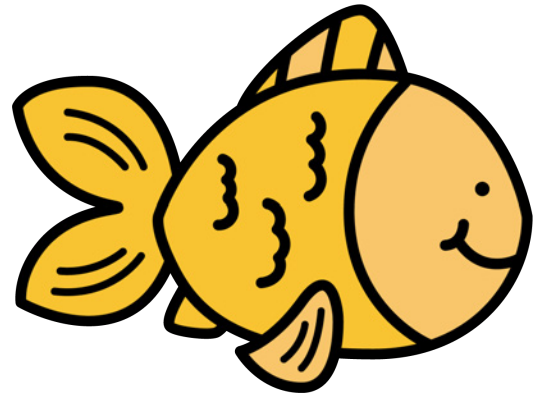
"Taking Care" Pet Puzzles



cage



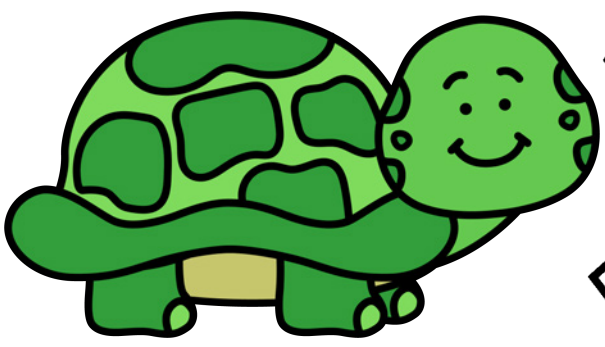
bird



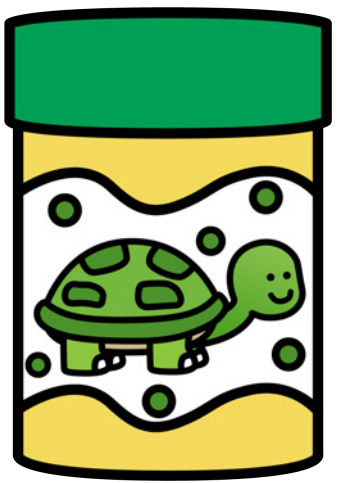
fish



fish food

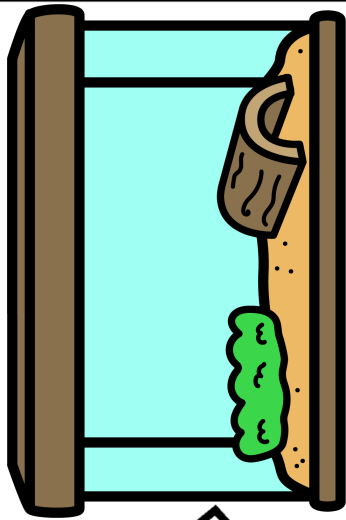


turtle

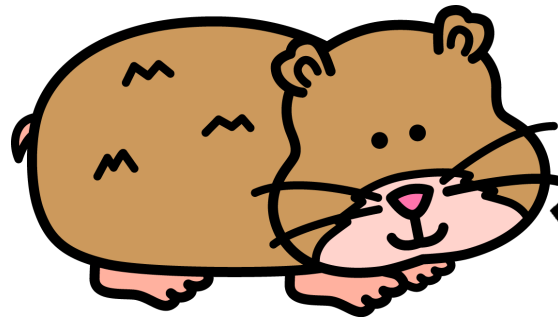


turtle food

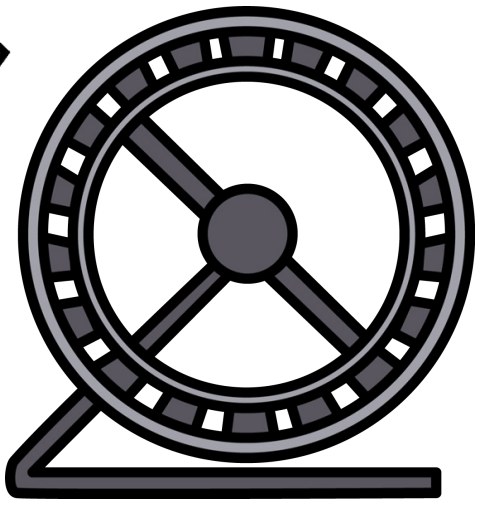
"Taking Care" Pet Puzzles



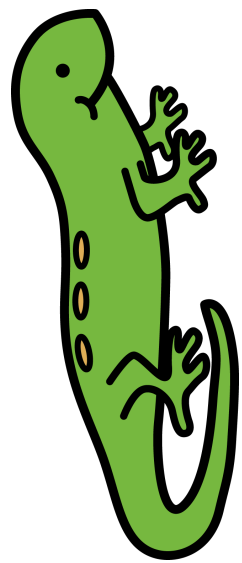
aquarium



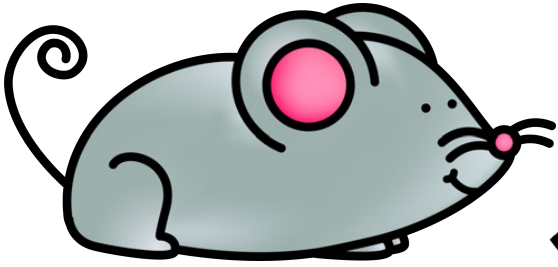
hamster



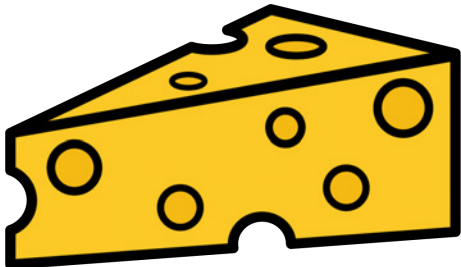
wheel



lizard



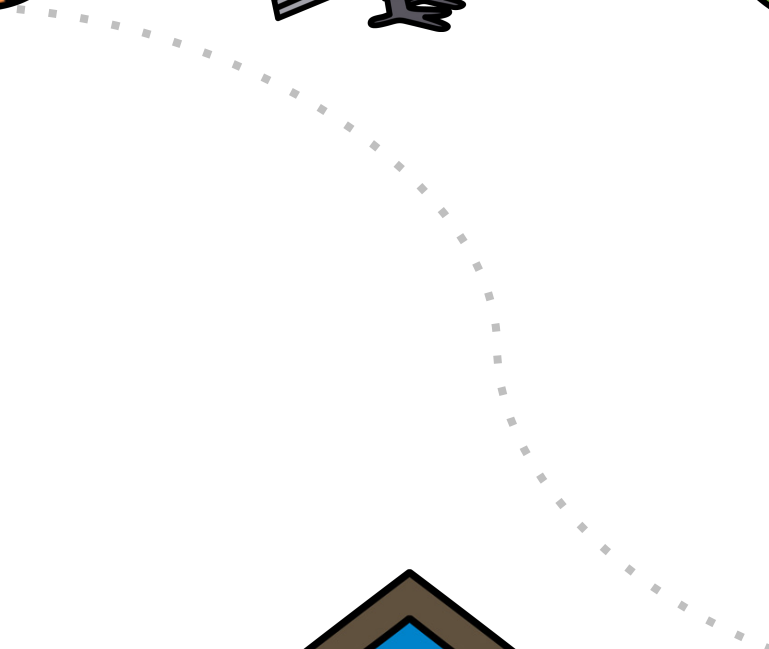
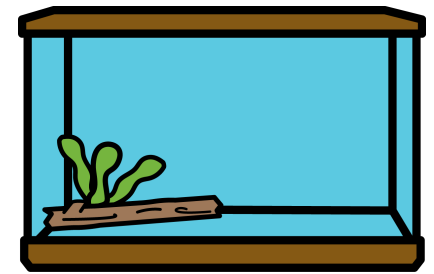
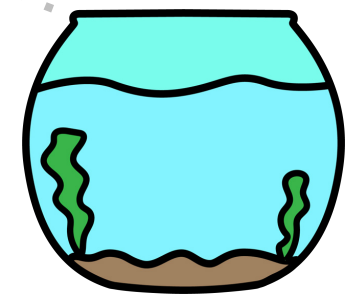
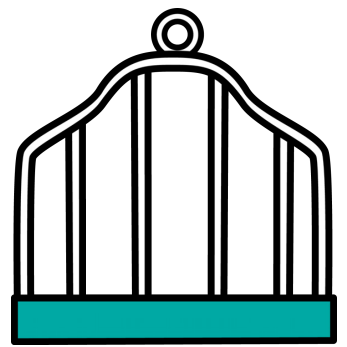
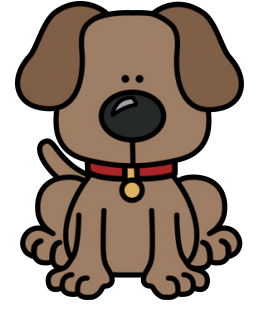
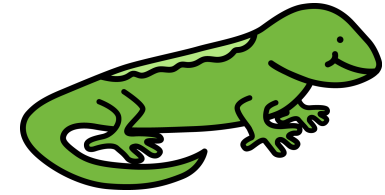
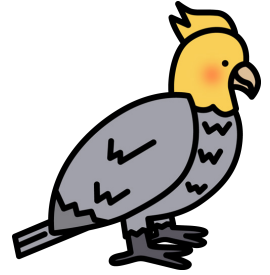
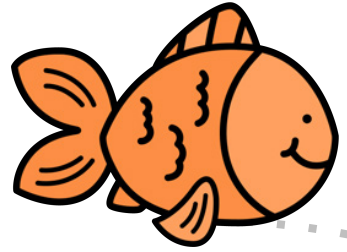
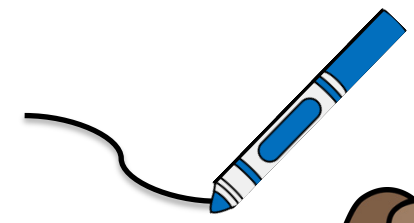
mouse



cheese

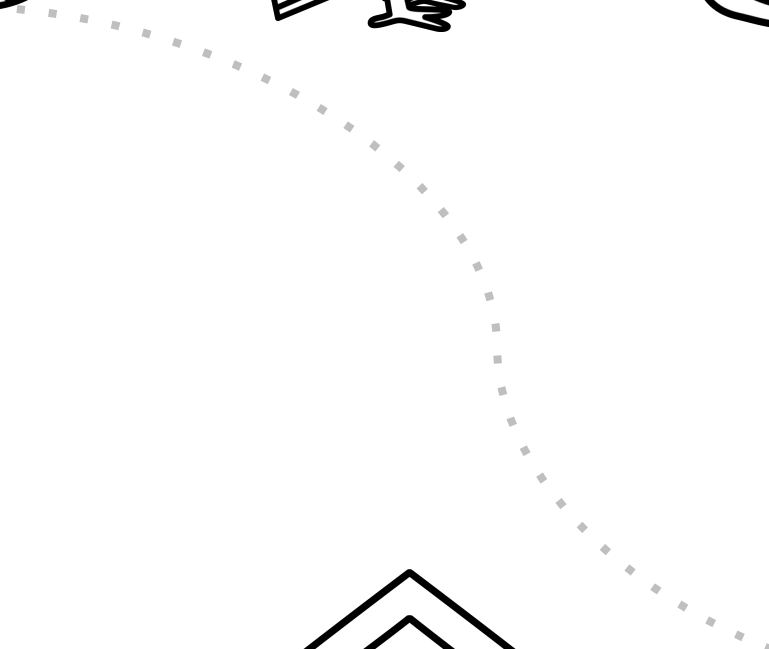
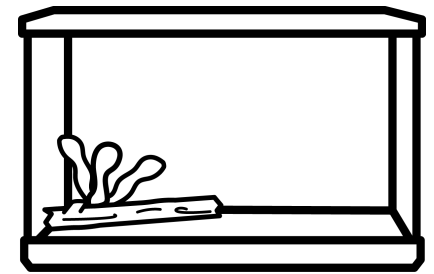
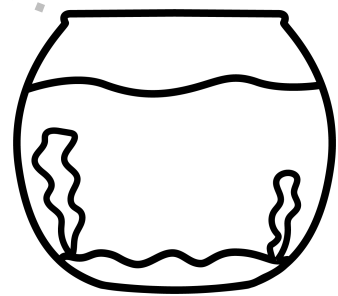
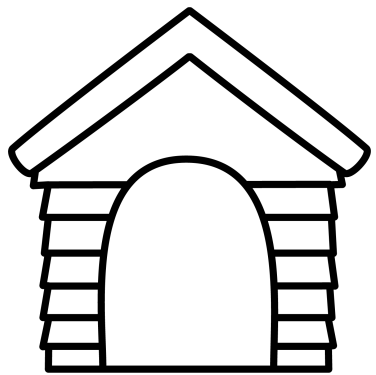
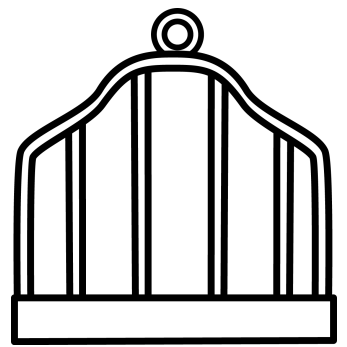
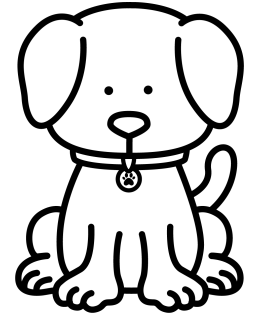
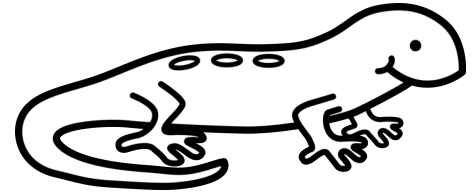
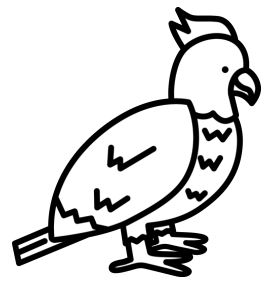
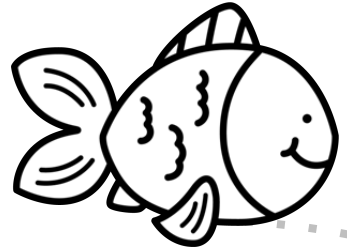
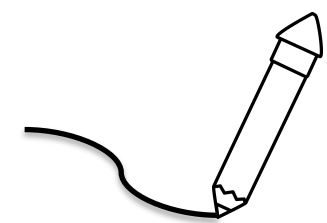
Name \_\_\_\_\_

Draw a line to get the pet to its home.



Name \_\_\_\_\_

Draw a line to get the pet to its home.



# Types of Pets

## Sorting and Classifying

Day 9  
lesson  
plans

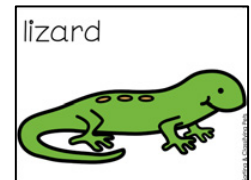
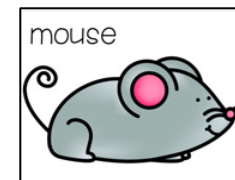
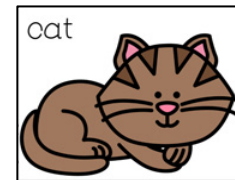
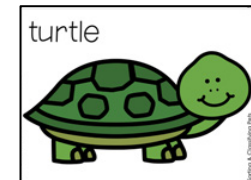
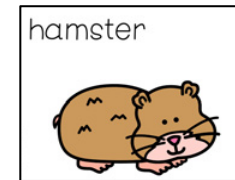
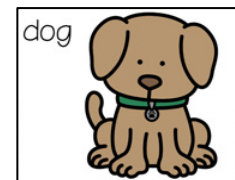
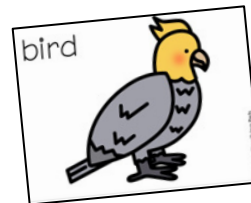
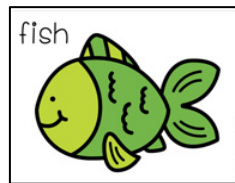
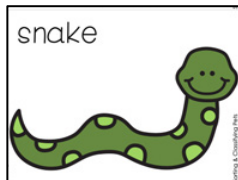
Being able to notice similarities and differences teaches young children to sort and classify.

### Objectives:

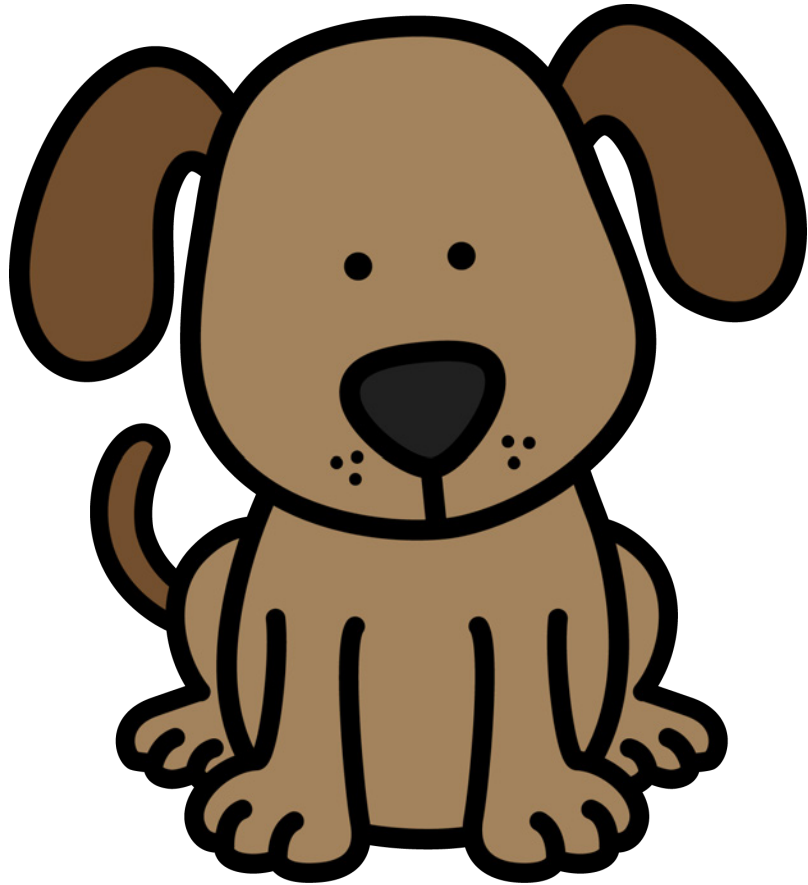
- The students will notice and describe similarities and differences.
- The students will sort the animals into groups, based on their characteristics.

### Activity:

1. Show the 9 pictures of the pets. (Or better yet, use an assortment of stuffed or toy pets.) Ask students if there is anything that is the same about the pets.
2. Choose 1 set of sorting headers. (fur/no fur, cage/no cage, 4 legs/2 legs/0 legs)
3. Encourage the students to sort the animals according to their attributes.

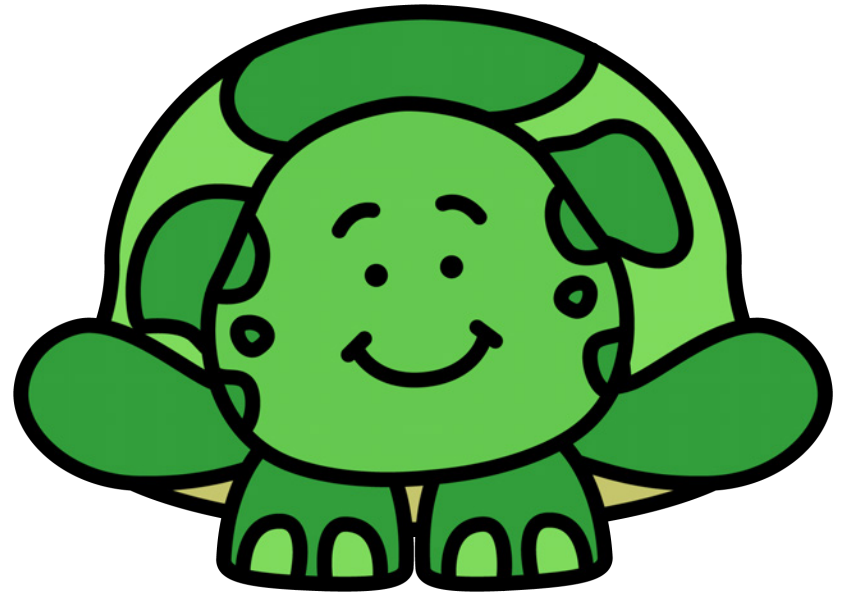


These pets have



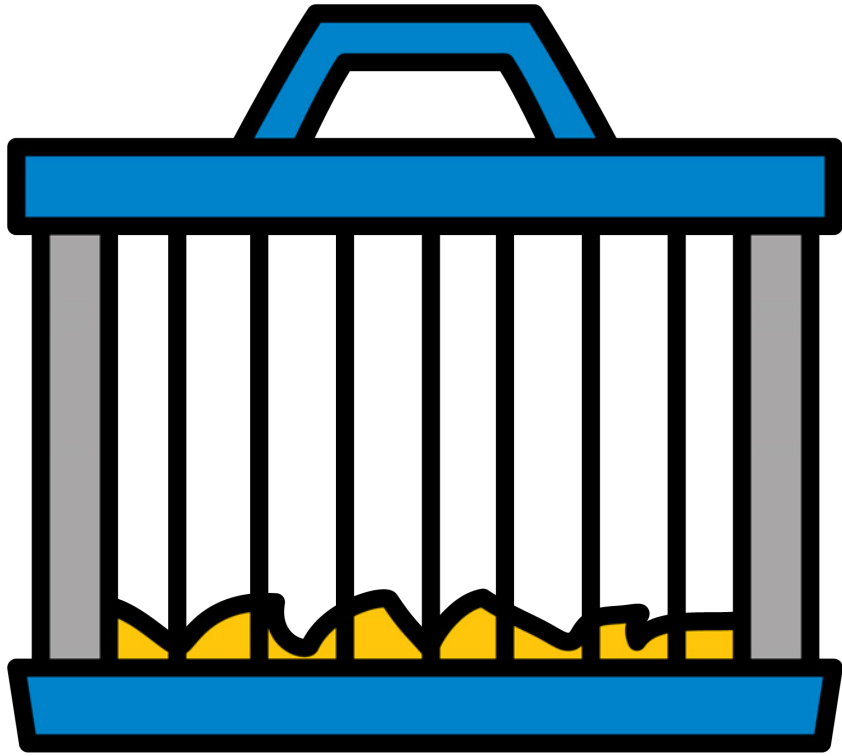
**fur.**

These pets have



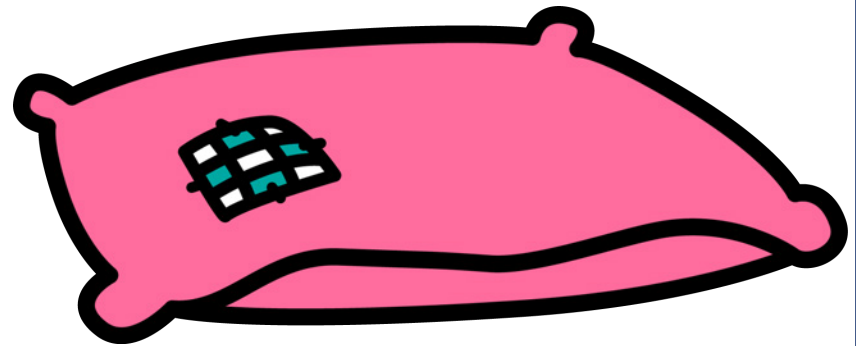
**no fur.**

These pets live in a



**cage.**

These pets  
**do not** live in a



**cage.**

These pets have

**4**  
legs.

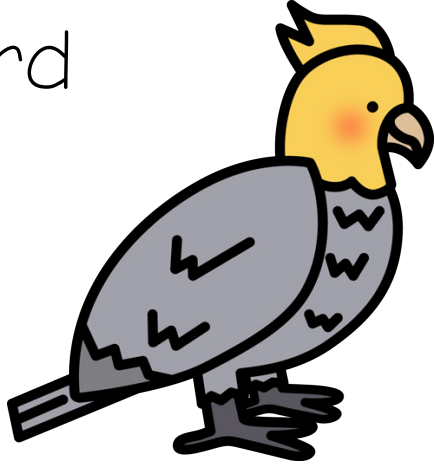
These pets have

**2**  
legs.

These pets have

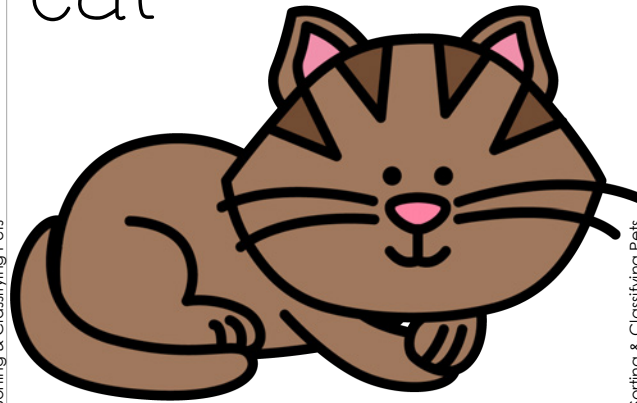
**0**  
legs.

bird



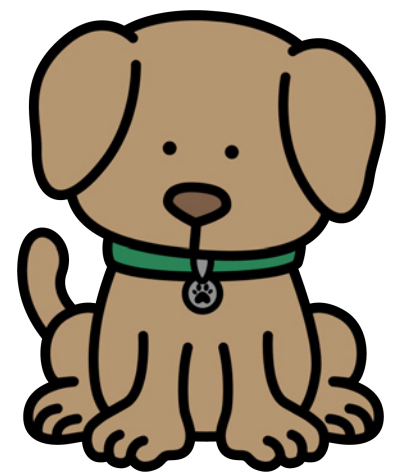
Sorting & Classifying Pets

cat



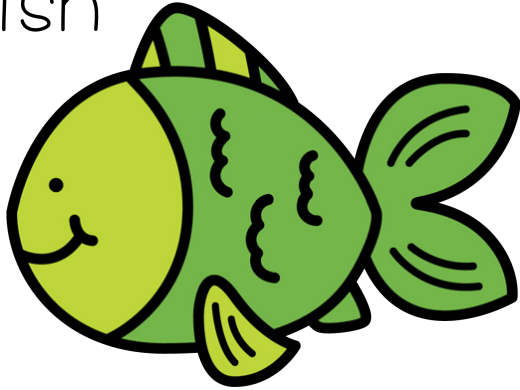
Sorting & Classifying Pets

dog



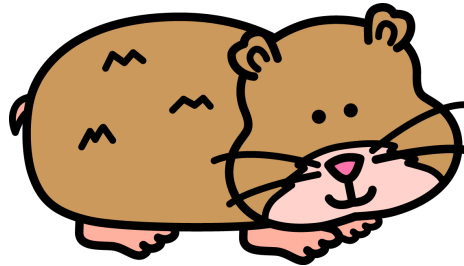
Sorting & Classifying Pets

fish



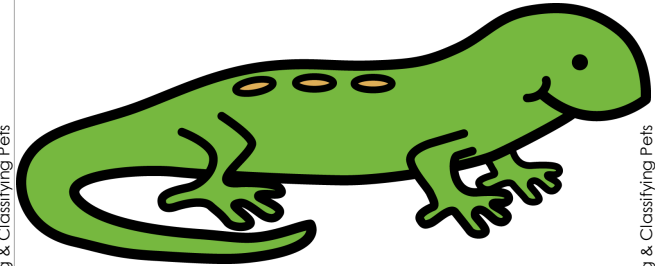
Sorting & Classifying Pets

hamster



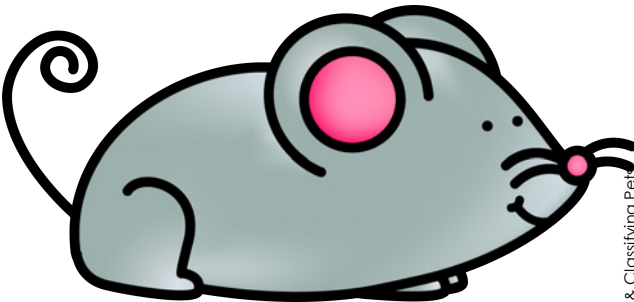
Sorting & Classifying Pets

lizard



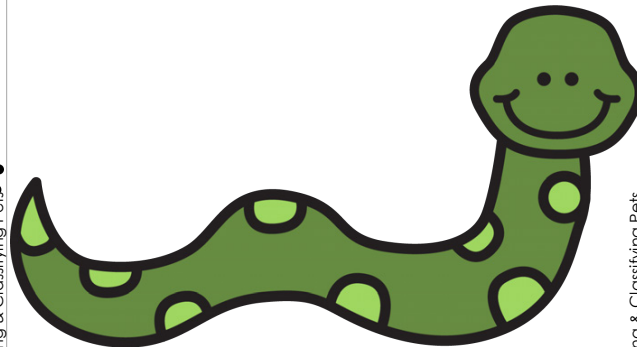
Sorting & Classifying Pets

mouse



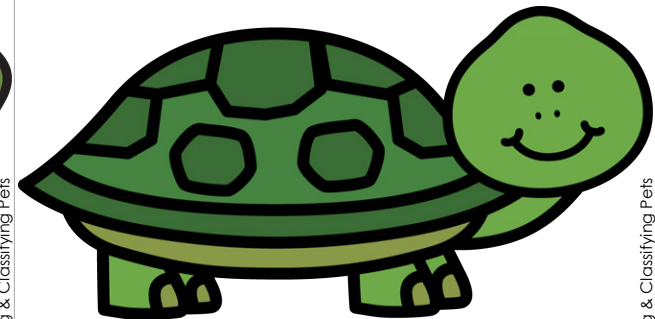
Sorting & Classifying Pets

snake



Sorting & Classifying Pets

turtle



Sorting & Classifying Pets

# Pet Parade

## Unit Conclusion

Day 10  
lesson  
plans

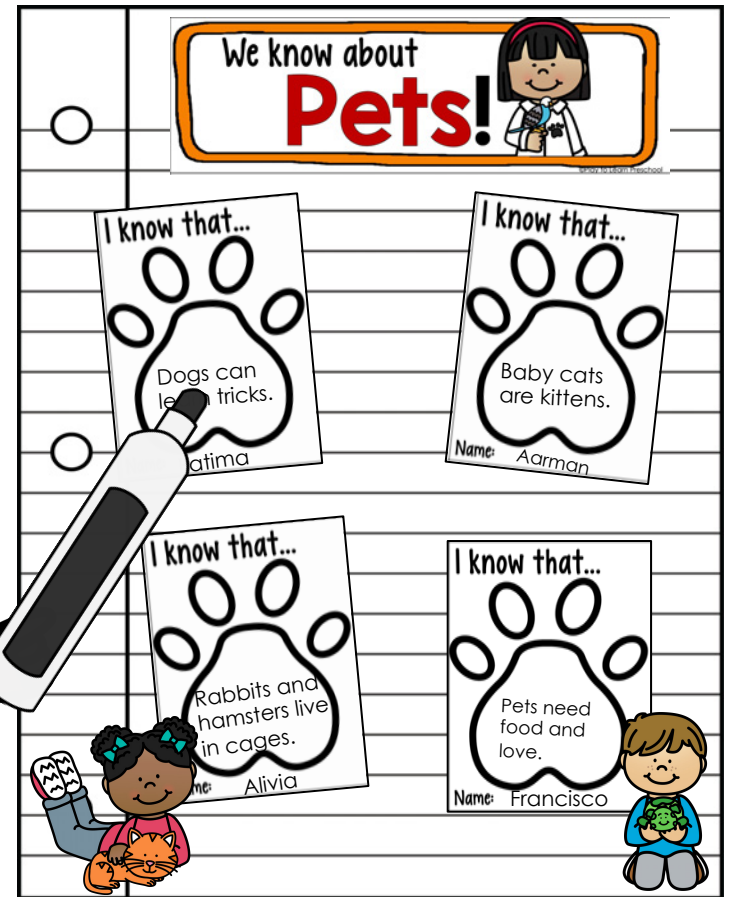
To conclude the unit, ask the students to describe what they have learned about pets.

### Objectives:

- The students will recite a predictable, repeating poem about pets.
- The students will discuss the things that they have learned about pets.

### Activities:

1. Recite the "Pet Parade" poem. Add each animal to a parade as you say the verse together.
2. Ask students to recall something that they learned about pets. They can draw a picture or dictate a fact.
3. Create a class chart of all the things that the students learned.



# Pet Parade

Inspired by Bill Martin, Jr.'s *Brown Bear, Brown Bear*

Gray dog, gray dog,  
What do you see?  
I see a black cat  
Following me!

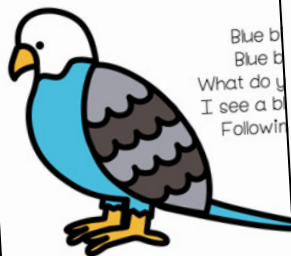
Add a new animal to the pet parade and repeat the verses.



Gray  
Gray  
What do  
I see a  
Follow



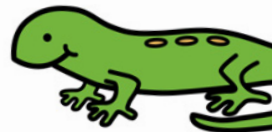
Black  
Black  
What do  
I see a  
Follow



Blue b  
Blue b  
What do y  
I see a b  
Followi



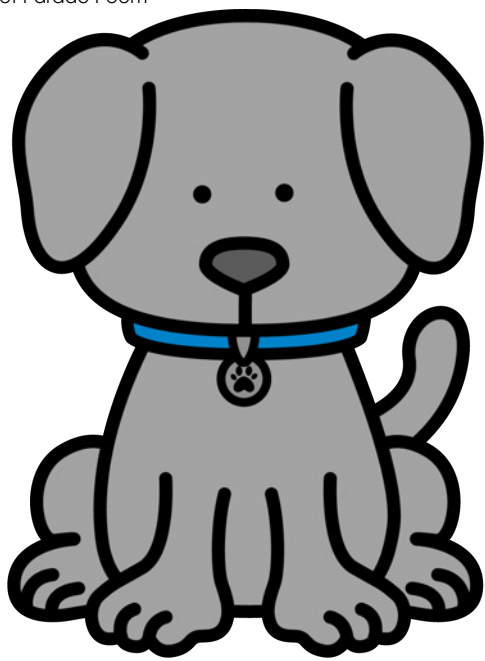
Brown hamster,  
Brown hamster,  
What do you see?  
I see a green lizard  
Following me!



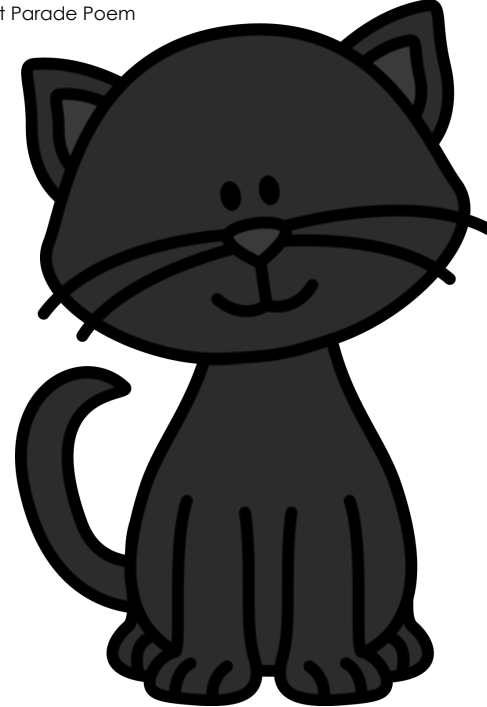
Green lizard,  
Green lizard,  
What do you see?  
I see a white bunny  
Following me!



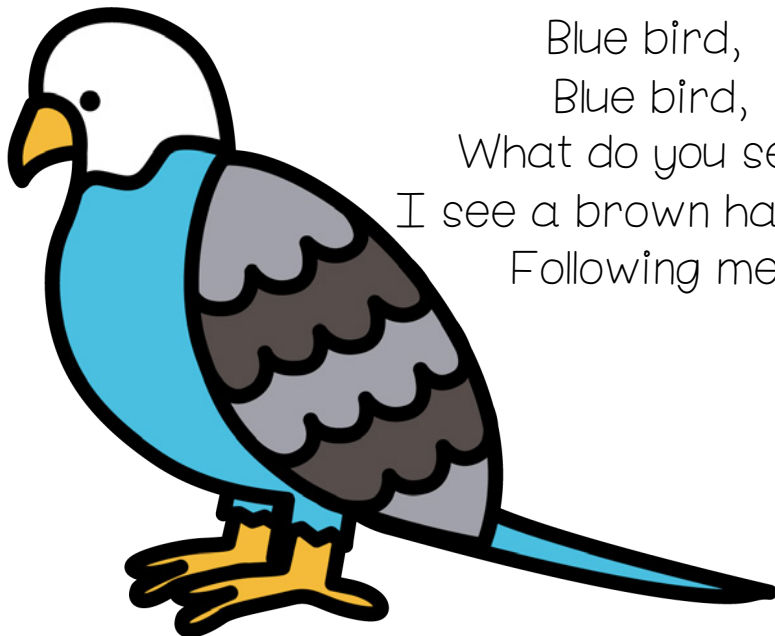
White bunny,  
White funny,  
What do you see?  
I see a green turtle  
Following me!



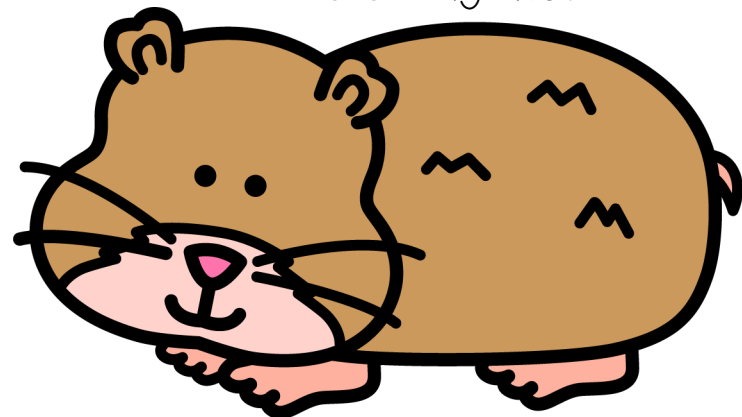
Gray dog,  
Gray dog,  
What do you see?  
I see a black cat  
Following me!



Black cat,  
Black cat,  
What do you see?  
I see a blue bird  
Following me!

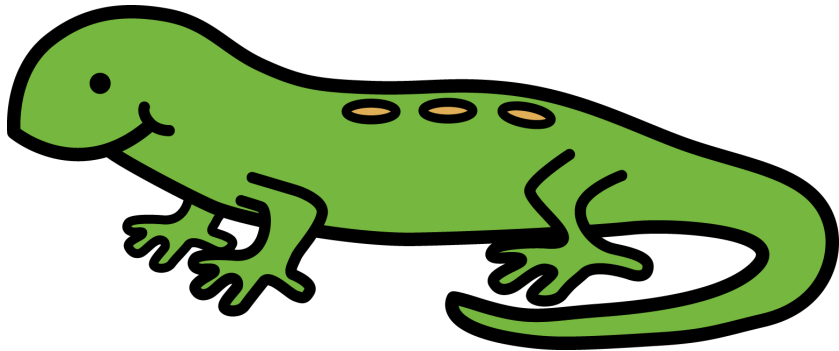


Blue bird,  
Blue bird,  
What do you see?  
I see a brown hamster  
Following me!



Brown hamster,  
Brown hamster,  
What do you see?  
I see a green lizard  
Following me!

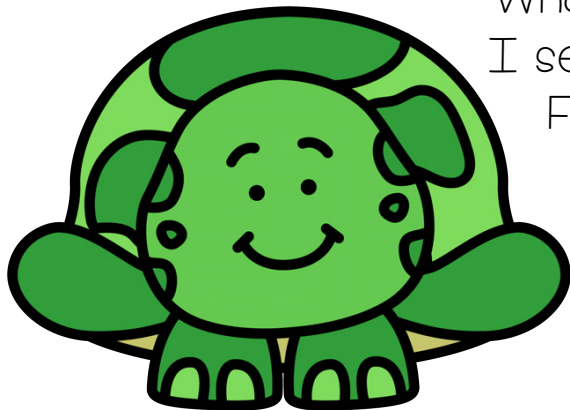
Green lizard,  
Green lizard,  
What do you see?  
I see a white bunny  
Following me!



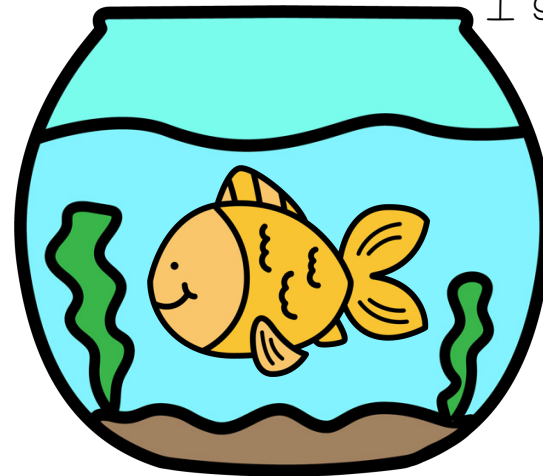
White bunny,  
White bunny,  
What do you see?  
I see a green turtle  
Following me!



Green turtle,  
Green turtle,  
What do you see?  
I see a yellow fish  
Following me!



Yellow fish,  
Yellow fish,  
What do you see?  
I see a pet parade  
In my street!

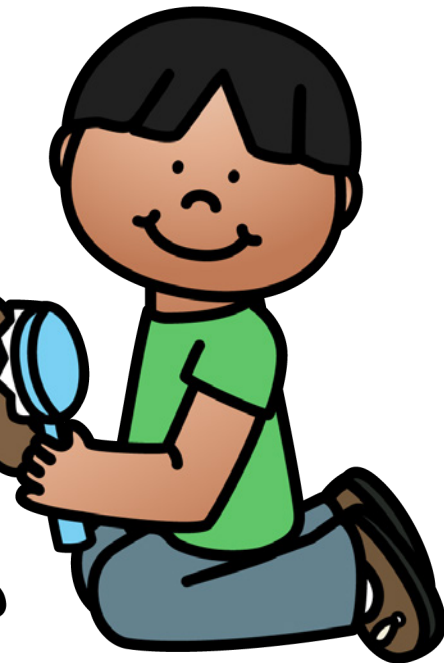
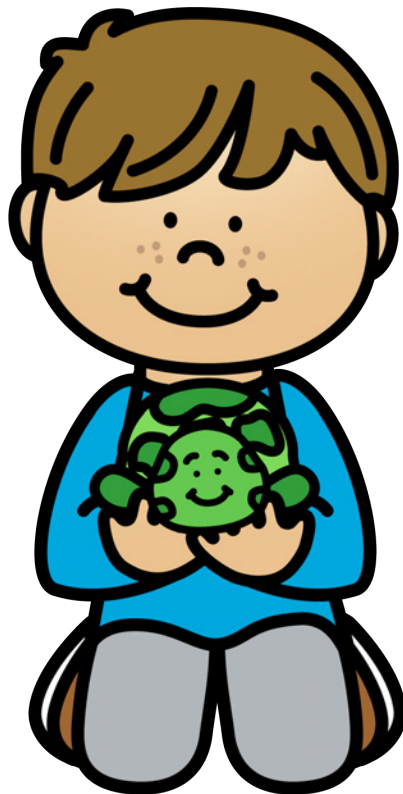


We know about

**Pets!**



©Play to Learn Preschool



Name \_\_\_\_\_

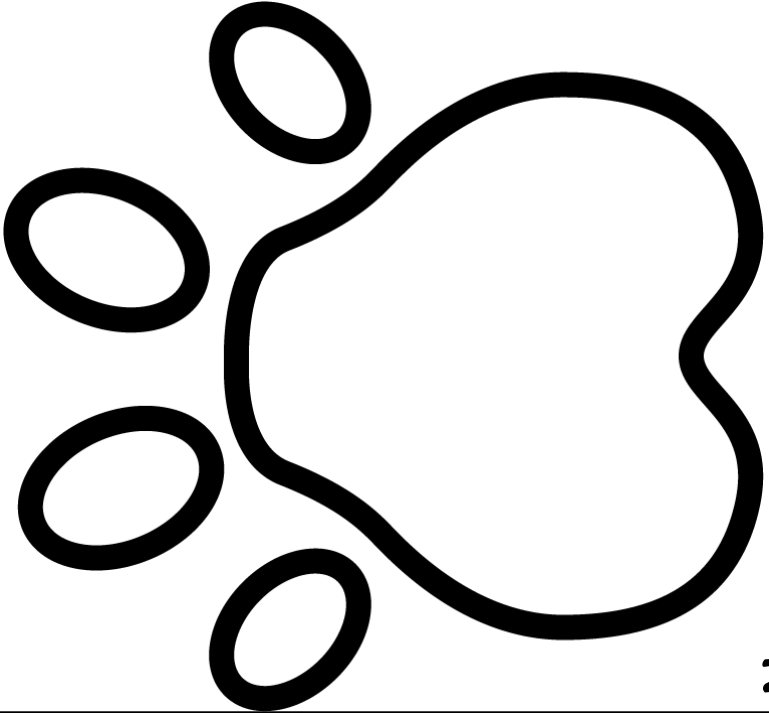
This is what I learned about pets:



A large rectangular area defined by a dotted line, intended for a child to write their response to the prompt above.

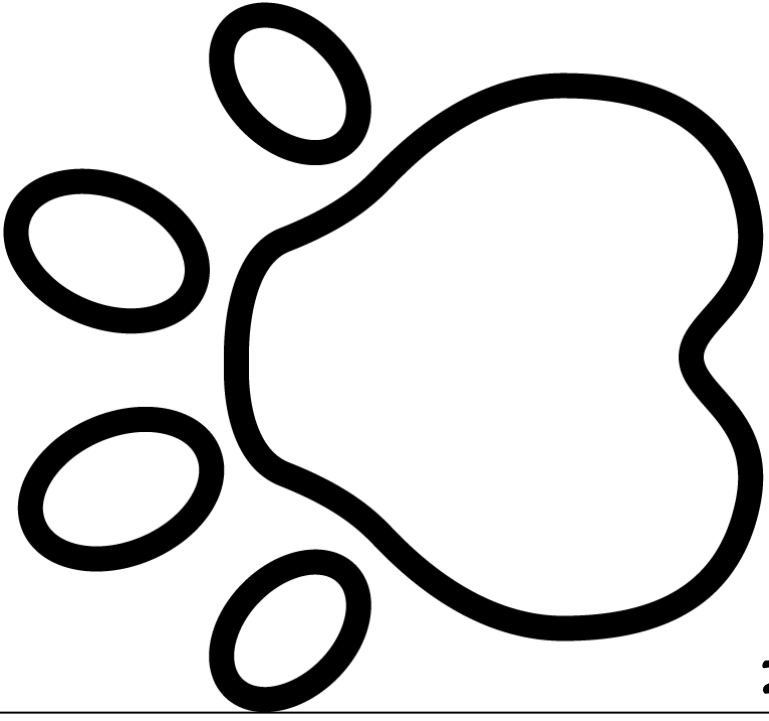
I learned that \_\_\_\_\_.

I know that...



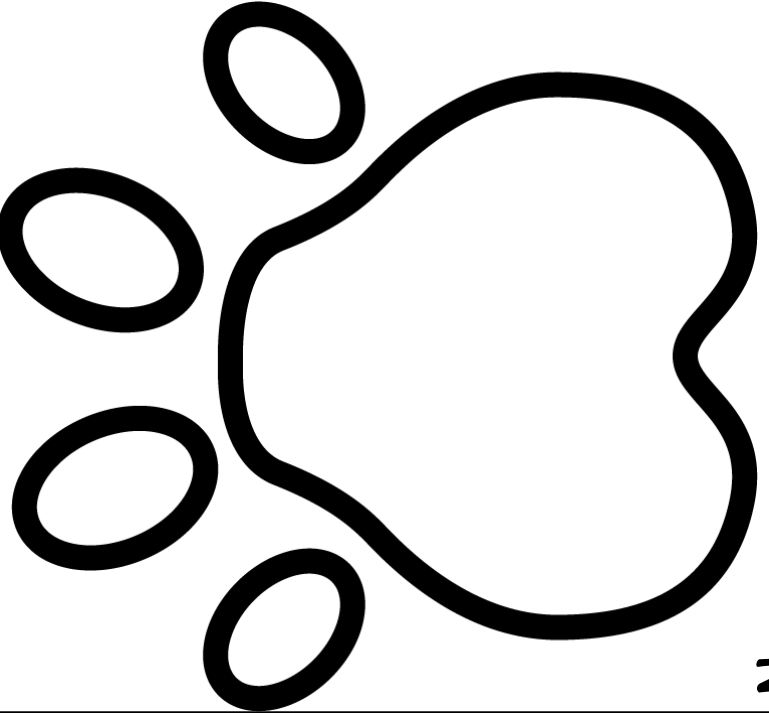
Name:

I know that...



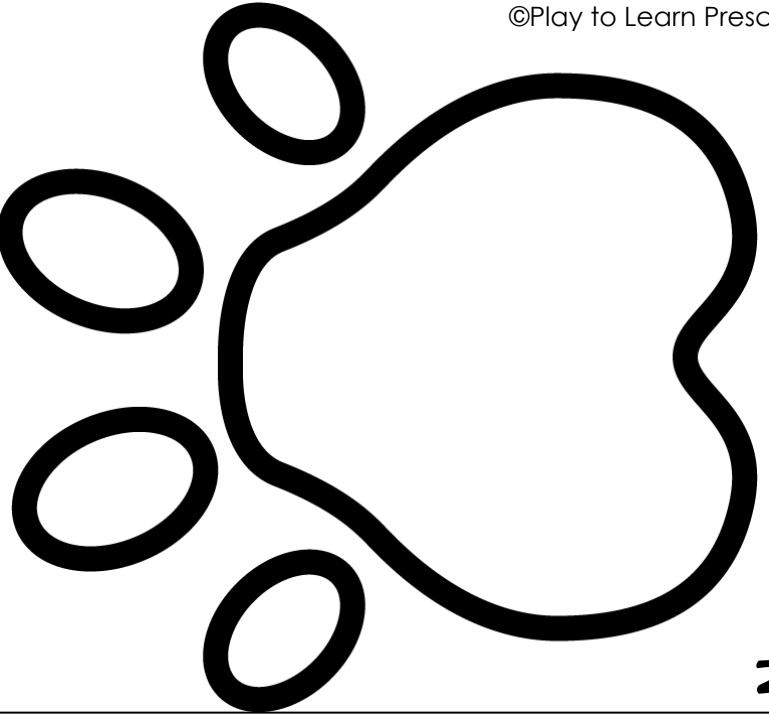
Name:

I know that...



Name:

I know that...



Name:

# Centers

## Center Activities

- Shadows Folder Game
- Writing Practice
- Word Wall Cards
- Beginning Sound Sort
- Line Tracing
- Cutting Practice
- Pet Patterns
- Count & Clip Cards
- Book List (recommendations)

### Shadows File Folder Game

**Objective:** The students will use visual discrimination skills to match the pet to its shadow.

**Preparation:** Copy the picture cards, glue the cold black shadows (first 2 pages) inside of the folder. Cut and laminate the pet pictures.

**Procedure:** Students place matching pictures together.

### Writing Practice

**Objectives:** The students will trace the first letter of each pet word.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

**Procedure:** Students use a dry erase marker to trace the first letter of each word.

### Word Wall Cards

Use the cards in a pocket chart to make a Pets word wall.

Provide pencils, crayons, paper, markers, etc. In the writing center and encourage the students to write letters and words from the wall.

### Dog or Cat

**Beginning Sound Sort**

**Objective:** The students will identify the sounds of the letters D and C. Students will sort pictures by their beginning sound.

**Preparation:** Print the pages. Mat and laminate as desired.

**Procedure:** Students pick up a picture and say the word. They listen to the beginning sound and then place it on the correct sorting mat: Does the picture begin with a D like dog or a C like cat?

### Line Tracing

**Objective:** The students will trace the dotted lines from left to right to practice important pre-writing skills.

**Procedure:** Print and laminate these tracing cards. Another option is to place inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the marker for the students to use as an eraser.) Both full color and black-and-white printer-friendly versions are included.

### Cutting Practice

**Objective:** The students will cut along the dotted lines from the bottom of the page to the top.

**Procedure:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

### Pet Patterns

**Objective:** The students will identify and extend simple patterns.

**Preparation:** Print the pattern cards and pieces, mat, laminate and cut out as pieces.

**Procedure:** Students identify the pattern and extend it by placing the next piece.

### Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.

**Helpful Hint:** For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.

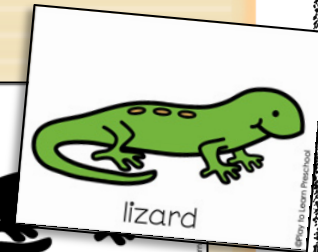
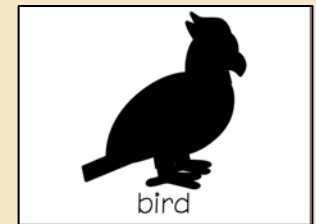
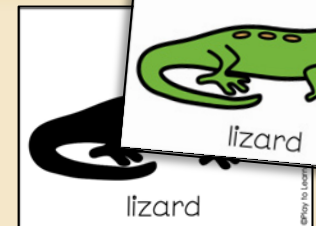
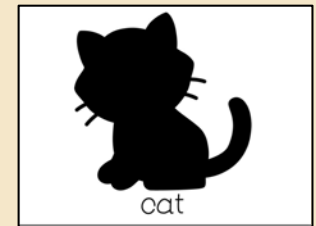
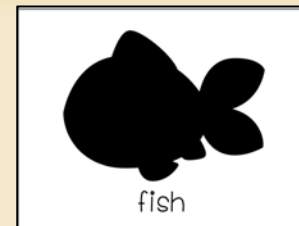
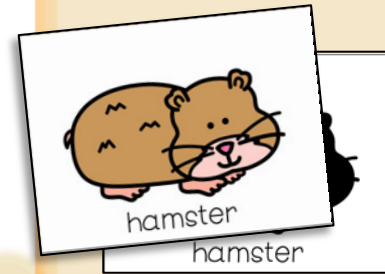
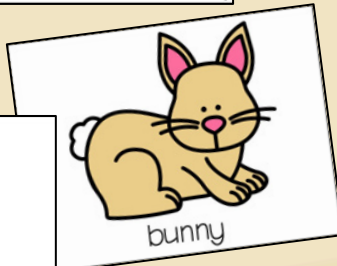
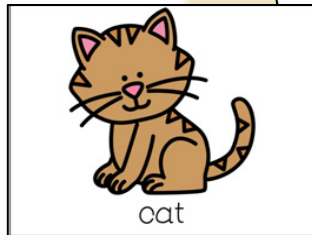
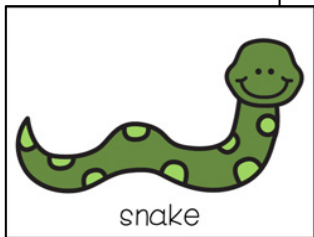
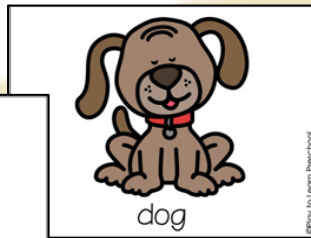
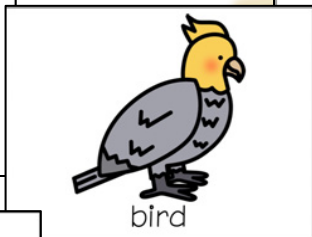
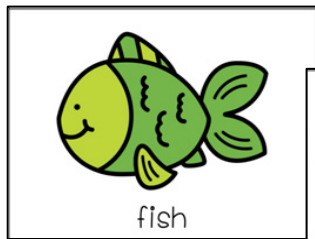
# Shadows

## File Folder Game

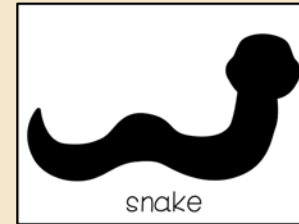
**Objective:** The students will use visual discrimination skills to match the pet to its shadow.

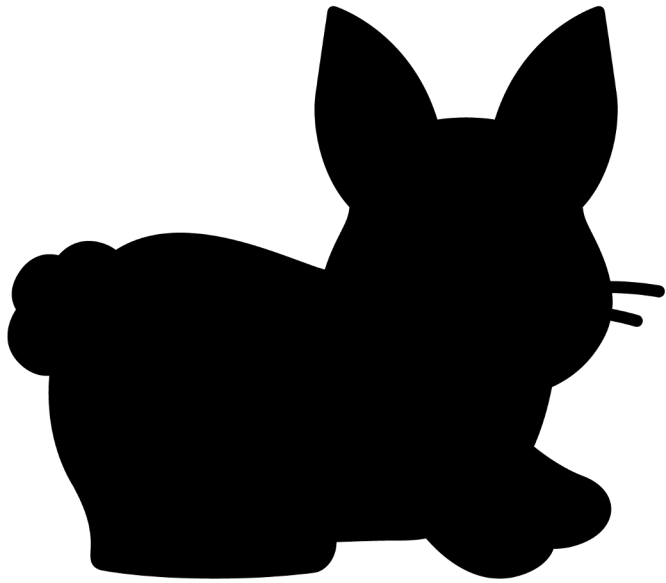
**Preparation:** Copy the picture cards. Glue the solid black shadows (first 2 pages) inside a file folder. Cut and laminate the pet pictures.

**Procedure:** Students place matching pictures together.

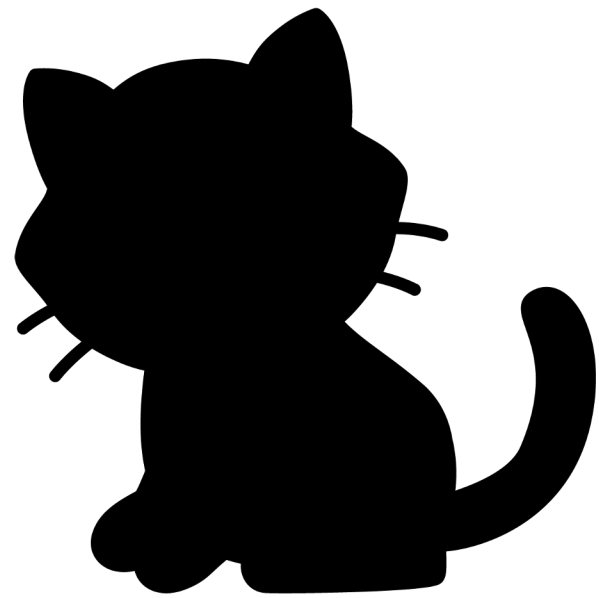


### Shadows

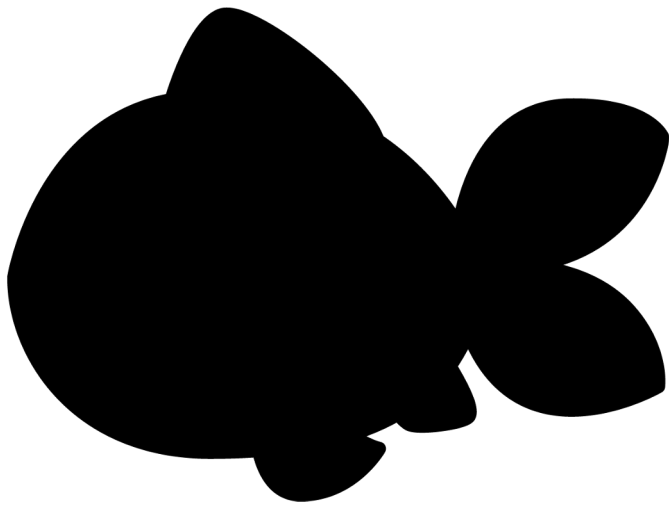




bunny



cat



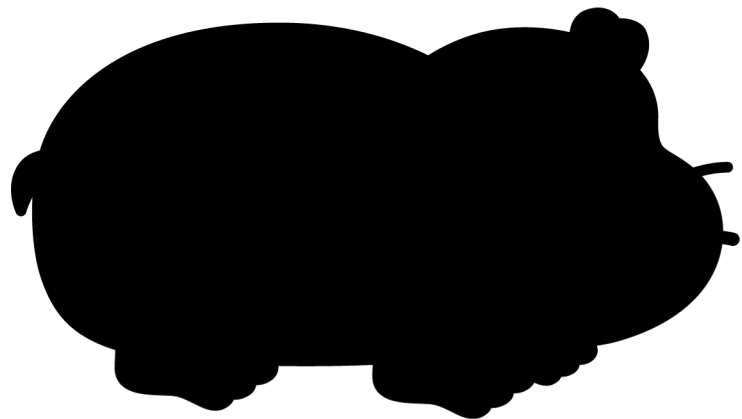
fish



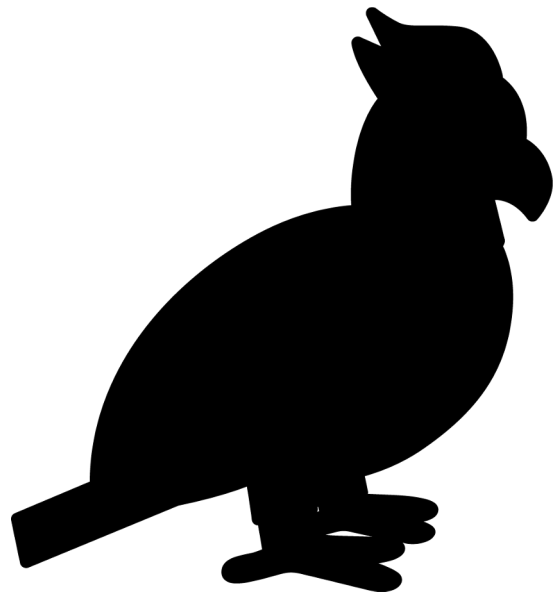
dog



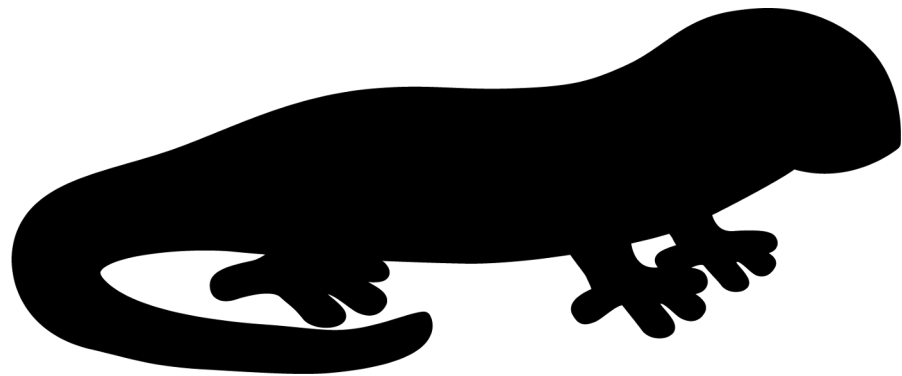
snake



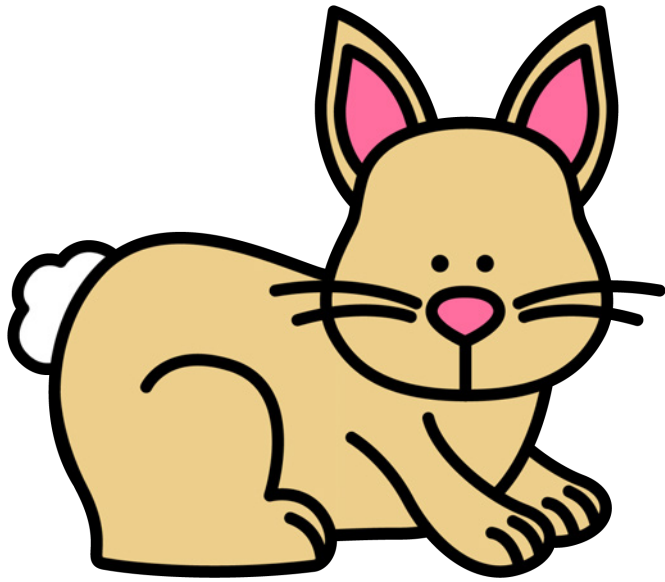
hamster



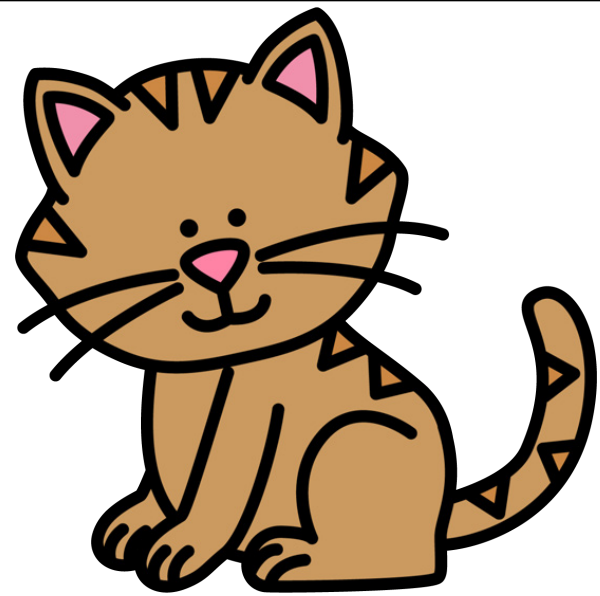
bird



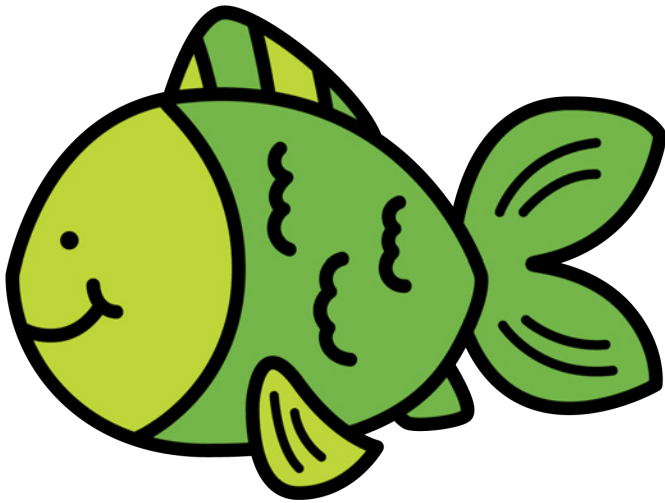
lizard



bunny



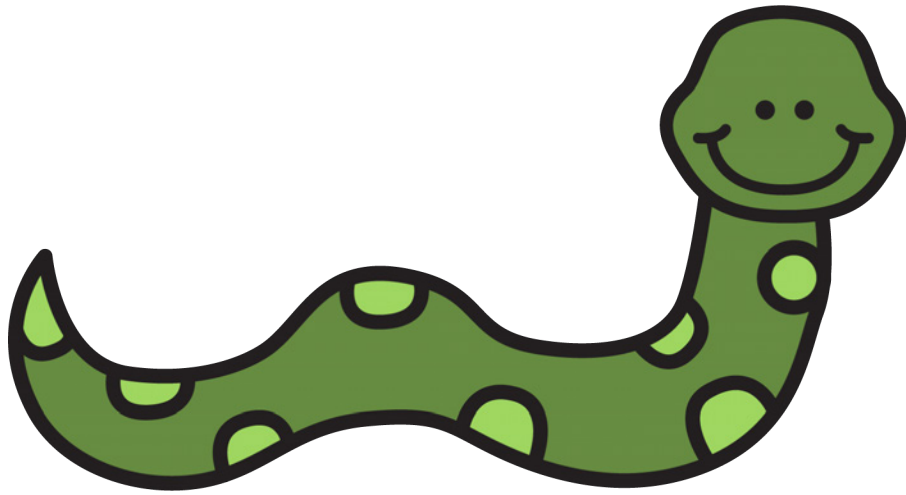
cat



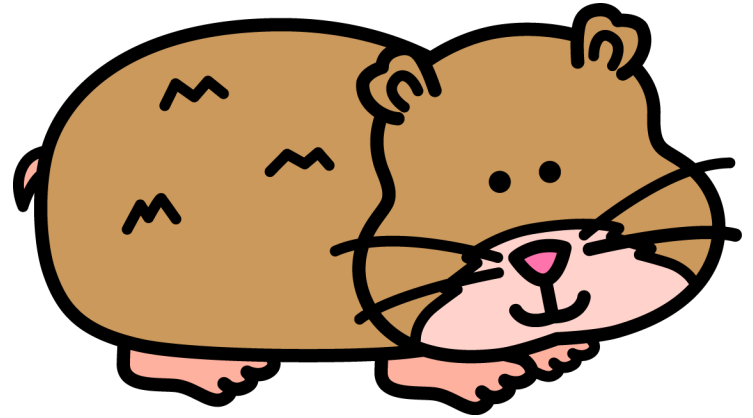
fish



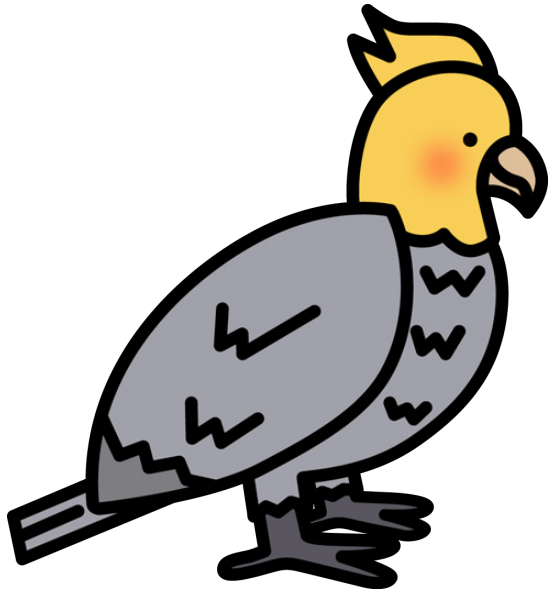
dog



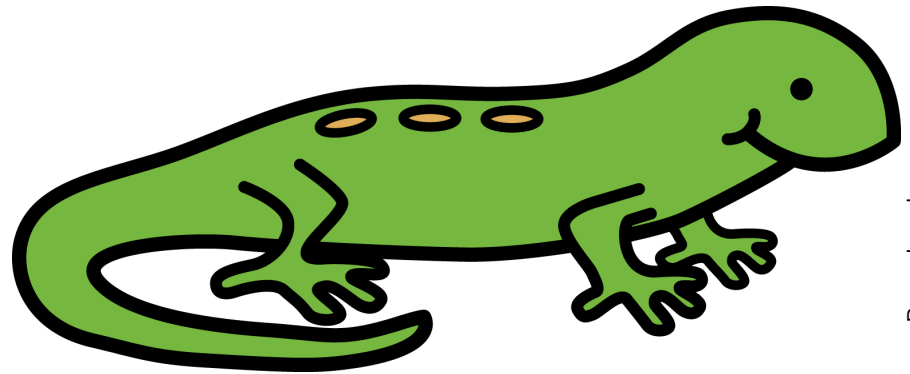
snake



hamster



bird



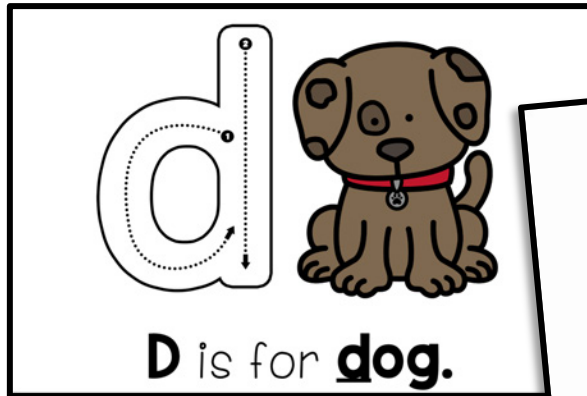
lizard

# Writing Practice

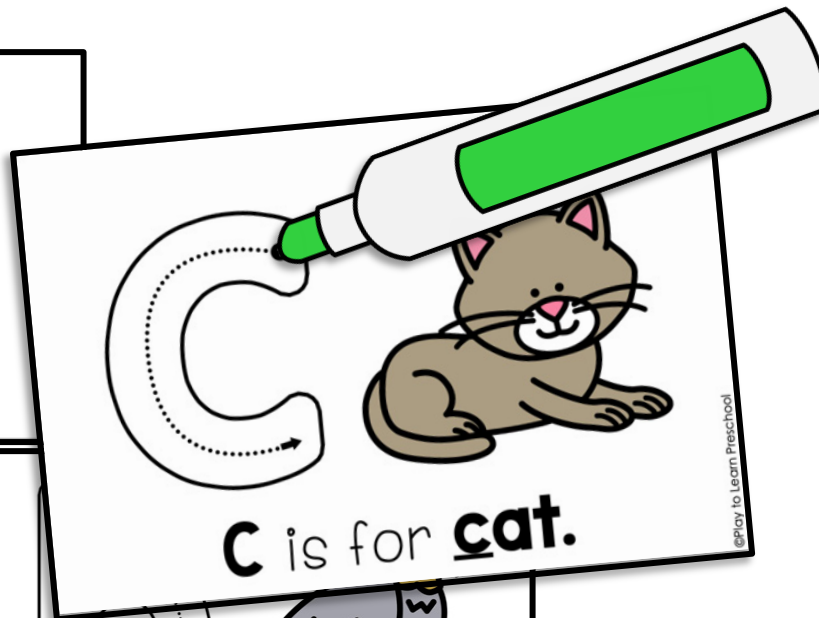
**Objectives:** The students will trace the first letter of each pet word.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

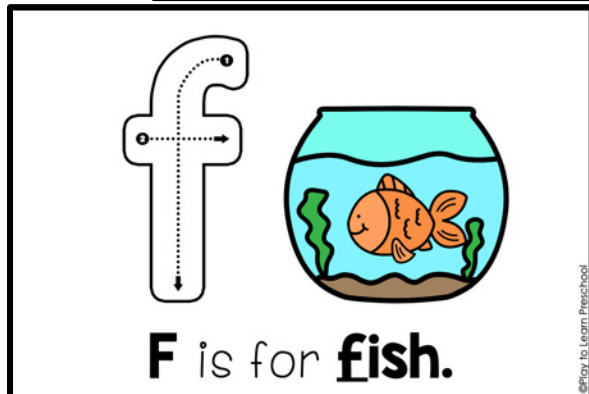
**Procedure:** Students use a dry erase marker to trace the first letter of each word.



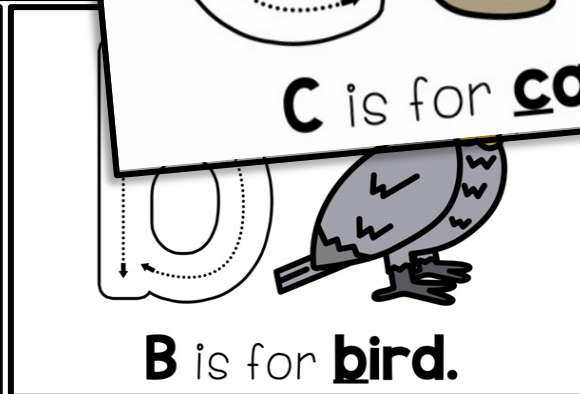
A tracing card featuring a large lowercase letter 'd' with a dotted outline and a directional arrow showing the stroke order. To the right is a cartoon illustration of a brown dog with floppy ears and a red collar. Below the letter and dog, the text reads "D is for **dog**."



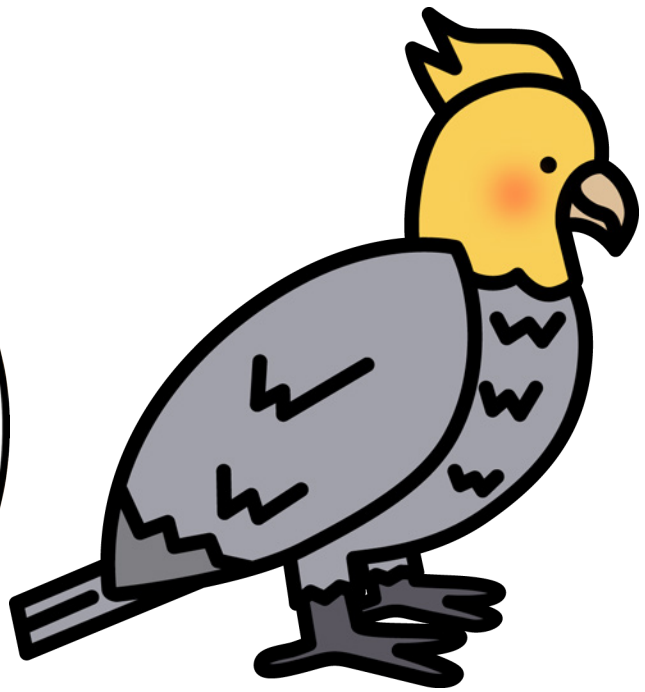
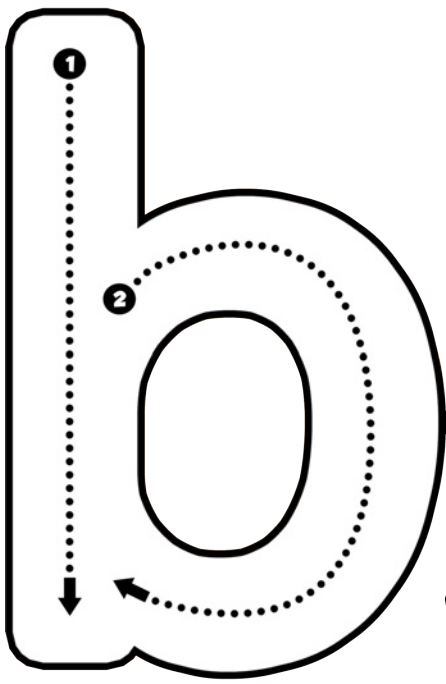
A tracing card featuring a large lowercase letter 'c' with a dotted outline and a directional arrow. A green dry-erase marker is shown tracing the letter. To the right is a cartoon illustration of a brown cat lying down. Below the letter and cat, the text reads "C is for **cat**."



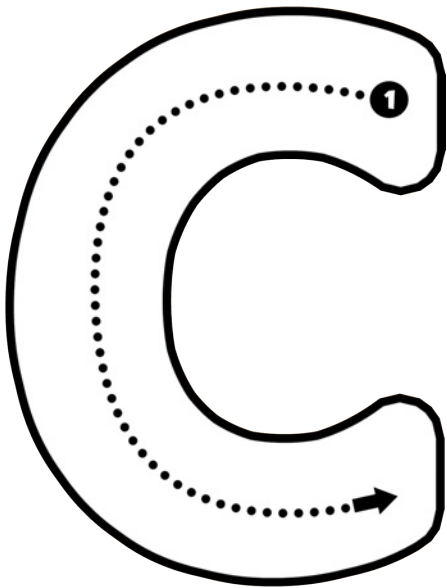
A tracing card featuring a large lowercase letter 'f' with a dotted outline and directional arrows. To the right is a cartoon illustration of a goldfish in a round aquarium with green seaweed. Below the letter and fish, the text reads "F is for **fish**."



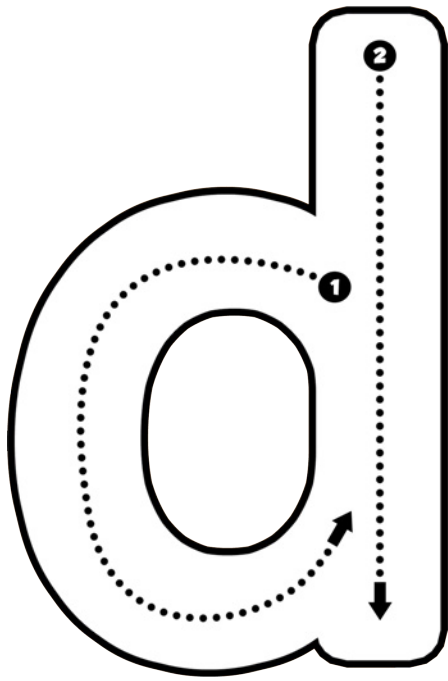
A tracing card featuring a large lowercase letter 'b' with a dotted outline and directional arrows. To the right is a cartoon illustration of a grey bird with a beak. Below the letter and bird, the text reads "B is for **bird**."



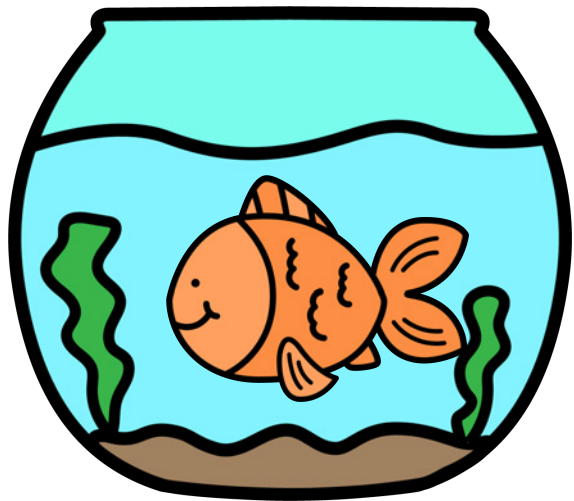
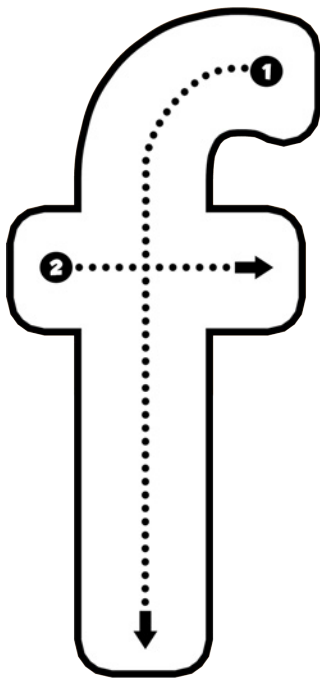
**B** is for **bird.**



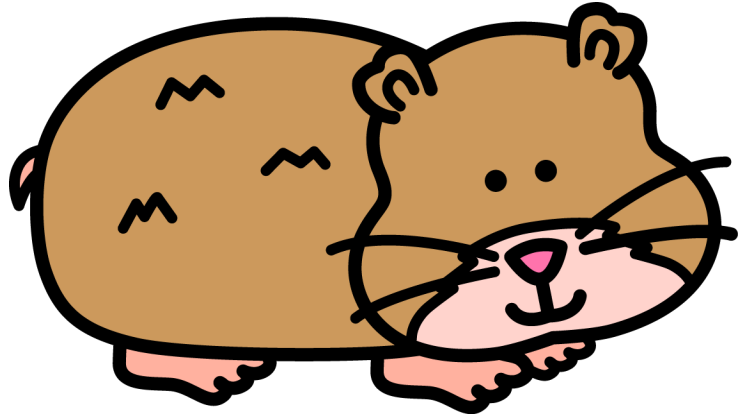
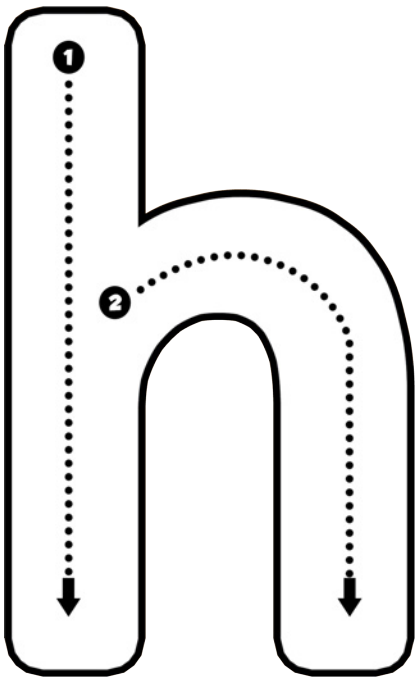
**C** is for **cat.**



**D** is for **dog**.

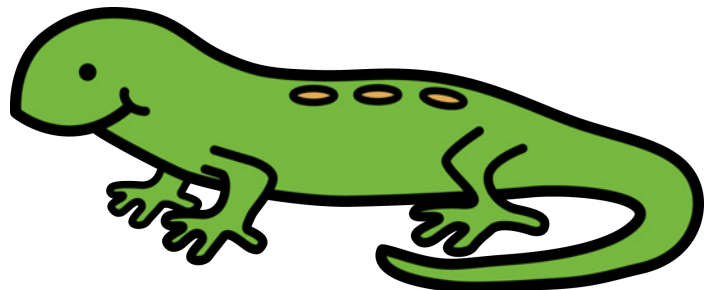
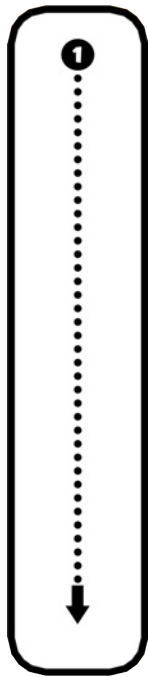


**F** is for **fish**.

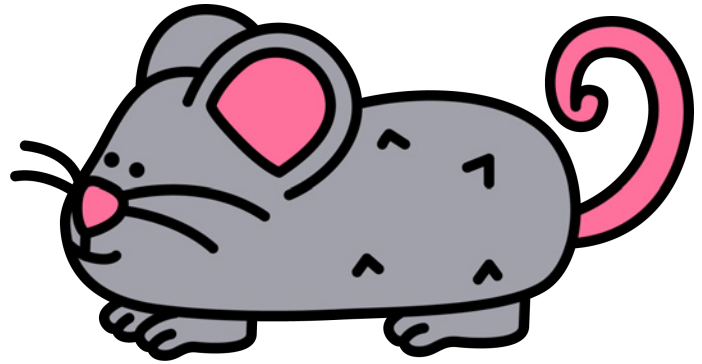
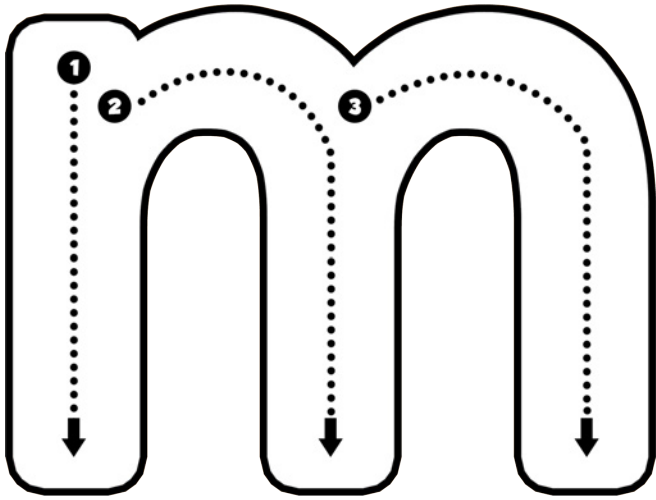


**H** is for **hamster**.

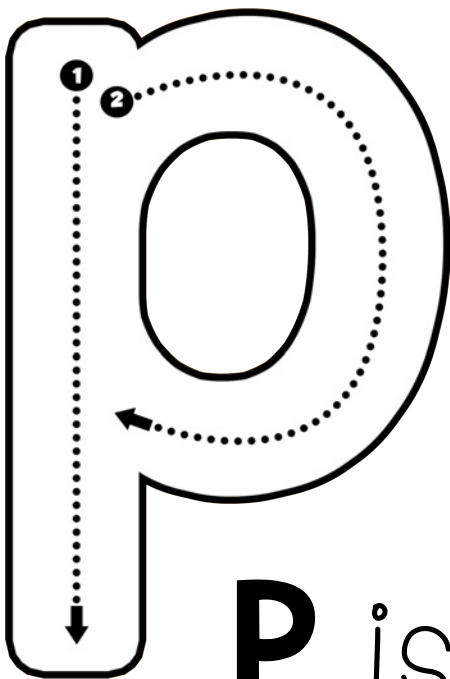
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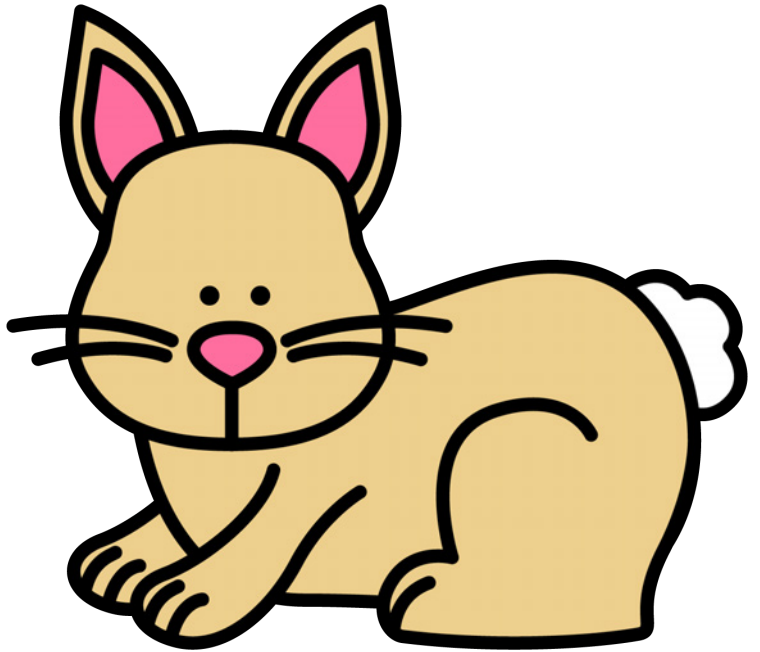
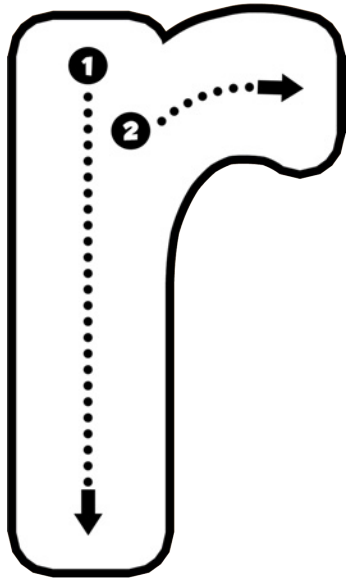
**L** is for **lizard**.



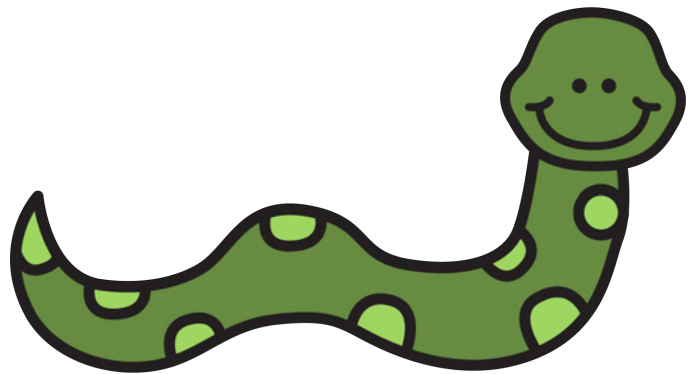
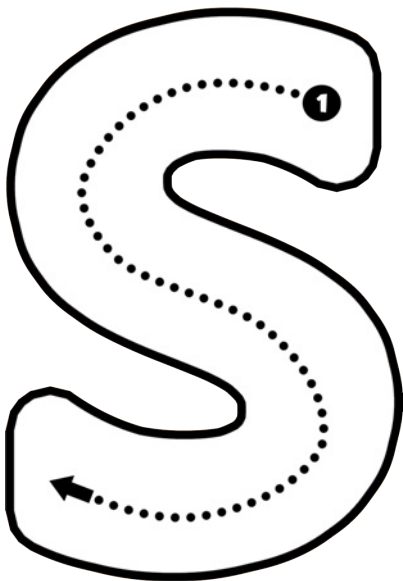
**M** is for **mouse**.



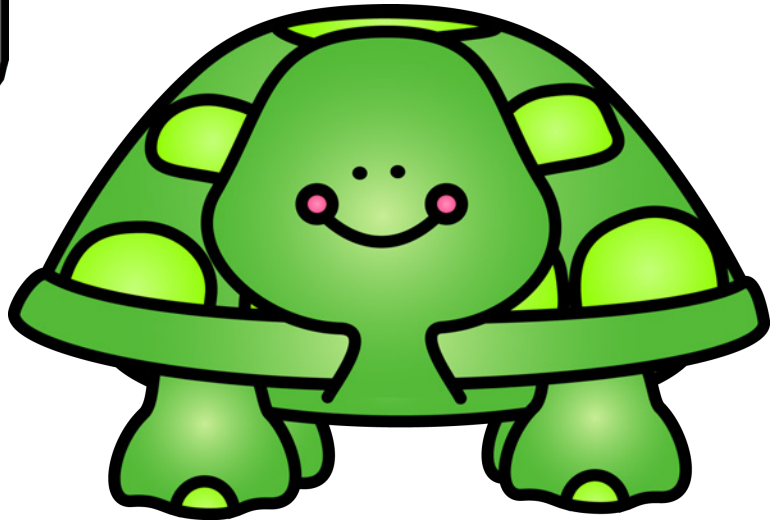
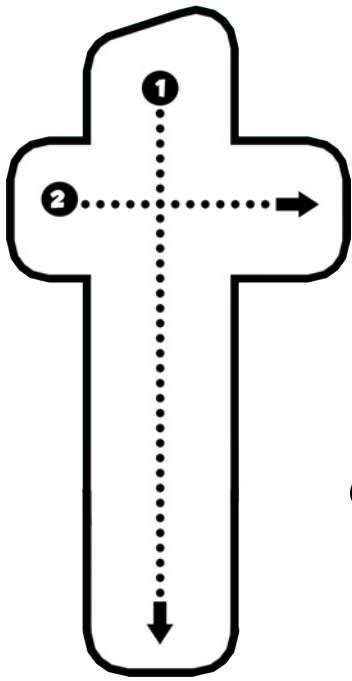
**P** is for **pets**.



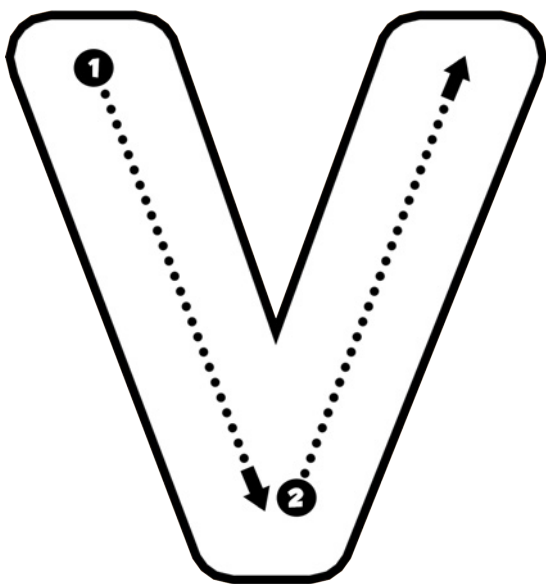
**R** is for **rabbit**.



**S** is for **snake**.



T is for **turtle**.



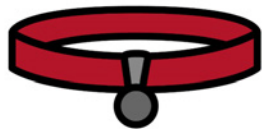
v is for **vet**.

# Word Wall Cards

Literacy  
Center

Use the cards in a pocket chart to make a Pets word wall.

Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.



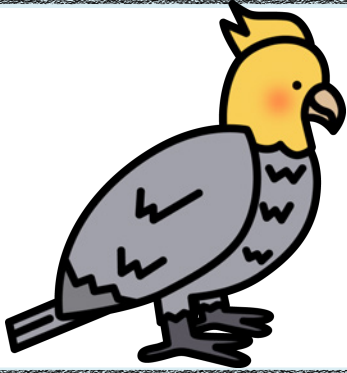
collar



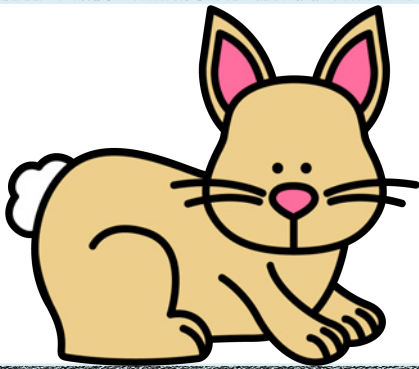
food



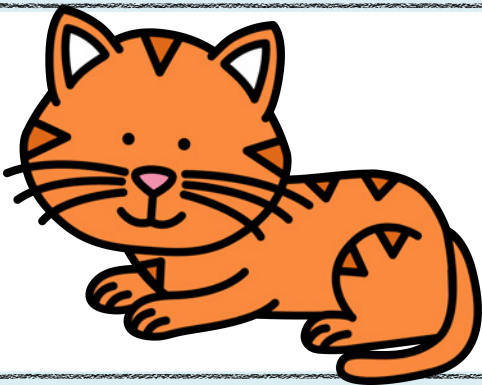
# Pets



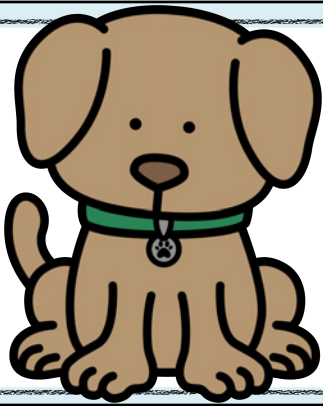
bird



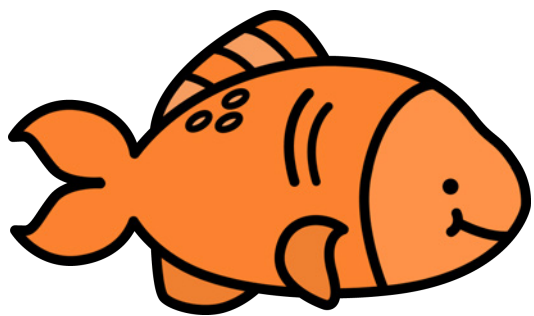
bunny



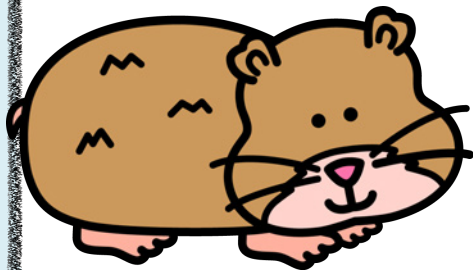
cat



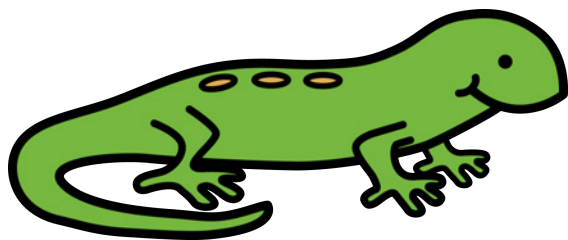
dog



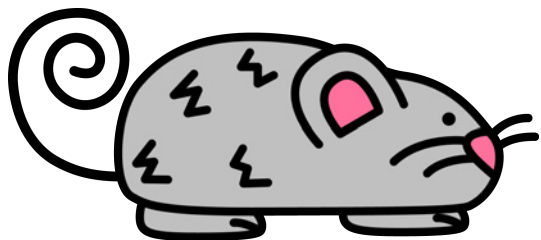
fish



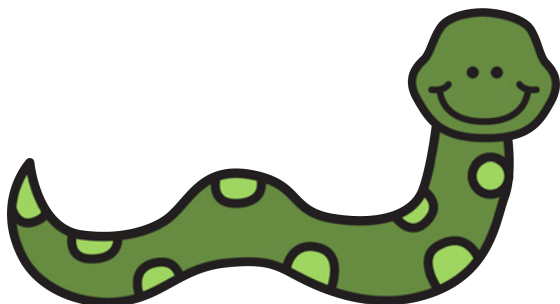
hamster



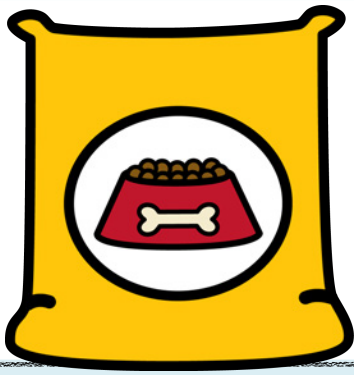
lizard



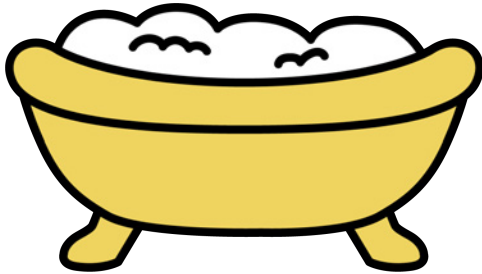
mouse



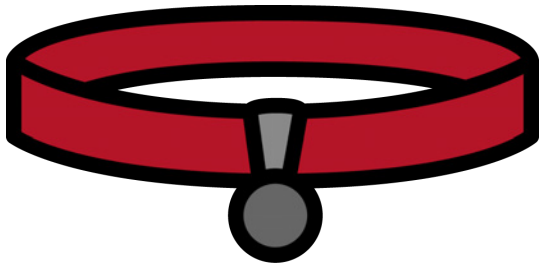
snake



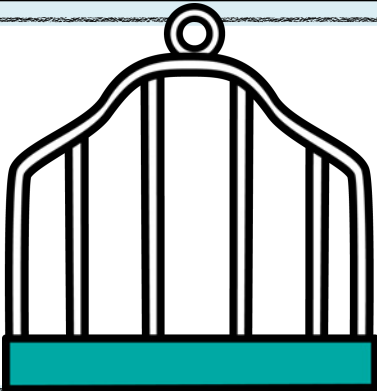
food



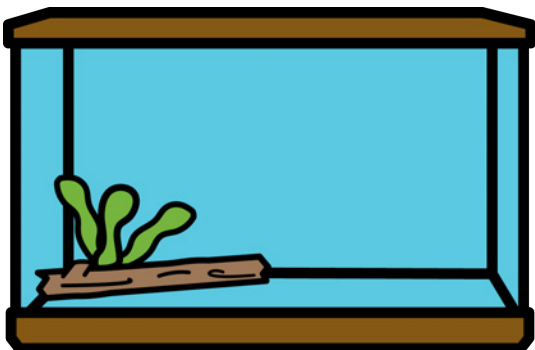
bath



collar



cage



tank



vet



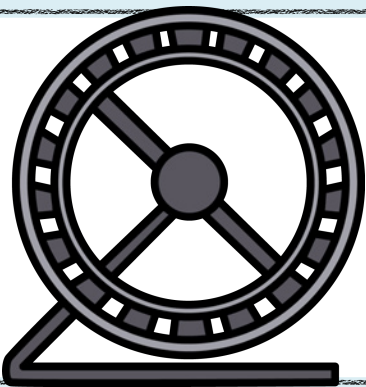
bowl



brush



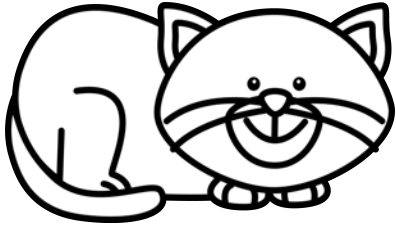
paw



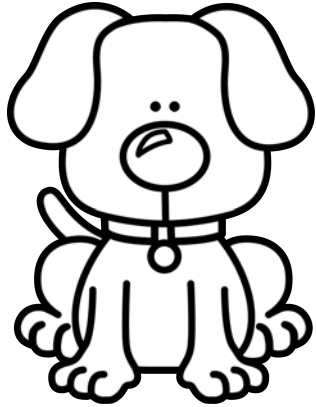
wheel

Name \_\_\_\_\_

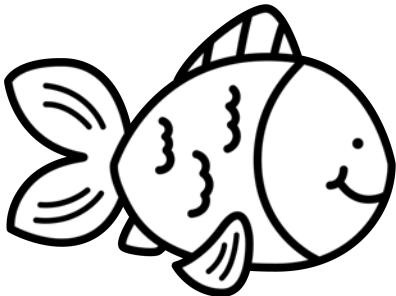
I can write the pet words.



cat



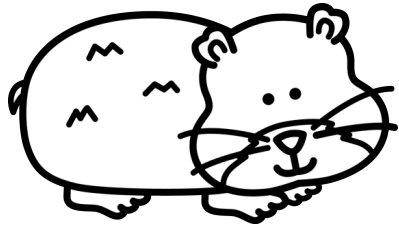
dog



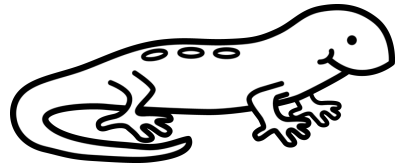
fish

Name \_\_\_\_\_

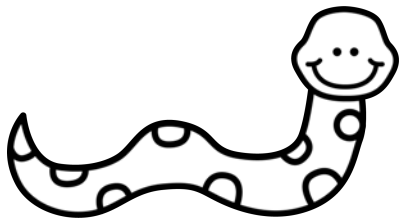
I can write the pet words.



hamster



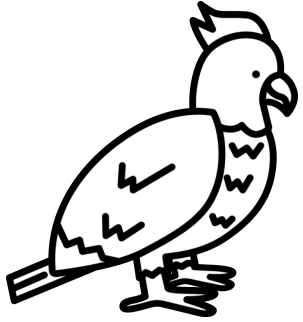
lizard



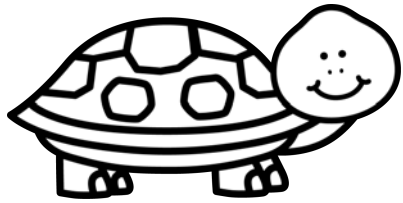
snake

Name \_\_\_\_\_

I can write the pet words.



bird



turtle



mouse

# Dog or Cat

## Beginning Sound Sort

**Objective:** The students will identify the sounds of the letters **D** and **C**. Students will sort pictures by their beginning sound.

**Preparation:** Print the pages. Mat and laminate as desired.

**Procedure:** Students pick up a picture and say the word. They listen to the beginning sound and then place it on the correct sorting mat:

Does the picture begin with a **D** like **dog** or a **C** like **cat**?

Starts with



like **dog**



Starts with



like **cat**





donut



doctor



castle



car



caterpillar



door



cookie

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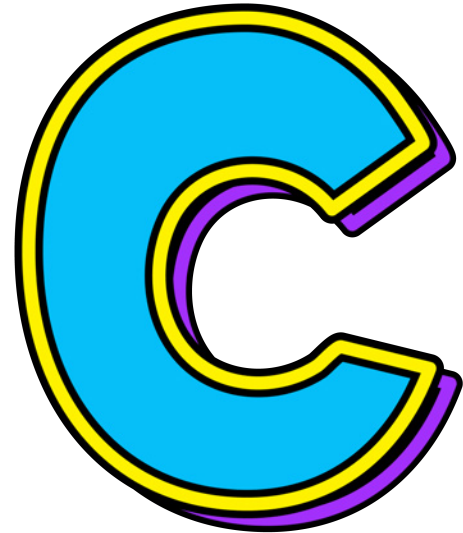
Starts with



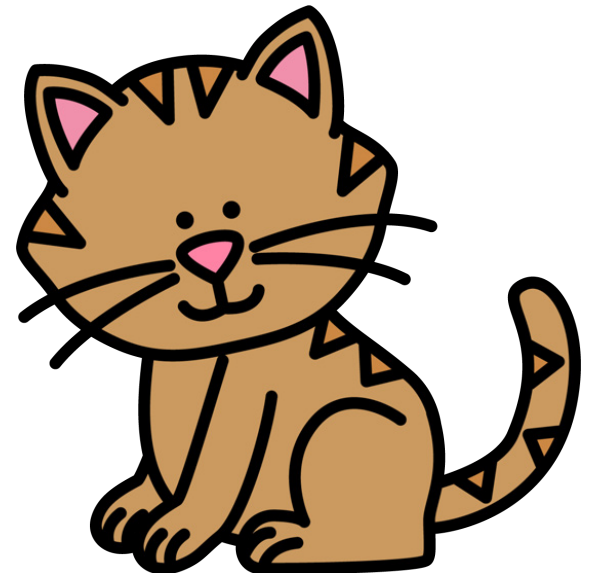
like **dog**

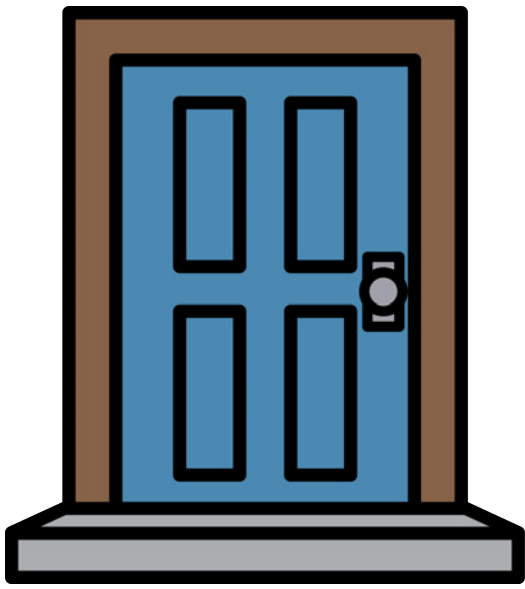


Starts with



like **cat**

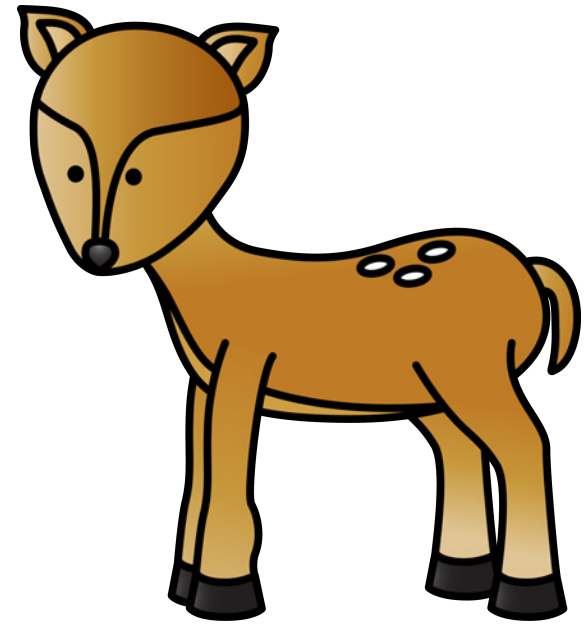




door



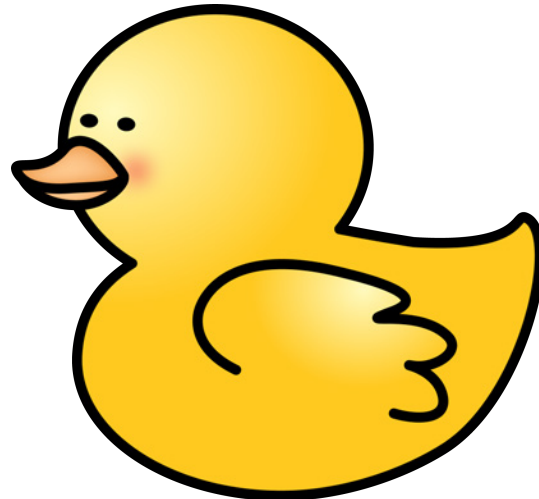
donut



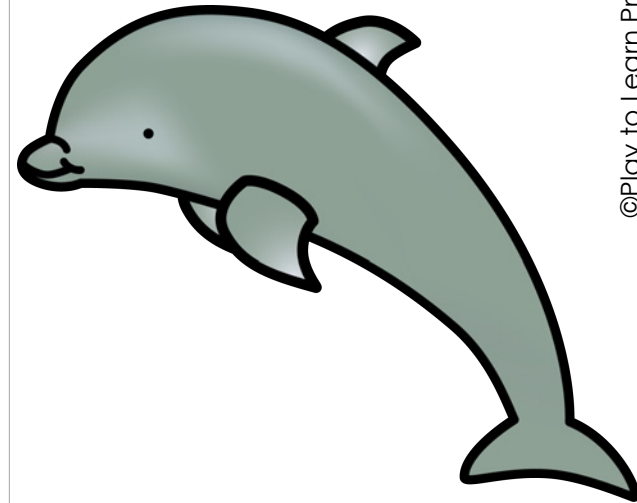
deer



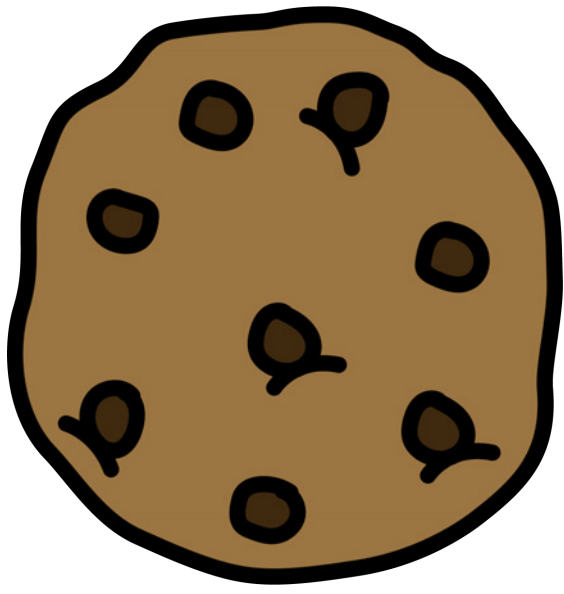
doctor



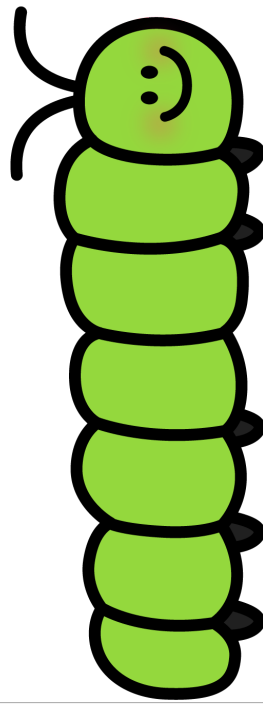
duck



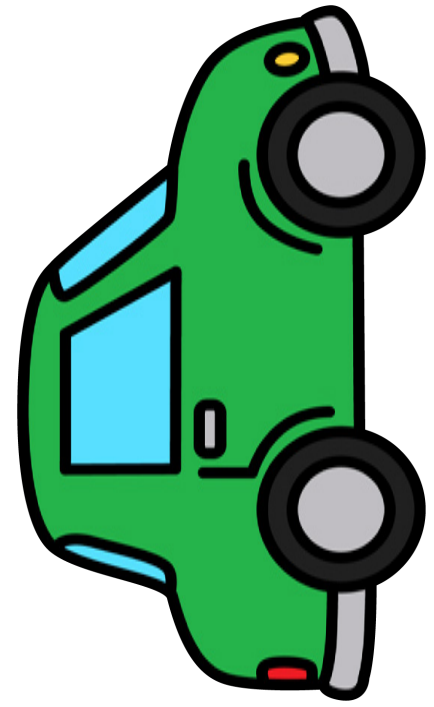
dolphin



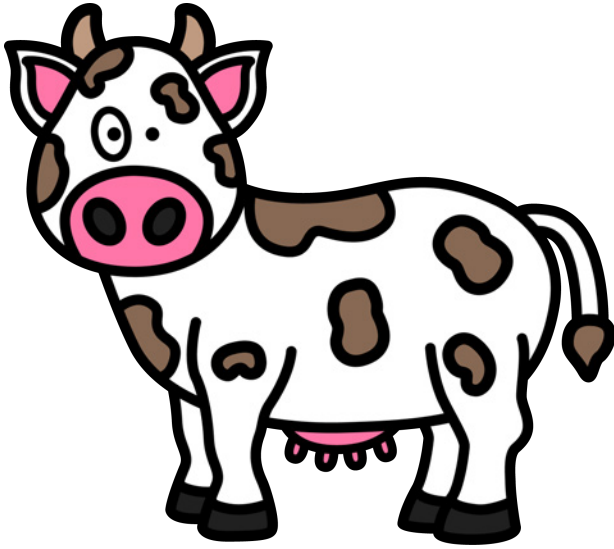
cookie



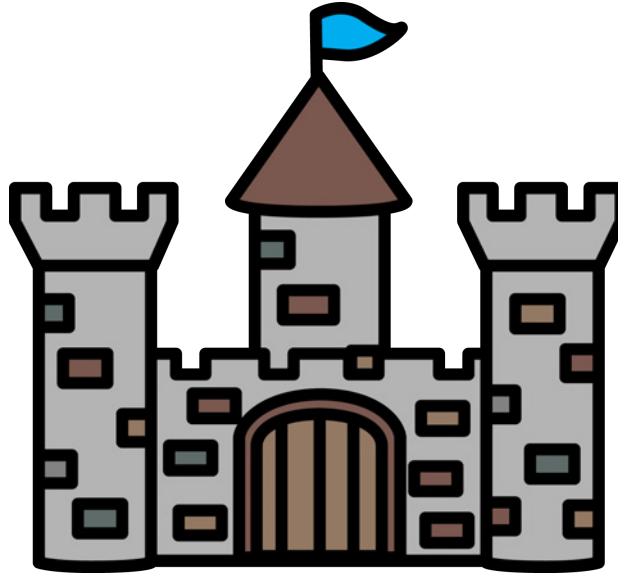
caterpillar



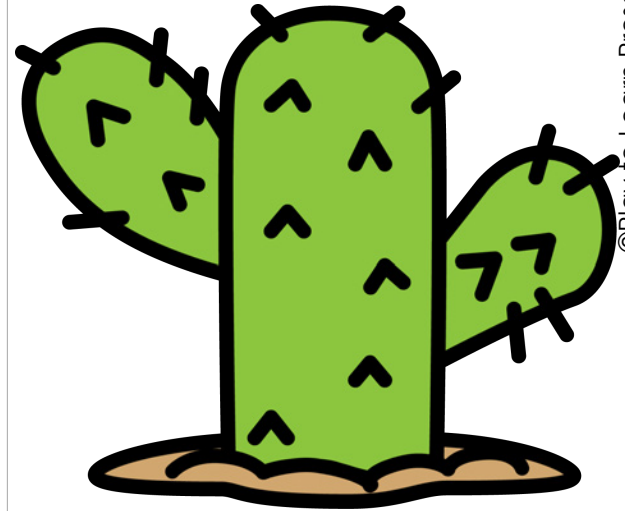
car



cow



castle




cactus

# Line Tracing


**Objective:** The students will trace the dotted lines from left to right to practice important pre-writing skills.

Name \_\_\_\_\_  
Trace the paths to help the cat find the ball of yarn.

Trace the lines. 

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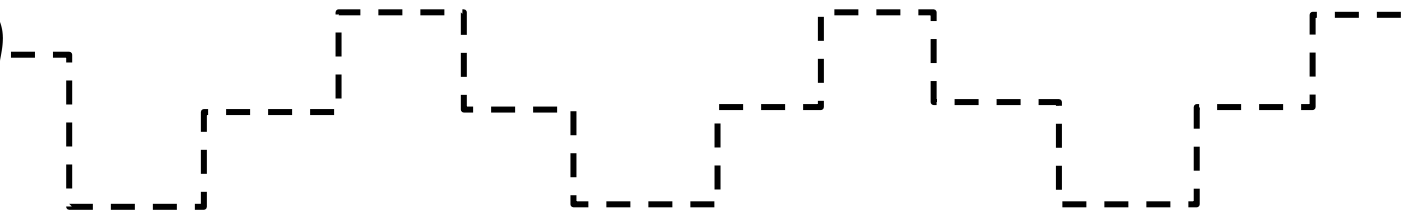
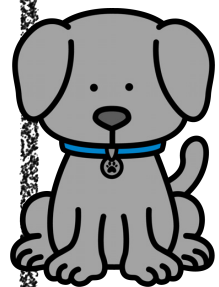
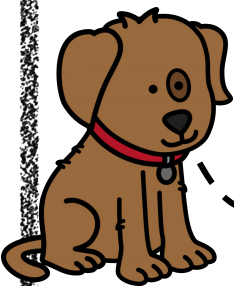
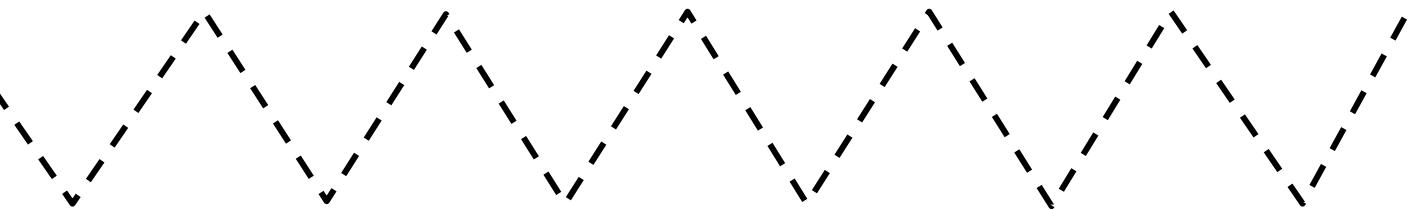
Name \_\_\_\_\_   
Help the bunnies find the carrot.

Trace the lines. 

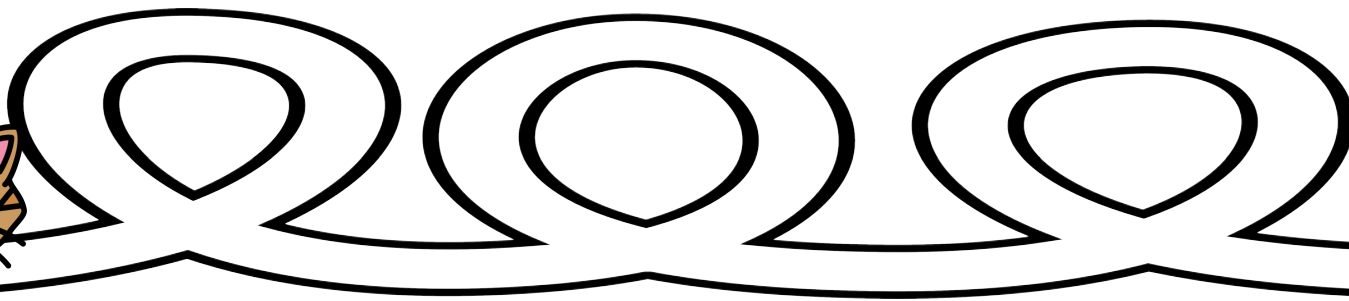
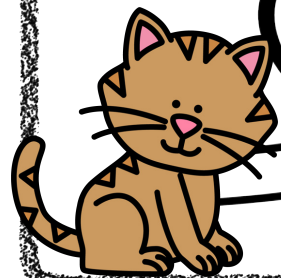
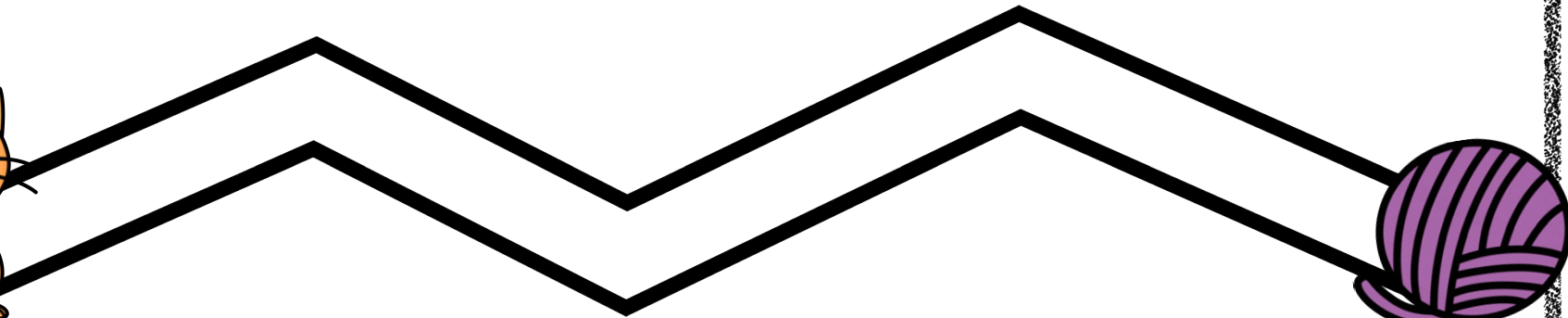
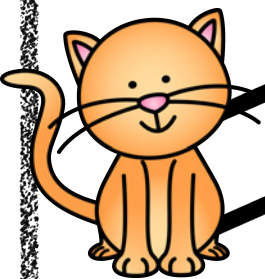
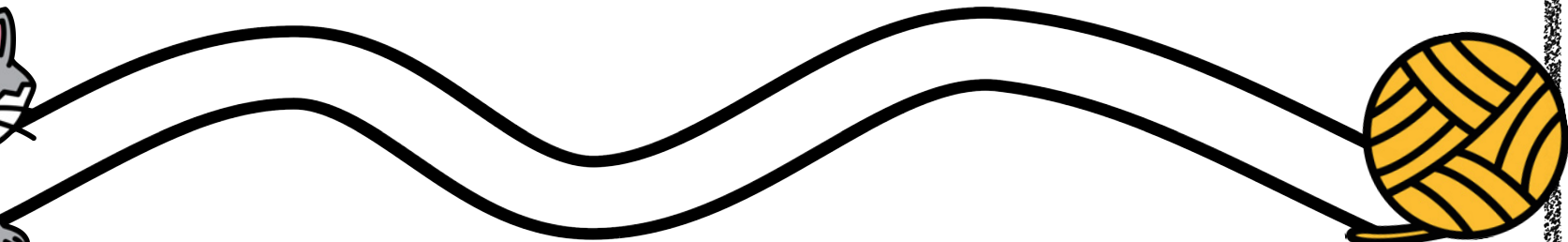
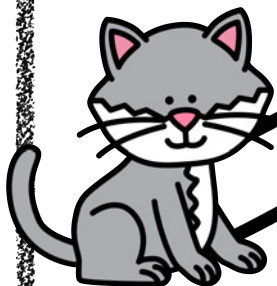
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**Procedure:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!) Both full color and black-and-white, printer-friendly versions are included.

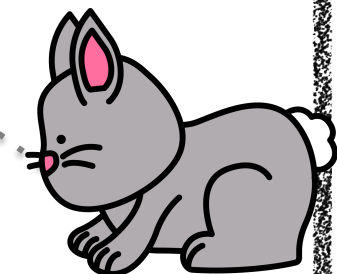
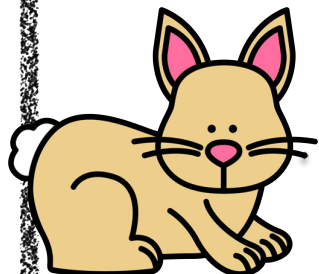
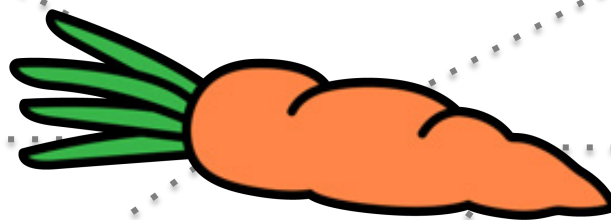
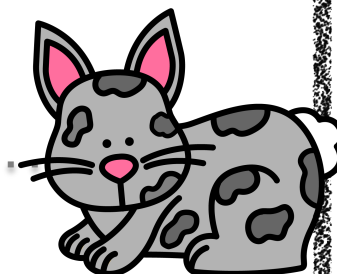
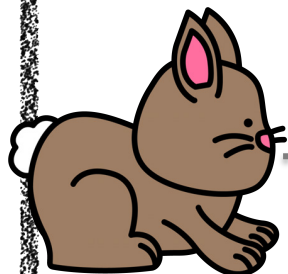
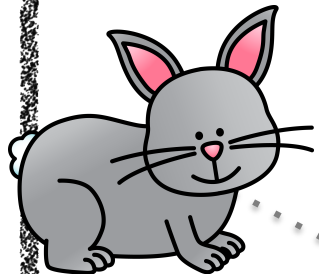
Trace the lines.



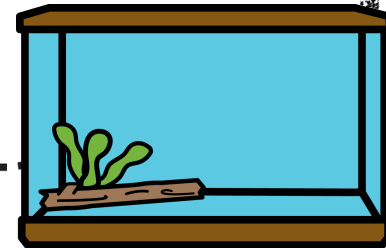
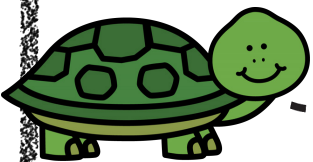
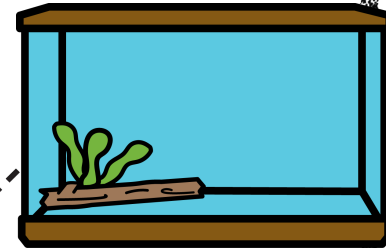
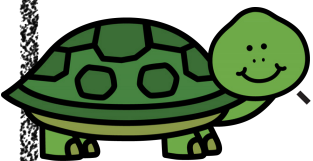
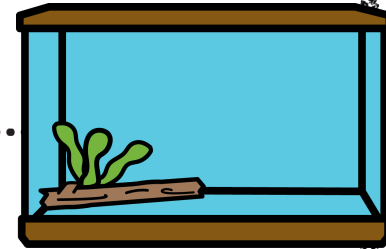
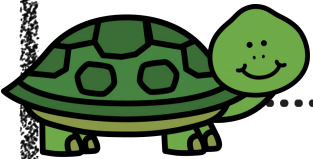
Trace the lines.



Trace the lines.

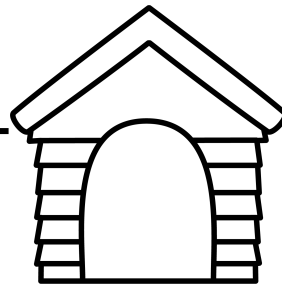
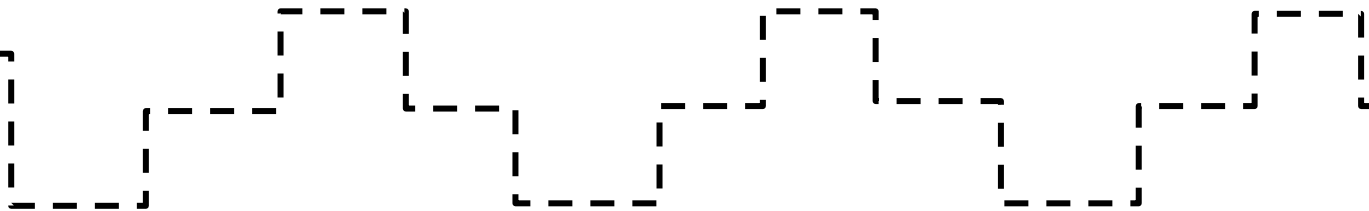
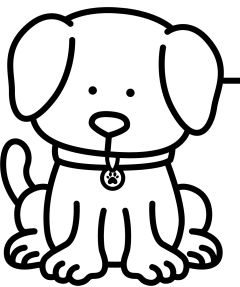
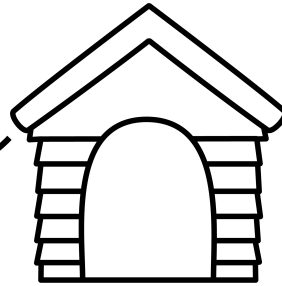
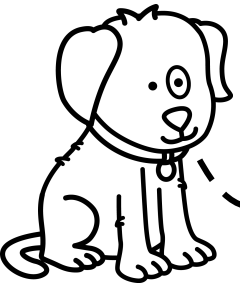
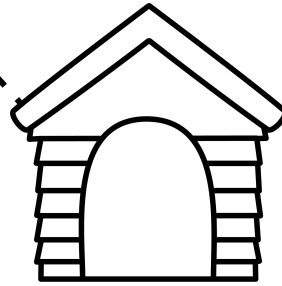
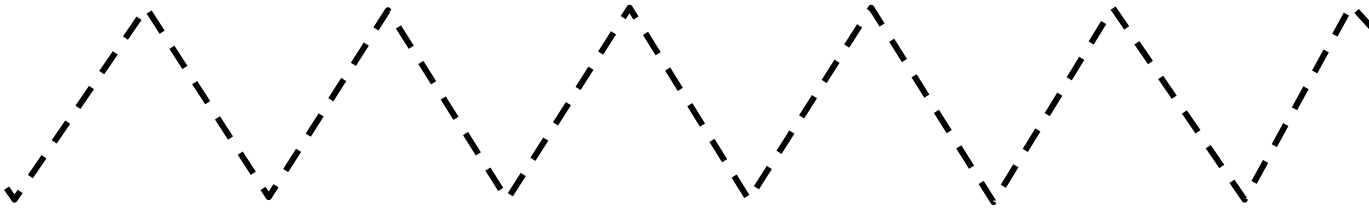


Trace the lines.



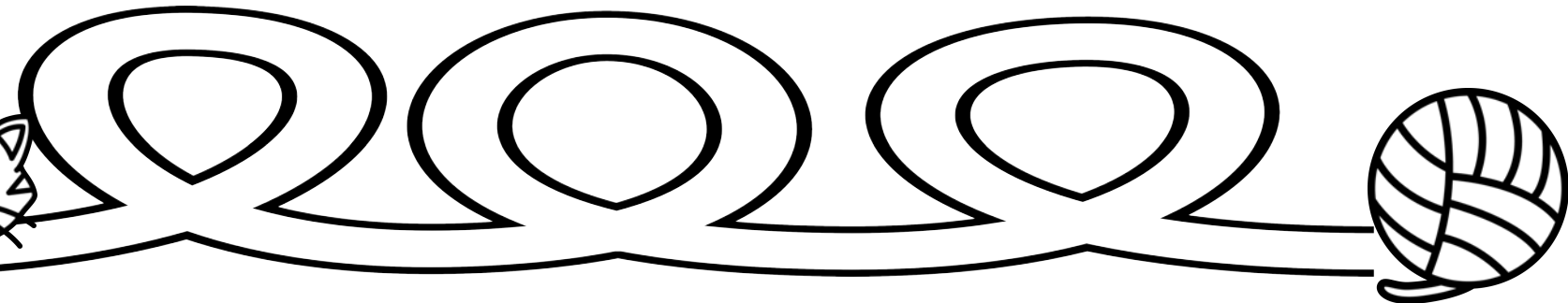
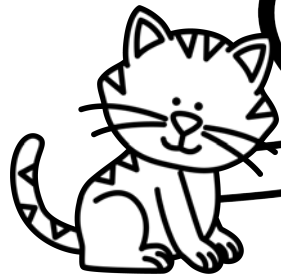
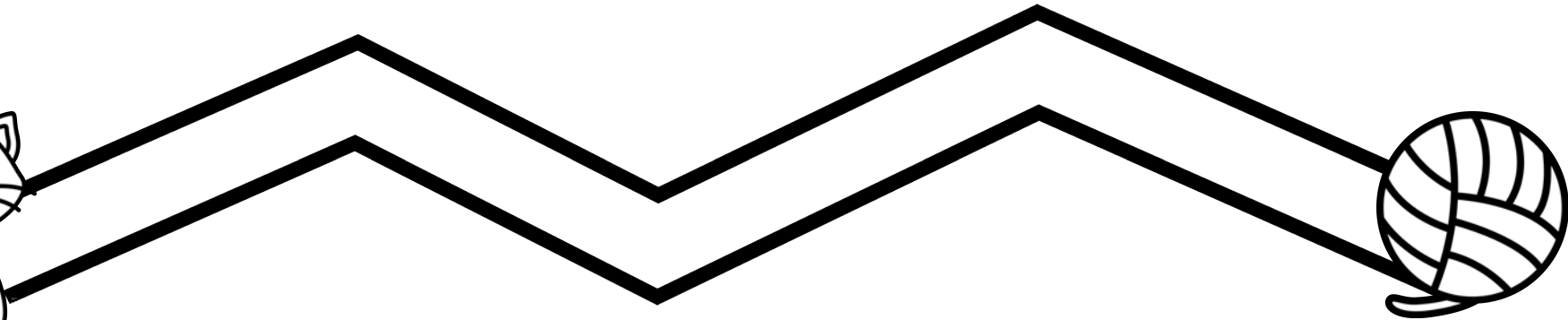
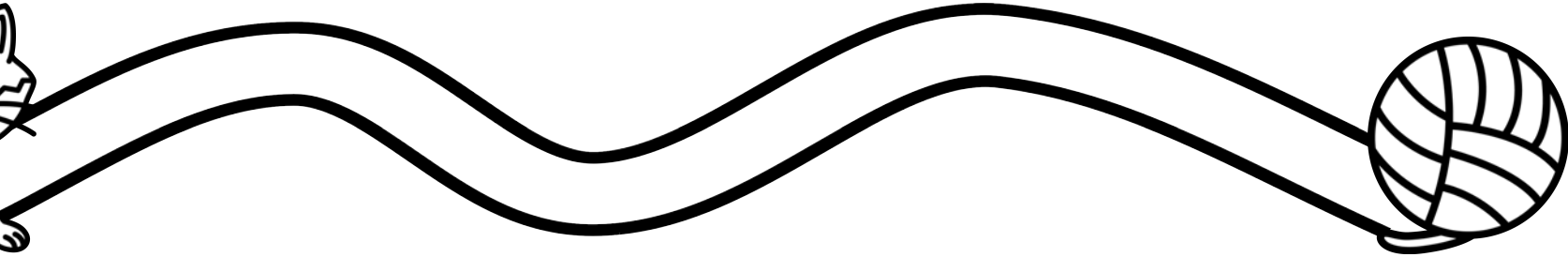
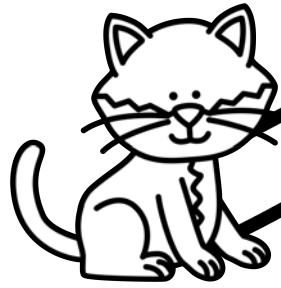
Name \_\_\_\_\_

Trace the lines to match each dog to its dog house.

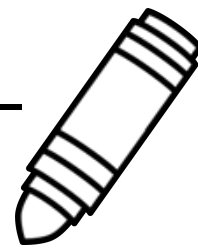


Name \_\_\_\_\_

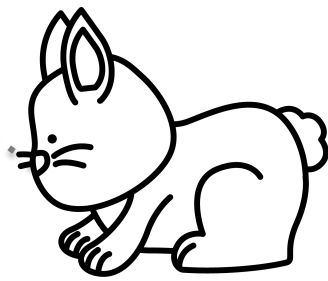
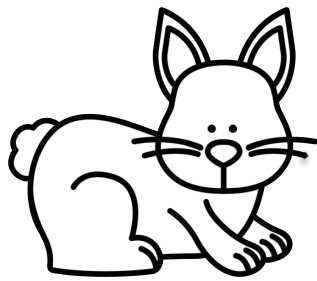
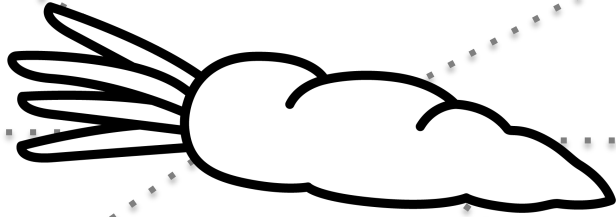
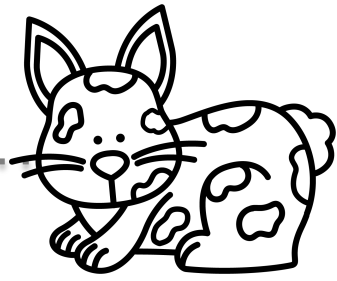
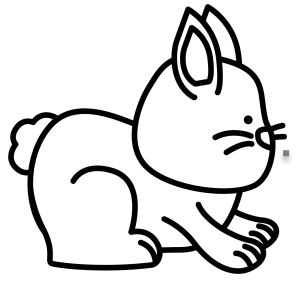
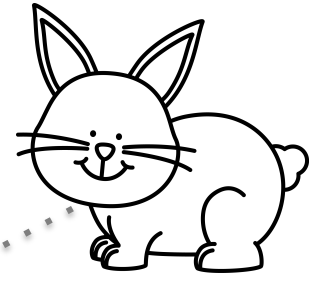
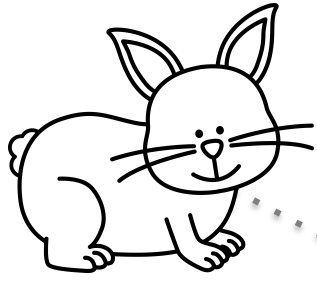
Trace the paths to help the cat find the ball of yarn.



Name \_\_\_\_\_



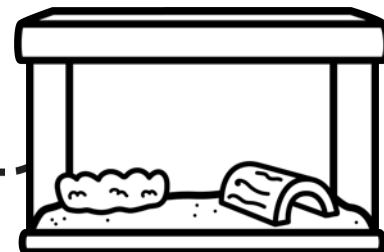
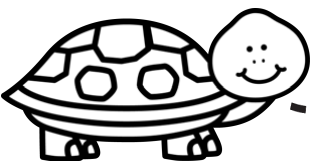
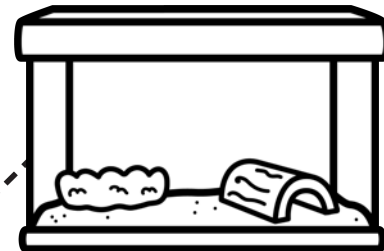
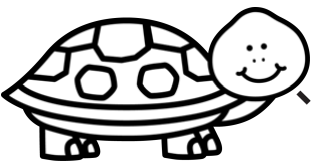
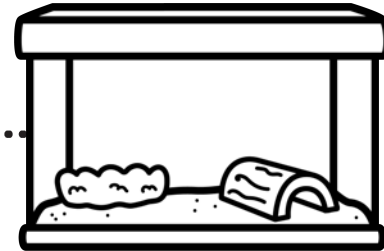
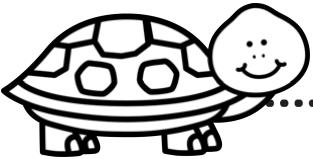
Help the bunnies find the carrot.



Name \_\_\_\_\_



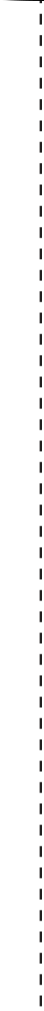
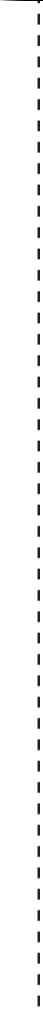
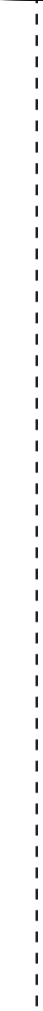
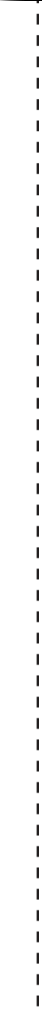
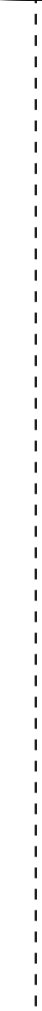
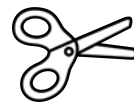
Trace the lines to match.





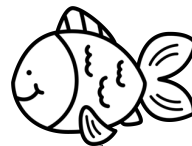
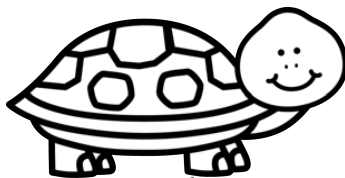
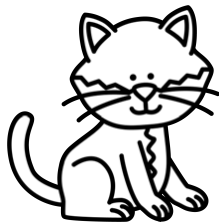
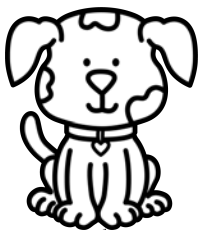
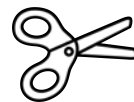
Name \_\_\_\_\_

Use scissors to cut the dotted lines.



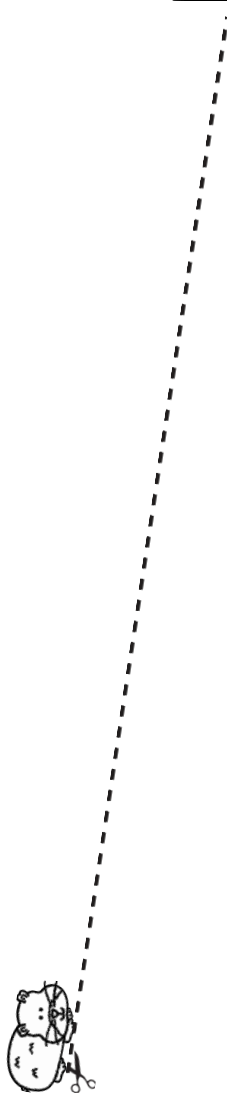
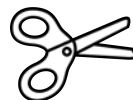
Name \_\_\_\_\_

Use scissors to cut the dotted lines.



Name \_\_\_\_\_

Use scissors to cut the dotted lines.



# Pet Patterns

**Objective:** The students will identify and extend simple patterns.

**Preparation:** Print the pattern cards and pieces, mat, laminate and cut apart.

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

green yellow green yellow green

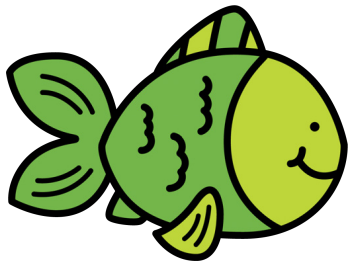
green

orange empty orange empty orange

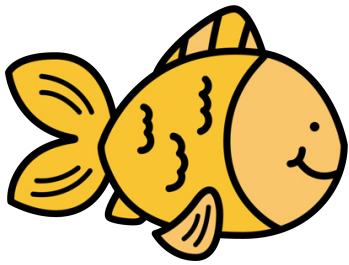
full empty full empty empty

bunny carrot bunny carrot bunny

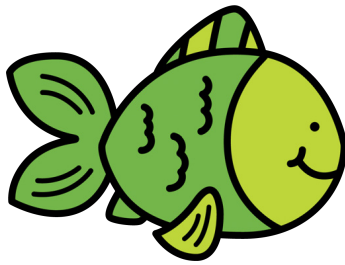
bunny



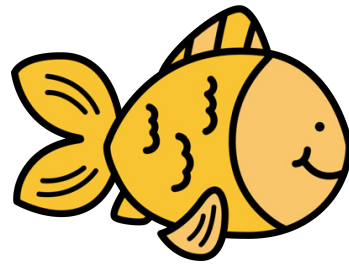
green



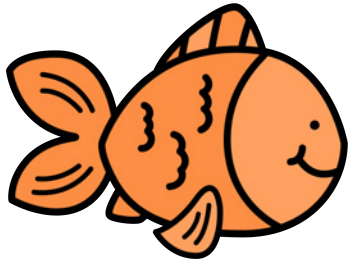
yellow



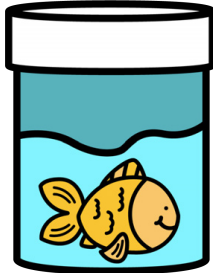
green



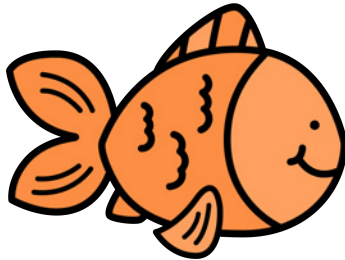
yellow



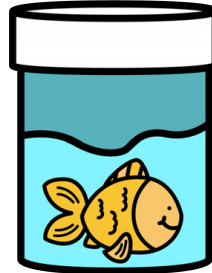
goldfish



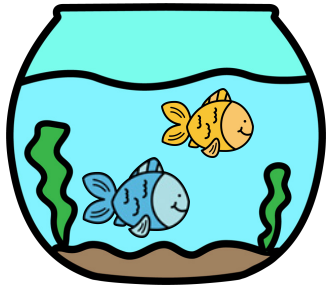
food



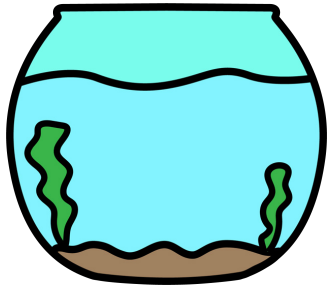
goldfish



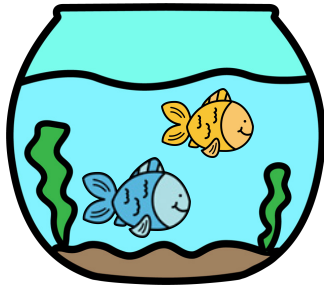
food



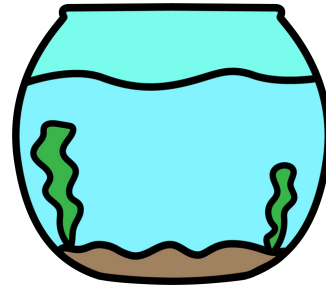
full



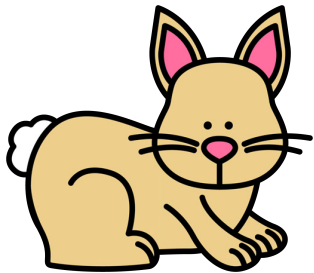
empty



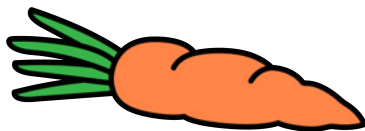
full



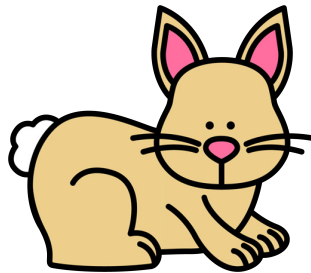
empty



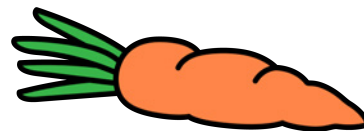
bunny



carrot

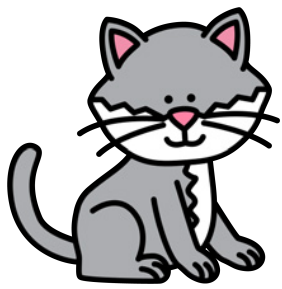


bunny

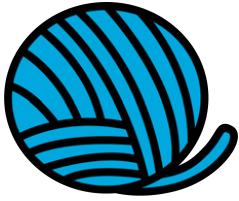


carrot

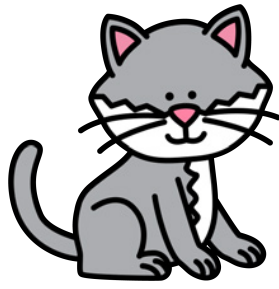




cat



yarn



cat



yarn



dog



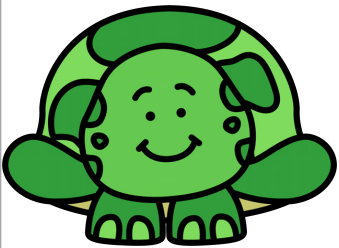
bone



dog



bone



turtle



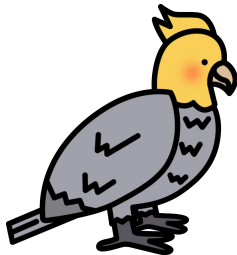
food



turtle



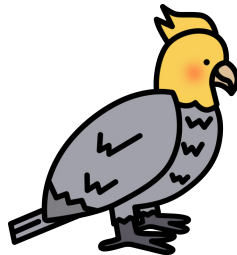
food



bird



seed



bird

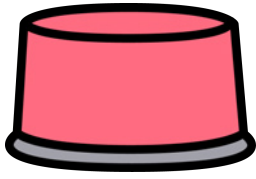


seed





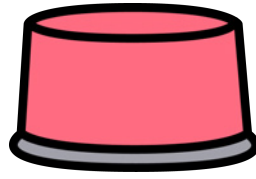
full



empty



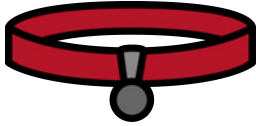
full



empty



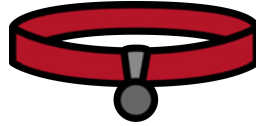
doghouse



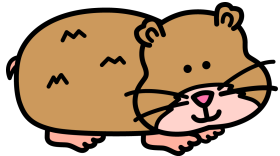
collar



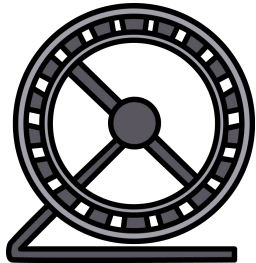
doghouse



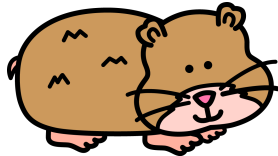
collar



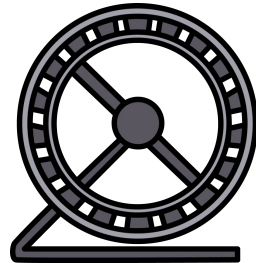
hamster



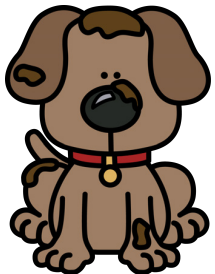
wheel



hamster



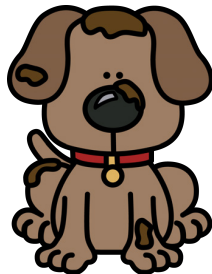
wheel



dirty



clean



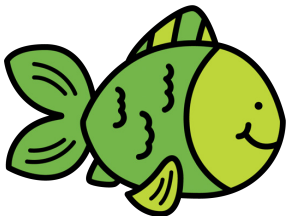
dirty



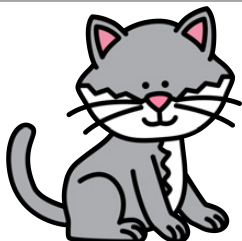
clean



# Pet Patterns - Moveable Pieces



green



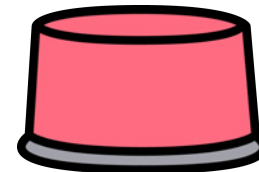
cat



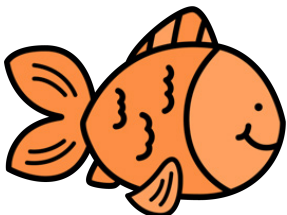
yarn



full



empty



goldfish



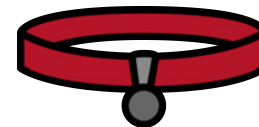
dog



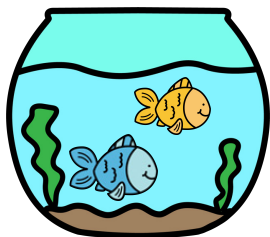
bone



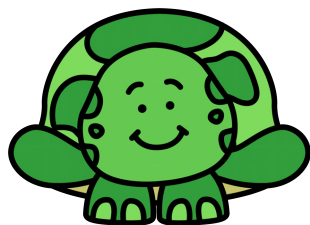
doghouse



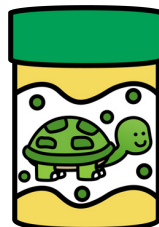
collar



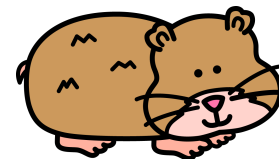
full



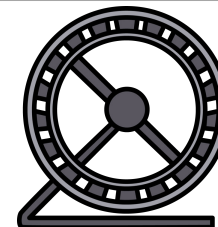
turtle



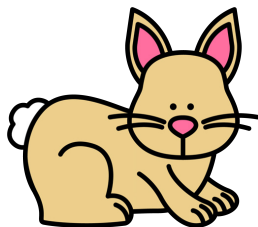
food



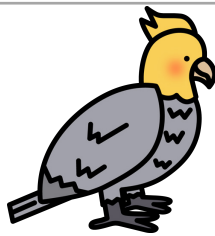
hamster



wheel



bunny



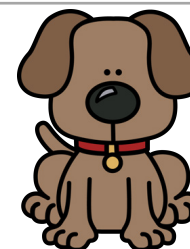
bird



seed

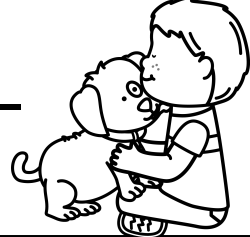


dirty

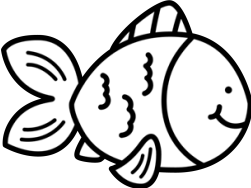
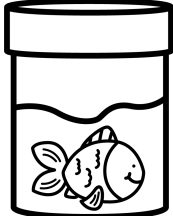
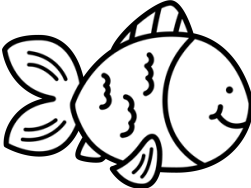
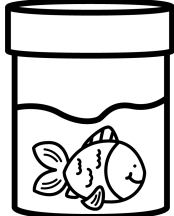


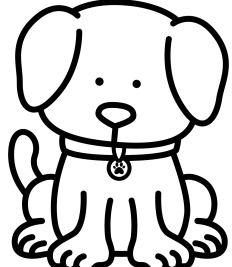
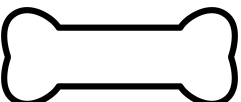
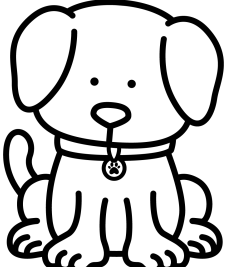
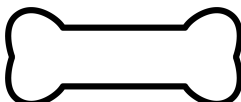
clean

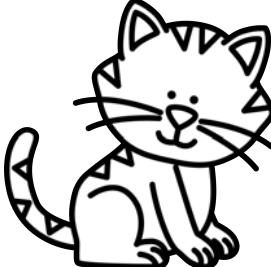

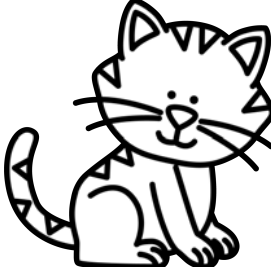

Name \_\_\_\_\_

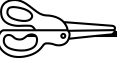


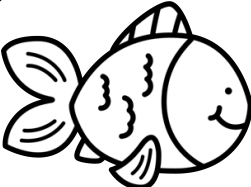
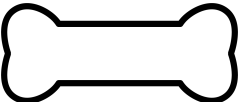
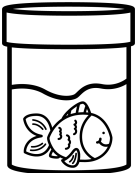


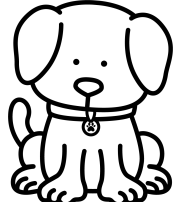
Cut apart the pieces at the bottom of the page.  
Use them to complete the pet patterns.

					
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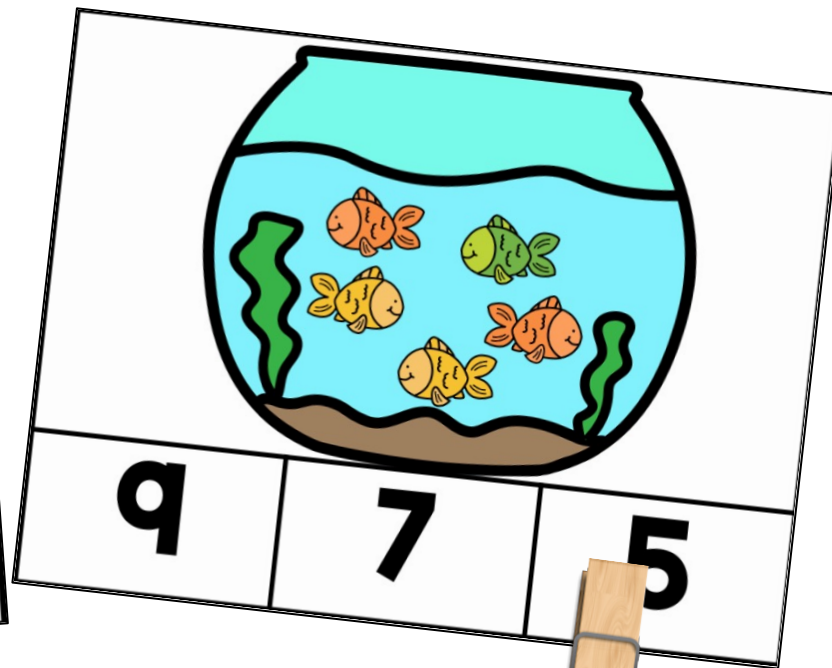
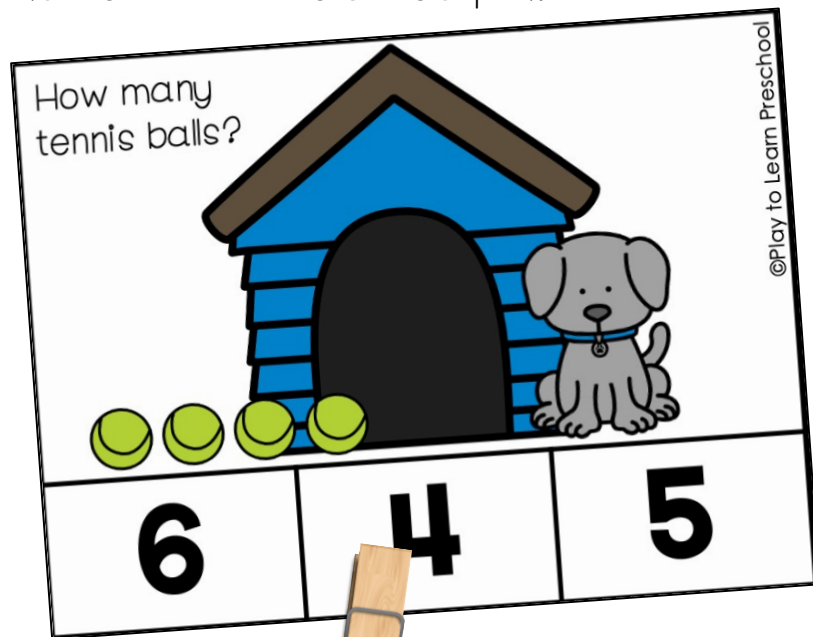
					
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# Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

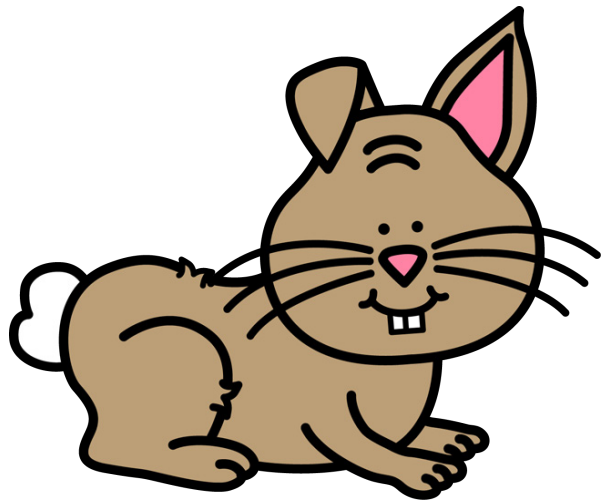
**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.



## Helpful Hint:

For easy self-checking, put a stickers on the back that will match the clothes pin if the answer is correct.



8

7

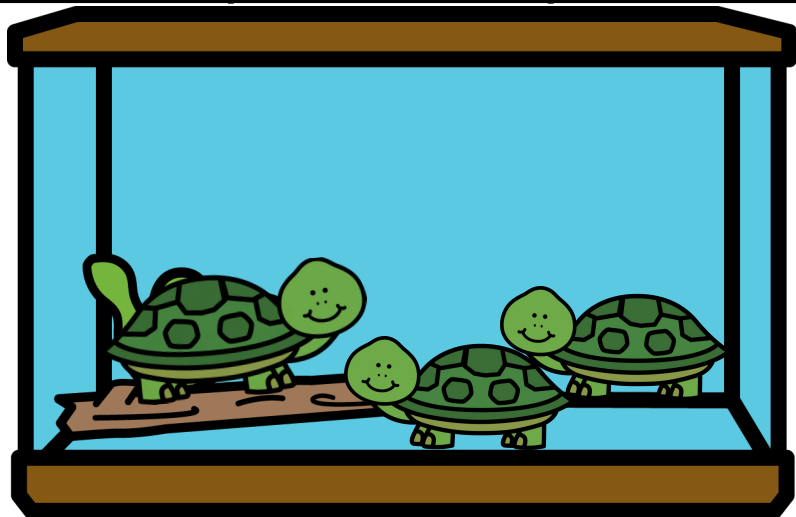
1



3

2

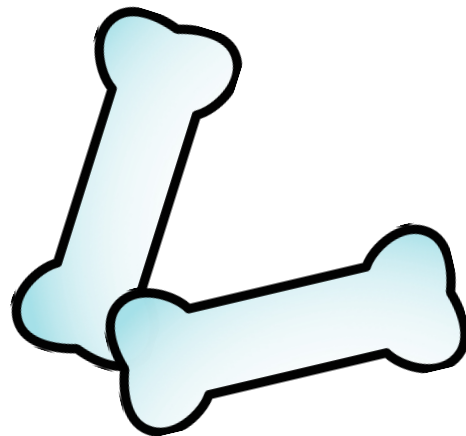
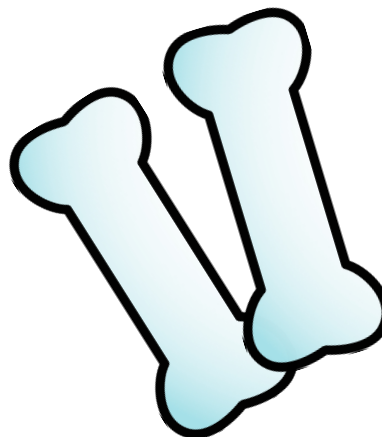
4



5

8

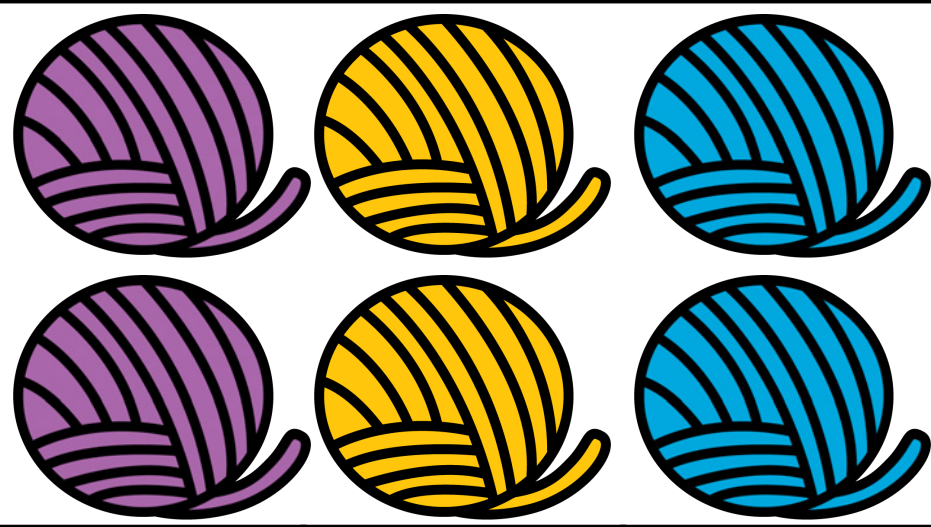
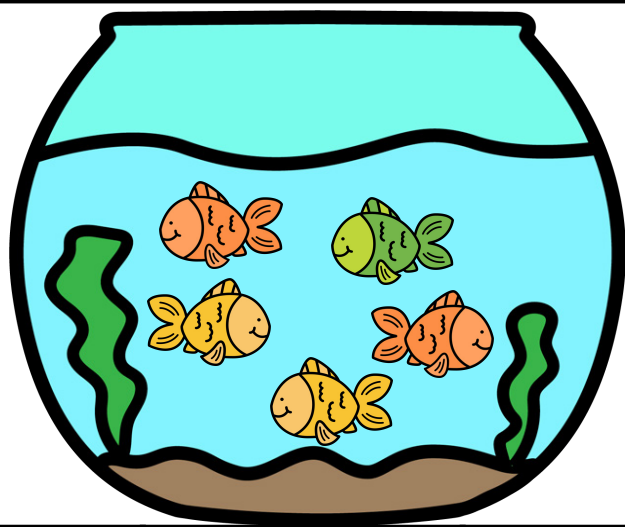
3



4

1

2



9

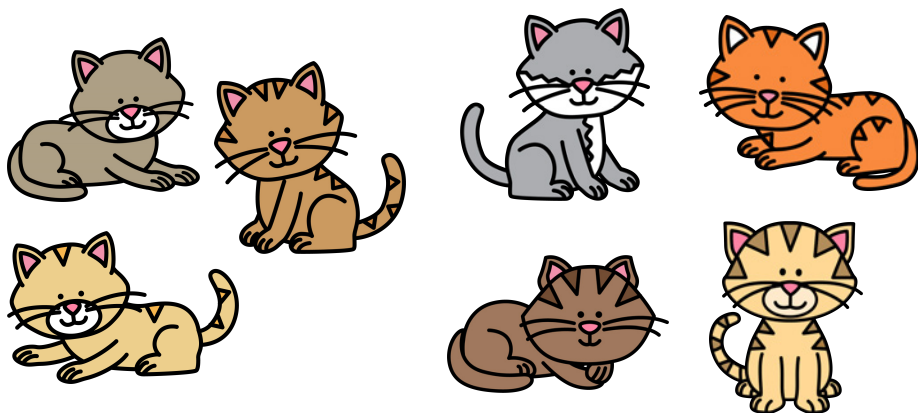
7

5

6

4

2



1

6

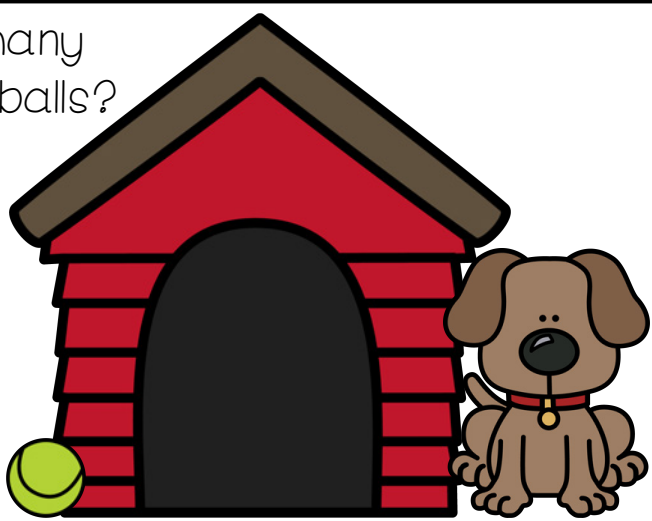
7

4

8

5

How many tennis balls?

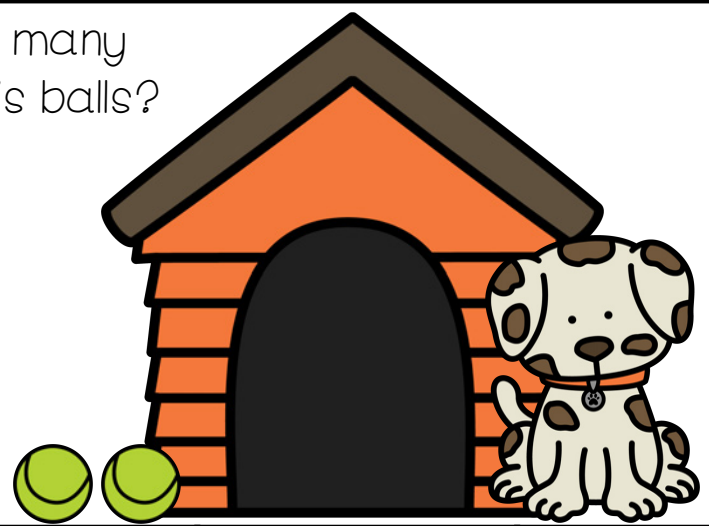


4

2

1

How many tennis balls?



8

5

2

How many tennis balls?

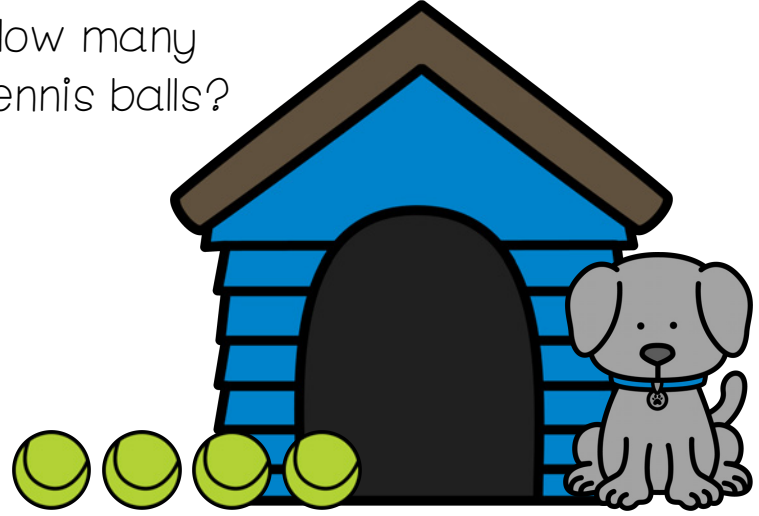


3

2

8

How many tennis balls?



6

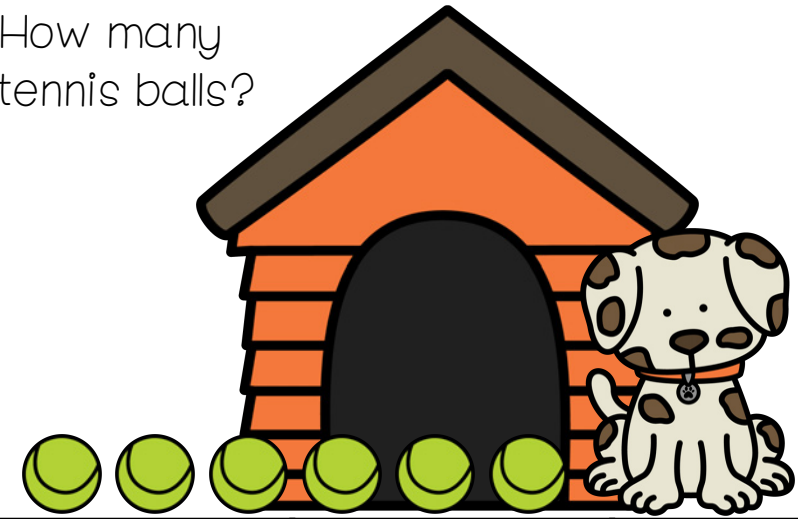
4

5

How many tennis balls?



How many tennis balls?



9

4

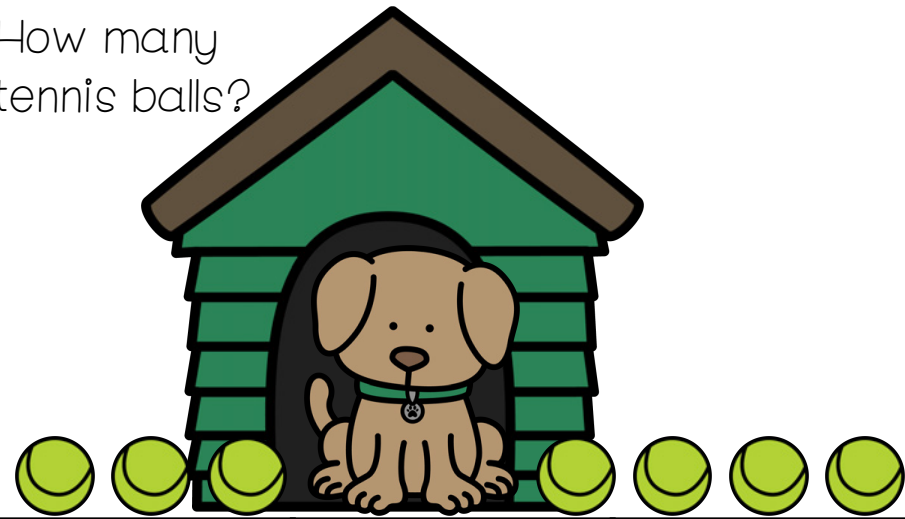
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6

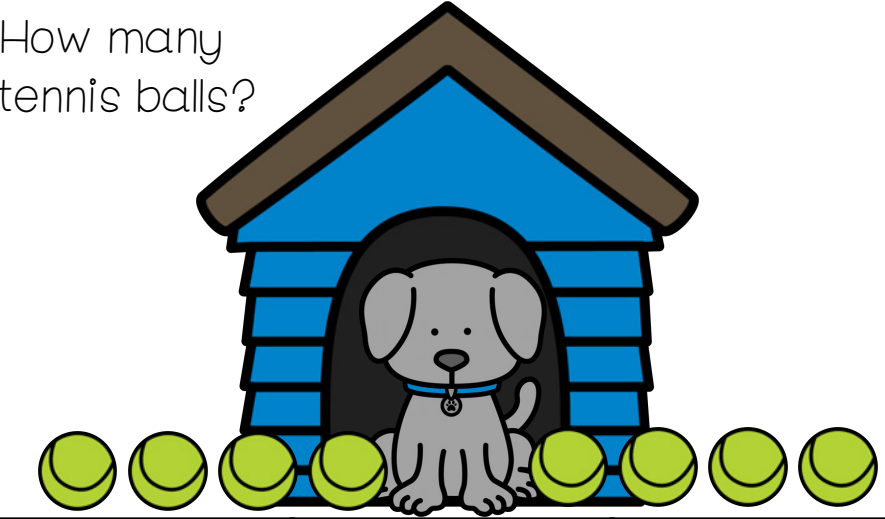
7

1

How many tennis balls?



How many tennis balls?



7

8

3

10

8

6



**7**

**5**

**9**

**8**

**9**

**10**



**10**

**11**

**8**

**9**

**12**

**11**



# Books about Pets for Preschoolers



## Dogs

- *The Stray Dog* by Marc Simont
- *Groovy Joe: Dance Party Countdown* by Eric Litwin
- *Love Me Gently* by Lisa Wiehebrink
- *Bark, George* by Jules Feiffer
- *Officer Buckle and Gloria* by Peggy Rathmann
- *The Pigeon Wants a Puppy!* by Mo Willems
- *Can I be Your Dog?* by Troy Cummings
- *Arlo Needs Glasses* by Barney Saltzberg
- *Harry the Dirty Dog* by Gene Zion

## Cats

- *Pete the Cat: Rocking in my School Shoes* by Eric Litwin and James Dean
- *Pete the Cat: I Love My White Shoes* by Eric Litwin and James Dean
- *Pete the Cat: Four Groovy Buttons* by Eric Litwin and James Dean
- Download and listen to all of the Pete books at:  
<http://petethecatbooks.com/>
- *Splat the Cat* by Rob Scotton
- *Cookie's Week* by Cindy Ward

## Other Pets

- *Philomena's New Glasses* by Brenna Maloney
- *Gilbert Goldfish Wants a Pet* by Kelly DiPucchio
- *Strictly No Elephants* by Lisa Mantchev
- *Pet Show* by Ezra Jack Keats
- *My Pet wants a Pet* by Elise Broach
- *Some Pets* by Angela DiTerlizzi
- *We Don't Eat our Classmates* by Ryan T. Higgins
- *Not Norman* by Kelly Bennett
- *I Wanna Iguana* by Karen Kaufman Orloff

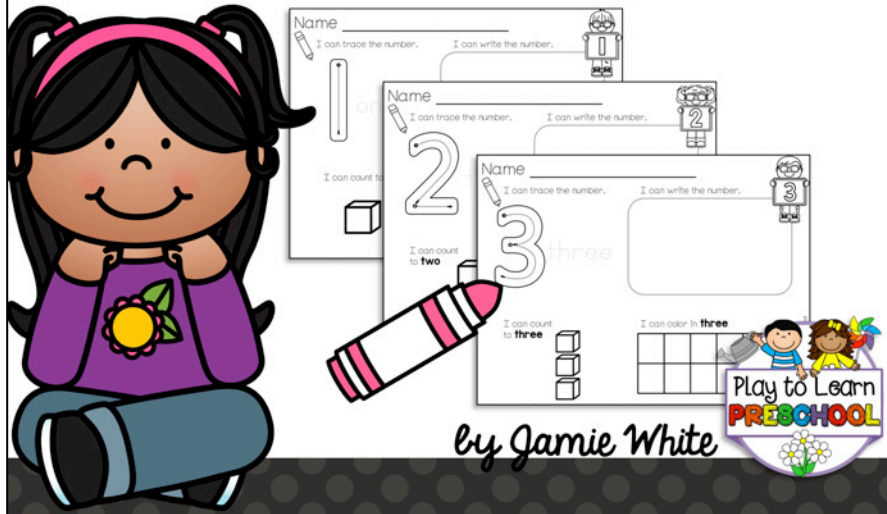


# You will also like:

## Number

Practice Worksheets

## Number Practice Sheets



Children practice writing the numbers and counting sets 1-30 with these no-prep pages.

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