

Fluff Fluff at the Charlotte County Fair
Guinea Pig Lesson Plan
Kindergarten

Objectives:

1. Students will be able to care for our Classroom guinea pig (Clean his cage, feed, clean his body, and brush his hair daily).
2. Students will be able to understand the needs of our Classroom guinea pig.
3. Students will be able to identify the different body parts/Characteristics of our Classroom guinea pig as well as other different types of guinea pigs.
4. My 4-H students will be able to show our Class guinea pig to the judges at the Charlotte County Fair. My 4-H students will be able to explain what type of guinea pig Fluff Fluff is and his Characteristics (public speaking). They will also hold Fluff Fluff in different positions to show the judges.
5. Students will write a guinea pig report explaining what the guinea pig eats, drinks, sleeps, body parts (& their function), and the history of the guinea pig. These reports will be presented at the Charlotte County Fair.
6. Students will learn and do research on the Characteristics of Fluff Fluff as well as other breeds of guinea pigs. They will compare/contrast the guinea pigs.
7. Students will make/display guinea pig art projects.

Day 1:

- Students will observe Fluff Fluff in his habitat.
- They will draw a picture of what Fluff Fluff looks like.

Day 2:

- Students will do research from books, on You-Tube, & with ipads to study guinea pigs that look similar to Fluff Fluff (Peruvian Boar Guinea Pig). We will make a bubble map to describe Characteristics of Fluff Fluff and what types of food he eats/drinks.
- Students will break up into small groups and study other types of guinea pigs (American, Abyssinian, Silkie, Teddy, Texel, White Crested, Rex, Himalayan, Skinny Pig). They will each have a partner and pick one type of guinea pig to study. Each group has a bubble map with the guinea pig's name and picture in the middle. They will need to find pictures in books, You-Tube, and on ipads to find out their Characteristics, habitat, and what each guinea pig likes to eat.

Day 3:

- Students will discuss with the class about the guinea pig their group chose to do research on.
- I (the teacher) will write the Characteristics in each of the bubble maps.
- We compare/contrast the other types of guinea pigs with Fluff Fluff.

Day 4:

- We invite the 4-H coordinator to come in and show our class how to treat/handle our guinea pig.

-She also teaches my 4-H students about the steps on how to handle the guinea pig in front of the judges.

-Students practice how to handle/treat our guinea pig.

Day 5:

-Students make a guinea pig art project for our display board for the Charlotte County Fair. We discuss their body parts and their function.

Day 6:

-Students write a book report for the Charlotte County Fair. Their books focus on writing complete sentences about what type of guinea pig Fluff Fluff is, what he eats, where he came from, an illustration of Fluff Fluff, and characteristics of Fluff Fluff.

Continuous Activities:

-Students clean Fluff Fluff's cage daily.

-Students brush Fluff Fluff daily.

-My 4-H students practice holding Fluff Fluff, positioning Fluff Fluff, and role play (One student is the judge and the other student shows Fluff Fluff. The judge asks the student questions about Fluff Fluff. The student answers questions.)

~My 4-H students took turns bringing Fluff Fluff home. They cleaned his cage, brushed his hair, cleaned his fur, & fed him. They practiced positioning Fluff Fluff and practiced answering questions for the judges.

Closure:

-Fluff Fluff registers for the Charlotte County Fair.

-Fluff Fluff enters the Charlotte County Fair with my 4-H students.

-At the Charlotte County Fair, my 4-H students clean Fluff Fluff's cage daily, feeds Fluff Fluff, cleans Fluff Fluff, and brushes his hair.

-My 4-H students show Fluff Fluff to the judges. They position him correctly and answer questions from the judges.

-All of my students receive a blue ribbon for their Fluff Fluff report.

-Fluff Fluff receives a 1st place trophy.

-My 4-H students receive a medal and prizes for showing Fluff Fluff at the Charlotte County Fair.

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Kindergarten Florida State Standards

Reading Standards: Writing

LAFS.K.W. 1.2

Use a combination of drawing, dictating, & writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LAFS.K.W.2.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LAFS.K.W. 3.7

Participate in shared research and writing projects

LAFS.K.W. 3.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Reading Standards: Speaking and Listening

LAFS.K.SL.1.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.K.SL.2.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

LAFS.K.SL.2.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Reading Standards: Language

LAFS.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.K.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

LAFS.K.RF3.3.

Read emergent-reader texts with purpose and understanding.

Reading Standards: Informational Text

LAFS.K.RI.1.3

With prompting and support, describe the connection between 2 individuals, events, ideas, or pieces of information in a text.

LAFS.K.RI.3.9

With prompting and support, identify basic similarities in & differences between 2 texts on the same topic.

LAFS.K.RI.4.10

Actively engage in group reading activities with purpose and understanding.