



# What Do They Need?

SUGGESTED GRADE LEVEL 2

<b>Objective</b>	<b>To learn about the basic needs of pets and how to give pets what they need to stay safe and healthy.</b>
<b>Materials</b>	<i>Activity Sheet</i> What Do Pets Need? Flipchart and markers

<p><b>Activity Procedure</b></p> <p><b>National Standards:</b></p> <p><b>Science</b> 4.3 Life Science 4.6 Personal and social perspectives</p> <p><b>English</b> 12.3 Evaluation strategies 12.4 Communication skills</p> <p><b>Math</b> 2.2 Operations</p>	<ol style="list-style-type: none"> <li>1. On a flipchart, label one page "Children's Needs" and label a second page "Pets' Needs." Ask students to name the different things that they need to be safe and healthy. Record the responses on the first page. Then, ask students what a pet needs to be safe and healthy and record the responses on the second chart. (Be sure needs include food, water, shelter, space, love, exercise and play, bathing, education [training], I.D. tag and collar, and visits to doctor/veterinarian.)</li> <li>2. Review the charts by asking students: What needs do children have? What needs do pets have? What needs do children and pets share? Place a star next to any needs that appear on both charts.</li> <li>3. Distribute the Activity Sheet and allow the students to complete it independently. (Answers: 1. care, 2. checkups, 3. ID tags, 4. shelter, 5. food, 6. love, 7. exercise, 8. water)</li> </ol>
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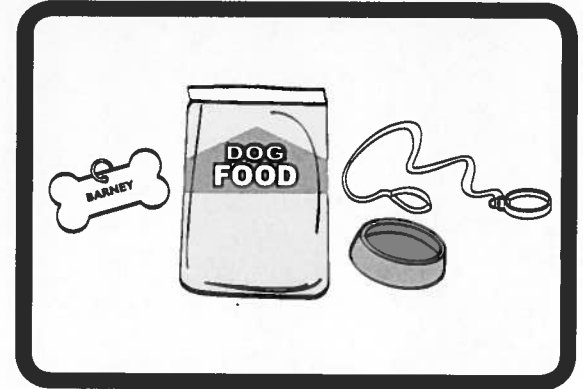
<p><b>Art/Language Arts</b></p>	<b>EXTEND THIS LESSON</b>
<p><b>Science/Language Arts</b></p>	<p>Write on the board: dog, cat, horse, hamster, parakeet. Ask students to select the pet they would most like to have from the list and draw a picture of it. Then ask them to write a short story about how they would take care of the pet. Invite students to share their pictures and stories with the class.</p> <hr style="border-top: 1px dotted black;"/> <p>Collect a variety of items (or photos of the items), half of which are safe for pets (for example, ball, dog chew toy, catnip toy, pet bed, fenced yard, collar and leash, and cat scratching post) and half of which could be dangerous for pets (for example, chocolate bar, poinsettia, hanging curtain cords, open window, broken glass, prescription bottle for a human medication, and chicken bones.) Place the pictures into a sack or box. Gather students in a circle. Review with students that some things in our homes are not safe for our pets, and it is important to know what those things are so that our pets stay healthy and safe. Remove the items from your box one at a time, and ask students if the item is safe or not safe for a pet and why. Once all of the items have been sorted, ask students to brainstorm ways to protect pets from the dangerous things.</p>



# What Do Pets Need?

*Add and subtract letters to form the words.*

*Place the words in the correct spaces below to find out what pets need.*



1. carrot – rot + ear – ar =  
\_\_\_\_\_

2. uncle – unle + check – c + cups – c =  
\_\_\_\_\_

3. i + dog – og + cat – ca + bags – b =  
\_\_\_\_\_

4. yes – ye + helicopter – icopter + it – i + ear – a =  
\_\_\_\_\_

5. Fast – ast + look – lk + hand – han =  
\_\_\_\_\_

6. leash – eash + toy – ty + glove – glo =  
\_\_\_\_\_

7. exit – it + germ – gm + pencil – penl + nose – no =  
\_\_\_\_\_

8. sweater – seter + stress – srss + are – ae =  
\_\_\_\_\_

