

|  |  |
|--|--|
| <b>Teacher:</b> Bonnie Sue Bastin  | <b>Classes:</b> 7th & 6 <sup>th</sup> Grade<br><b>Replacement LA</b> |
| <b>Date:</b> until complete<br><b>Cross-curricular instruction:</b> Language Arts, 21 <sup>st</sup> Century Life Skills, Science, Social Studies Thematic and Project-based  | <b>Vocabulary</b><br><b>Reading connections</b>                      |
| <b>Standards:</b><br>CCSS.ELA-Literacy.RI.6.1<br>CCSS.ELA-Literacy.W.6.1<br>CCSS.ELA-Literacy.SL.6.1<br>CCSS.ELA-Literacy.L.6.1  |  |
| <p style="text-align: center;"><b>Procedures Followed:</b></p> <p style="text-align: center;"><b>* lesson activities may be carried over based on the needs of the students</b></p>  |  |
| <b>Statement of Objectives:</b><br><b>SWBAT:</b> <ul style="list-style-type: none"> <li>- choose a position and develop main reasons to defend position</li> <li>- support reasons with a variety of techniques such as statistics, quotations, and anecdotes.</li> <li>- write an argument in the form of an essay or letter.</li> </ul>  |  |
| <b>Review of Previously Learned Material/ Lesson Connections:</b><br>We have spent time getting to know the animals in our classroom. We have followed the rules for spending time with the pets (ask for volunteers to share some of the rules; answers should include: handling them gently, talking softly, taking turns).<br>Now that we have established bonds with the pets – they trust us and will allow us to handle them – we will <b>spend time reading about them and researching their needs.</b><br>We will use our coding sheets to organize our knowledge.                   |  |
| <b>Class Starter:</b><br>We are going to spend time <b>observing</b> the guinea pigs and hamster, <b>reading</b> about them, <b>discussing</b> them and <b>writing</b> about them. You will use your knowledge to decide which rodent makes the best pet. You will have to <b>back up your choice</b> with good <b>reasons and evidence</b> for those reasons.   |  |
| <b>Presentation of New Material:</b><br><b>New/unfamiliar words/Key terms</b><br><br><b>Rodent:</b> small mammals that have a pair of front teeth that keep growing; they must gnaw on things to grind these teeth down. The name <b>Rodentia</b> comes from the <b>Latin word “rodere”</b> which means <b>“to gnaw.”</b><br><b>Nocturnal:</b> animals that are active at night, rather than during the day<br><b>Pouches:</b> large cheek pockets used to carry food from place to place<br><b>Pop-corning:</b> guinea pigs jump straight up in the air when they are particularly “happy.” |  |

**Procedures:**

**I. Students will gather and record information using graphic organizers**

- **Observation using the senses**
- **Class Pet Press magazine:** read, gather information, transfer to graphic organizer
- **Websites/video clips**
- **Books/brochures**

**II. Students will share the information they have gathered**

**III. Students will choose “which pet to get” and be prepared to share their reasons based on the facts/evidence they have gathered**

**IV. Students will be introduced to the concepts involved in writing a persuasive essay:**

A persuasive essay is shaped to persuade or **convince the reader of the writer’s opinion.**

**Special writing elements** - examples, facts, incidents - pinpoint **reasons and evidence** that support the writer’s opinion.

**Special transition words/phrases** (for one thing, as a result, for this reason) emphasize the arguments that the writer wants to present to support a specific point of view.

**V. Persuasive Writing Topic**

You will write a letter to your parents to convince them to let you get a \_\_\_\_\_

State your opinion, give your reasons and back up the reasons with evidence you have organized

**Connecting lessons will lead you through the process: writing a powerful persuasive essay**

---

**Guided Practice with Corrective Feedback:**

Discussion: opinions, reasons, evidence

---

**Assessment:**

Questions and answers during discussions

Graphic Organizers

Persuasive essays (letters)

---

**Lesson Review/Re-teach/Closing:**

**Gathering information to back up your opinion** is very important if you want to convince someone to share your opinion.

**Pets are like people!** The same in some ways and different in others – remember our vocabulary word – diversity! Whatever pet we choose, our pets need us to take care of them and love them for who they are!

---

**Extensions:**

Adjectives: choose adjectives for each pet

Sentences: use the adjectives you chose in a sentence

**Digging deeper/resources to explore:** pet stores, books, magazines, websites

Students may research and prepare a power point to share with the class on a pet of their choice

---

**Transition materials:** word finds, games

---

**Exit tickets:** One cool thing you learned today

---

**Resources/Materials:**

*Guinea Pigs A Complete Owner's Manual*, Katrin Behrend

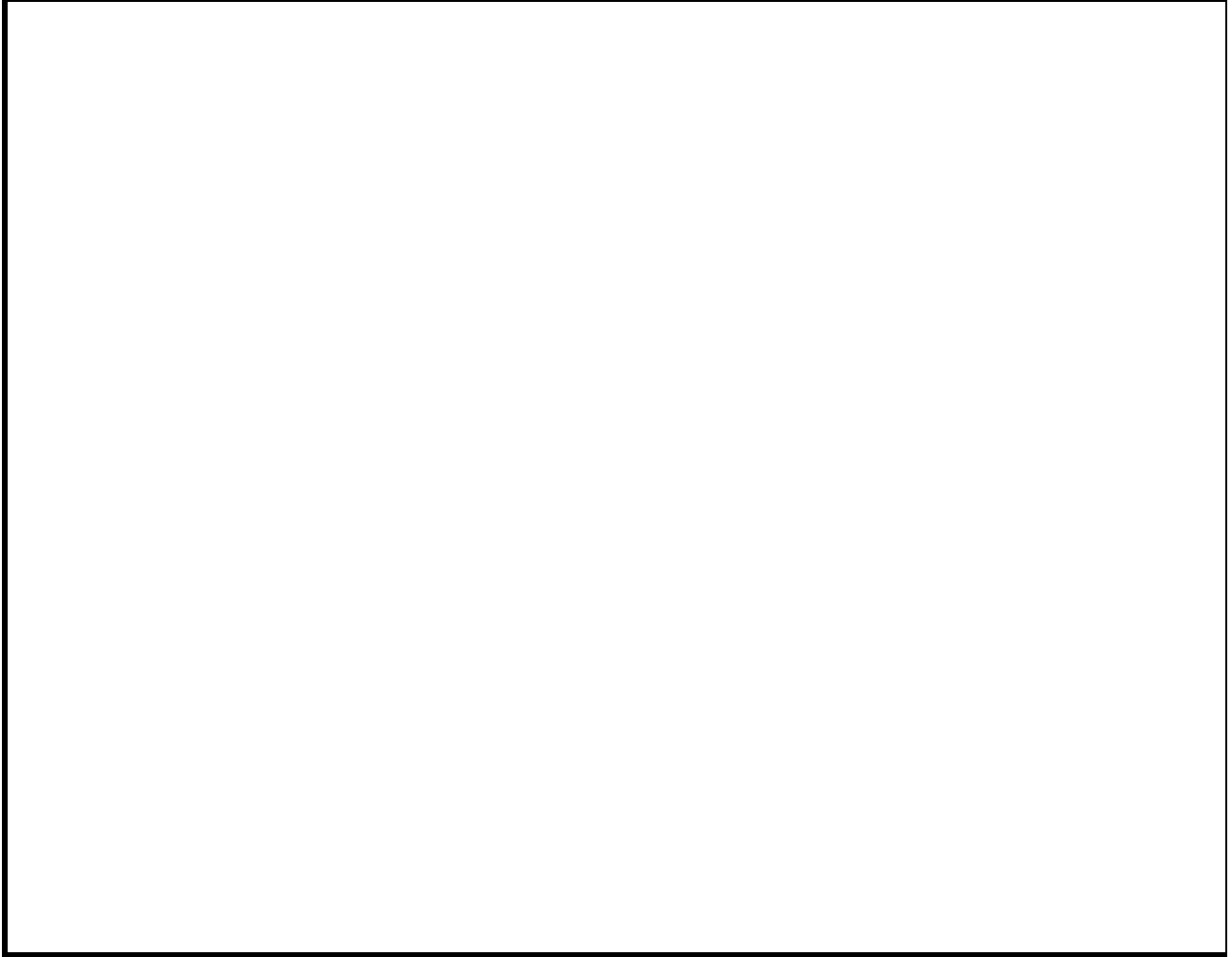
*Hamster Care*, T.F.H. Publications

Petsmart Care Guides

---

**Teacher Notes/Reflection:**

\* lesson activities may be carried over based on the needs of the students



**Guinea pigs; Fig and Oreo:** shy, but friendly, they play during the day and sleep at night; they like to be together; they like to eat treats from our hands; they can be very loud; when they are happy, they jump straight up in the air – pop-corning.

Students may feed leaves: rub the leaves to release their scent; lemon balm and mint

Students may pet the guinea pigs: be aware of different textures (smooth/rough; silky/coarse)

Students may listen to guinea pig sounds- website – Metropolitan guinea pigs

**Hamster; Snowball:** supposed to be nocturnal, playing at night and sleeping during the day - but he seems to have “adapted” (past vocabulary word) somewhat to our schedule. However, he might be cranky on Mondays when we wake him up. If we watch him eat, we would see him “pouch” his food, sticking it in his cheeks, then hiding it to eat later. He likes to roll in a ball. He does not like to have a companion.

**Report Form Graphic Organizers on the board:**

**Whole class discussion – fill in as a group**

**Video Clips:**

Guinea Pig Bridge Mix

Hampton the Hamster: The Hamster Dance Song with Singing Hamsters – Alan Chapman

**Venn diagram on the board; guinea pigs and hamsters**

**Fill it out as a class:** what is the same and what is different.

Use the knowledge we have gained through observation and our reading; be prepared to show the evidence in the text

Answer this question: What Pet to Get?

Which rodent makes the best pet? Be prepared to support your choice with evidence.

Use the Venn Diagram and your coding sheet as resources

**Guess the Pet:** Using their knowledge, organized on the coding sheets and Venn diagrams, students will guess what’s in the box, giving reasons for their guess

**Review the rules for meeting new pets**

Reveal the pets in the box

**Literature Connection/modeled fluency:** read and discuss *What Pet to Get?* By Emma Dodd

---

## Music for Guinea Pigs - Relaxing Music for Guinea Pigs!



PetTunes - Music for Pets

ELA Literacy RI 6.1 – 6.6, 6.8 -10; ELA-Literacy Writing 6.1, 6.4 - 6.8, 6.9.b, 6.10

ELA-Literacy Speaking & Listening 6.1 – 6.6

ELA-Literacy Language 6.1 – 6.6