Pre-K / Kindergarten Developmentally Appropriate E.L.A. Lessons 
Teaching About Pets 
With Teaching Strategies Gold Objectives & Charlotte Danielson’s Interdisciplinary Connections
Dear Families,

Our next investigation is titled Pets! During this investigation, we will learn all about the kinds of pets we have at home as well as how to adopt and to care for them.

To prepare for this, we need all sorts of pets in our room. If you have a toy pet of any kind (plastic, stuffed, small, large, etc.) that we could borrow for our pet store or vet center, we sure would like to borrow it for a little while. Please make sure that these toys are ones that your child can share and label them with your child’s name so we know who to return them to. Additionally, we will need for you to snap a picture of the pets at your house for our classroom display. Please e-mail them to the following address: ________________.

Thanks!

At the end of the investigation, we plan to have a classroom celebration of what we have learned during class time and families will be invited. The date of this event will be determined later.
**What Pet Should I Get**

*by Dr. Seuss*

**Large Group Activity**

**E.L.A.**

**Before the day begins:**

- Decorate a Pampers brand of baby wipes box with large wiggle eyes and a construction paper nose on the top to resemble a face. The mouth of the face should be the opening of the box. Place a selection of small pets inside the box for use during the group lesson. Additionally, snap and print a picture of all the animals together before the center activity begins. This will assist children who may need a visual prompt. Safari Ltd. Makes a “toob” of pets for around $12 and can be purchased online.

- Set up a pet store center in the dramatic play area using assorted pets in baskets, pet grooming supplies, and pretend pet products. Place the book in this center after it is read to the group.

Introduce the book cover to the class. Discuss whether it is real or make-believe. After discussion, read the book making sure to enunciate the rhyming words. Remind the students of other rhyming books that have been shared previously and see if anyone can come up with words that rhyme with the given word or if they can spontaneously generate a different rhyming word with it. For example, when the phrase “I took one fast look, I saw a fine dog who shook hands, so we shook” is read, use the impartial selection tool to ask a child what words rhyme in that phrase. If they are able to come up with look/shook, ask them if they can think of any other words that may rhyme with them. Other words include book, hook, cook, etc. Make sure the other adults in the room are ready to record on the spot assessments at this time. As an added literacy enhancement, make sure to emphasize (by pointing to and by voice fluctuations) the phrase “Make Up Your Mind” each time it is presented in the book. Again, this is a good time for on the spot assessment. See GOLD Literacy Objective 16a: Comprehends and responds to books and other texts; Interacts during read-alouds and book conversations. When the book conversation is complete, introduce the decorated Pampers box with animals inside. Use the impartial selection tool to invite a child to reach inside of it and pull out a pet. Examine it, name it, and discuss its different features (tail, big ears, fur, etc.) Will this animal be a good pet? Why or why not? What would a house need in order to take care of this pet? Write the key words/phrases on the board or on a chart for expanding later. When interest in this activity begins to dwindle, tell the class that they can visit a pet store center or continue this naming game during center time.

**Focused Learning Center Activity**

Which Pet Is This?: Children are encouraged to visit this center where they join an adult who places one of the animals from the circle activity into the decorated Pampers box. One at a time, children reach into the box and use their sense of feel to guess which animal it is. Children who need a visual prompt may use the reference picture provided.

**Focused Learning Center Activity**

Pet Store Dramatic Play: Children visit this center where they pretend play a pet store.

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**Standards & Outcomes**

**Assessment Opportunities**

**Interdisciplinary Connections**

**GOLD Literacy Objective 15a:** Notices and discriminates rhyme:

- If a child joins in, assess them at a 2.
- If they fill in a missing rhyming word or generate one spontaneously, assess them at a 4.
- If they can determine whether two words rhyme, assess them at a 6.
- If they can spontaneously generate a group of rhyming words when given a word, assess them at an 8.

**GOLD Cognitive Objective 14b:** Engages in sociodramatic play:

- If a child imitates actions during play or uses real objects as props, assess them at a 2.
- If they act out scenarios (they may use props to stand for something else: a rope is a leash or a peg is a dog biscuit), assess them at a 4.
- If a child interacts with two or more children during pretend play, assigning and/or assuming roles, discussing their actions for up to 10 minutes, assess them at a 6.
- If they plan and negotiate complex role play and have detailed conversations about their roles, assess them at an 8.

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**Modifications for individual children**
Large Group Activity E.L.A.

Before the day begins:

- A few days before this investigation begins, send the attached family letter home with the students. By the start of this investigation, each child's family should have provided pictures of their pets.
- Place 2 chart papers titled "What we know about pets," and "What we want to learn about pets" at the group lesson area for use during the lesson.
- Place a selection of small rubber ducks, individually wrapped drinking straws, a tub of water, and a trash can (for straw wrappers) into a center.
- Place a selection of self-hardening clay, wiggle eyes, craft stems, feathers, and other assorted art materials onto a table for use during centers.

Because this lesson is the first in this investigation, take a few minutes to start the KWL chart for pets. Use the impartial selection tool to select children to explain what they KNOW about pets. Write their statements in sentence form and give credit to the child that said it. When everyone has made all of the statements they wish to, invite them to make some statements about what they WANT to learn about pets. Once again, make sure to give credit to the child that makes each statement. When everyone has a chance to participate, introduce the book cover to the class. The title of this book is "Wanted, The Perfect Pet". It was written by Fiona Roberton and is about a little boy named Henry who wants a pet. I wonder what kind of pet Henry would like. We named some different pets on our KWL chart. Maybe the pet Henry wants is on our chart. Let's read the book to find out. Open the book up to the inside cover. Is this where I start reading? No? How about this page? Nope...You're right, it's the title page. Let's look at the next page... Is this the page that I start to read? Yes? You're right... Use the impartial selection tool to select a child. Come up here and put your finger on the first word I'm going to read. Show the first word to the class and read the book. When the book is finished, ask the children if the book was what they expected. Refer to the charts that were completed before the lesson. Did we have a duck on any of these charts? If not, add the statement "A duck can be a pet." and write your name beside it. Before dismissing to centers, tell the boys and girls that they can use a straw to move some ducks across a pond and they can create some pets during their center time if they want to.

<table>
<thead>
<tr>
<th>Focused Learning Center Activity</th>
<th>Duck Racing: Children use individual straws to blow small rubber ducks across a tub of water.</th>
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<tbody>
<tr>
<td>Focused Learning Center Activity</td>
<td>Clay Pets: Children use the clay and art supplies to create and name their own classroom pets. These pets can be created and displayed throughout the investigation. It's also fun to take a picture of each child with their class pet for a photo album and for assessment purposes.</td>
</tr>
</tbody>
</table>

GOLD Science and Technology Objective 24: Uses scientific inquiry skills:
Collect anecdotal notes that demonstrate how this child explores the environment, reacts to changes, manipulates things to understand their properties, connects experiences, predicts, solves problems, organizes information, compares, classifies, and communicates discoveries to others. Does this child demonstrate their thinking through drawing or making a model?

Standards & Outcomes

Assessment Opportunities

Interdisciplinary Connections

GOLD Literacy Objective 17b: Uses print concepts:
- If a child can point to where to start reading and the direction to follow at the conclusion of the lesson assess them at a 4.
- If they can show awareness of various features of print like letters, words, spaces, etc. assess them at a 6.
- If they can match a written word with a spoken word even though the word they say may not be the exact word that is written or they can track the print from the end of one line to the start of the next, assess them at an 8.

GOLD Social Emotional Objective 3a: Interacts with peers:
As children are playing in their centers, observe their interactions with others:
- If a child parallel plays beside his peers, using similar actions and selecting similar toys and / or colors assess them at a 2.
- If they use a successful strategy for joining a group like asking if they can join or by contributing an idea after observing others, assess them at a 4.
- If a child joins in or initiates a group of two or three children and can sustain positive interactions with them cooperatively, assess them at a 6.
- If they join in or initiate a group of four to five children and can sustain positive interactions with them cooperatively, assess them at an 8.

Modifications for individual children

This plan was completed on ____________
**A Bicycle For Rosaura** - by David Barbot

**Large Group Activity**

**E.L.A.**

**Before the Day Begins:**

- Place several small boxes, wrapping paper, tape, bows, ribbon, and card making materials like paper, envelopes, markers, and pencils onto a table for use during centers.
- Place several different stuffed animals along with assorted measuring tapes and paper / pencils for recording data onto a table for use during centers.
- Create a chart titled *What Pets Live At Your House?* Place it in the group lesson area.

**Focused Learning Center Activity**

- **Measuring Animals:** Children visit this center where they use assorted measuring tapes to measure the limbs of a variety of stuffed animals and write their results on paper. Encourage the children to use their measurements to draw or make a model of a bike for their animal.

- **Wrapping Boxes:** Children visit this center where they use different items to wrap birthday presents and create birthday cards. Children can even have a birthday party for some stuffed animals and open the presents they just wrapped.

**GOLD Physical Objective 7a:** While the children are working in the center, observe how they are piecing the paper. Are they tearing it apart or are they purposefully snipping it with scissors?

- If they are tearing it, it would be assessed as a 4.
- Snipping it would be assessed as a 6.
- Using a correct scissors grip and turning the paper with their other hand will be assessed as an 8.

**Standards & Outcomes**

**Assessment Opportunities**

- **GOLD Language Objective 10b:** Uses social rules of language:
  - If a child responds to speech by looking toward the speaker and looks for signs of being understood when communicating (says “bike” over and over again until an adult says “do you see the bike?”), assess them at a 2.
  - If they use appropriate eye contact, pauses in appropriate places, and can incorporate a simple verbal prompt when communicating (says “please” and “thank you” occasionally when prompted), assess them at a 4.
  - If a child uses acceptable language and social rules like waiting for a response with few reminders, assess them at a 6.
  - If they use acceptable language and social rules (soft talking during the group lesson or during centers, pausing to wait for responses from others), assess them at an 8.

**Interdisciplinary Connections**

- **GOLD Math Objective 22:** Compares and measures:
  - If a child makes simple comparisons between two animals, assess them at a 2.
  - If a child compares a small set of objects as appropriate according to their size or length, assess them at a 4.
  - If they can use size words to compare the objects, assess them at a 6.
  - If a child uses measurement words and/or tools accurately, assess them at an 8.

**Modifications for individual children**

This plan was completed on ____________
A Pet For Petunia -by Paul Schmid

Large Group Activity

E.L.A.

Before the day begins:

- Prepare 3-4 sets of scent matching bottles by soaking 10-12 drops of essential oils into 2 cotton balls per jar. Spice jars that have been cleaned and bleached well and allowed to dry completely work well for this. Additionally, it is nice to have two different colored lids for matching pairs. Place the pairs of matching jars onto a table for a center activity.
- Place a variety of black and white art supplies (paint, paper, sequins, buttons, craft stems, wooden pieces, beads, etc.) out on a table for use during centers.
- Prepare a chart titled “Things that stink” and place it in the lesson area.

Discovery Toys made a game named Follow Your Nose a few years ago that can be used in place of the matching scent jars.

Invite the children to the group lesson area. I have a very special book to share with you today. It’s about a little girl named Petunia who thinks that skunks are awesome. Allow children some time to process this statement and encourage their reactions. Wow! I think Petunia is silly. Do you? Use the impartial selection tool to choose a child. How do you think about the way Petunia feels about skunks? Encourage them to begin their response with the phrase “I feel……” Use the impartial selection tool to ask another child to describe a skunk to you. Listen intently to their response, repeating and embellishing their words to encourage language development. Introduce the book cover to the class. Read the title and name the author. Thumb to the first word and begin reading. Upon arriving at the words: cute little nose, big black eye, black and white, and has stripes, read the words with an emphasizing voice. Pause after the phrase and recall some of the words that were used by the student as they described a skunk before the story. Celebrate the matching responses no matter how small. Return to the story and read through to the end. When complete, take some time to review the main points of the story with the group and complete the “Things that stink” chart, giving children credit for their statements by writing their names beside their statements. Some things that stink are a skunk, a diaper, a wet dog, feet, sweat, a dead fish, gasoline, a litter box, an armpit, a fart, a bathroom, garbage, a garbage truck, and rotten food. When the interest in this lesson dwindles, tell the children that they can visit two special centers. In the first center, they can use their sense of smell to match different pleasant smells. The other center is an art center that has only block and white items in it. See if anyone can guess why there are only black and white items there.

| Focused Learning Center Activity | Match the Scent: Children visit this center where they take turns matching different essential oils like lavender, lemon, peppermint, and oregano.
|---------------------------------|------------------------------------------|
| Focused Learning Center Activity | Black & White Art: Children create any type of art they would like using only black and white materials. Display finished projects in the room.

GOLD Science & Technology Objective 24: Uses scientific inquiry skills: Collect anecdotal notes that demonstrate how this child explores the environment, reacts to changes, manipulates things to understand their properties, connects experiences, predicts, solves problems, organizes information, compares, classifies, and communicates discoveries to others. Does this child demonstrate their thinking though drawing or making a model?

Standards & Outcomes

Assessment Opportunities

Interdisciplinary Connections

GOLD Literacy Objective 18a: Comprehends and responds to books and other texts: Interacts during read-alouds and book conversations.

- If a child can contribute particular language from the book at the appropriate time: saying "SKUNKS ARE AWESOME!" etc., assess them at a 2.
- If they are able and answer questions about the text: She’s not going to like that skunk, etc. assess them at a 4.
- If they can identify story related events: she’ll get sprayed if she gets any closer, assess them at a 6.
- If a child can reconstruct this story using props, pictures, or text, assess them at an 8.

Modifications for individual children

This plan was completed on __________
Bad Dog Flash - by Ruth Paul

Large Group Activity
E.L.A.

Before the day begins:

- Place a plastic tub filled with mud (a dirt and water mixture) and another tub filled with soapy water on a table. Place a selection of small plastic dogs, scrub brushes, and towels along with them. Safari, Ltd. sells a tub of domestic dogs for around $12 on the internet.
- Place a big foam dice, some pet food dishes, some tongs, and a box of bone-shaped dog treats on a table for use during centers.
- Decorate a medium sized rawhide bone with a ribbon or other form of adornment and place it beside the group lesson area.

Introduce the book cover to the class. This is a story about a dog named Flash. It's called Bad Dog Flash and the person who wrote this story is named Ruth Paul. Open it up to the inside cover. Oh no Flash! What are you doing here? Look, I see three pairs of shoes and one set looks messed up. Turn to the title page. Look. There's a dog in a hole and here he is again getting dirt everywhere. I bet I know why this book is called Bad Dog Flash instead of Good Dog Flash. Use the impolite selection tool to ask a student the following question: Look at these two pictures and tell me why Flash is a bad dog. I think these pictures show us that Flash is going to be a messy dog. Let's have a look inside. Begin reading the book while explaining the illustrations. Describe the "Still cat, dull cat" page: Flash is hunkered down and the cat has his eyes on him. Look at the next page. Flash barks and the cat scurries up a tree. Someone has to get a ladder to get the cat down from the tall tree. Point to the shoes / boots on the people in the illustration. I remember these boots. Turn back to the inside cover and point to the boots. Look these boots are worn by the lady and these boots are worn by the man in our story. We have lady boots, man boots, and some shoes. Who could these shoes belong to? Let's go back to where we stopped reading and find out. Take some time reading and pointing to the words push, pull, and chew. Then say the words again while pointing at Flash doing the action. Make sure the children understand that "chuck" means to toss. Point to Flash. Here's Flash. Where's the cat? It's up here on this roof. When looking at the front door of the house, call attention to the boots outside of the front door. Continue reading the words and discussing all the ways Flash is bad. He broke a window, he dug up the whole yard while looking for his bone, and he tore apart all of the clean clothes that were hanging on the clothesline. Finally, finish reading the story and celebrate the happy ending. After a brief review of the main points, invite the children to sit in a circle with their legs crossed and their hands behind their backs. One child hides their eyes while another child places the decorated rawhide bone behind their back. When the bone is properly hidden behind a child, everyone says "doggy doggy, where's your bone? Somebody stole it from its home." The child with their eyes closed opens them up and guesses which child is hiding the bone. When interest in the activity diminishes, tell the children they can bathe some dirty dogs and play some counting games with dog treats during centers.

| Focused Learning Center Activity | Give a dog a bath: Children are encouraged to get plastic dogs dirty in the mud tub and then clean them up in a bath center.
|---------------------------------|------------------------------------------------------------------------------------------------------------------|
| Focused Learning Center Activity | Dog Bone Count: Children are encouraged to roll the dice and then use the tongs to place that number of bone treats into a pet dish.

GOLD Math Objective 20b: Quantifies / subitizes.

- If a child demonstrates an understanding of one, two, and more, assess them at a 2.
- If a child subitizes up to 5, assess them at a 4.
- If they can make a set of 6-10 and can identify which part has more/less assess them at a 6.
- If they can use a variety of strategies like count with fingers or counting back to solve problems with 10 or more objects, assess them at an 8.

GOLD Language Objective 9b: Speaks clearly:

- If a child babbles by stringing consonant sounds and combining sounds, assess them at a 2.
- If they use some words and word like sounds that familiar people understand, assess them at a 4.
- If a child is understood by most but can mispronounce new, long, or unusual words, assess them at a 6.
- If they pronounce multisyllabic or unusual words correctly, assess them at an 8.

GOLD Social-Emotional Objective 3a: Interacts with peers:

- If a child parallel plays beside his peers, using similar actions and selecting similar toys and / or colors assess them at a 2.
- If they use a successful strategy for joining a group like asking if they can join or by contributing an idea after observing others, assess them at a 4.
- If a child joins in or initiates a group of two or three children and can sustain positive interactions with them cooperatively, assess them at a 6.
- If they join in or initiate a group of four to five children and can sustain positive interactions with them cooperatively, assess them at an 8.

Modifications for individual children

This plan was completed on ________
Five Little Kittens  -by Nancy Jewell

Large Group Activity

E.L.A.

Before the day begins:
- Make a small playhouse out of a cardboard box and put the following items with it: dollhouse furniture, small plastic cats, dollhouse bathtub, small porridge bowls, a mouse, and household cleaning items used for chores like a dollhouse broom and/or vacuum cleaner. Place these things along with the group lesson book into a center.
- Place the following items into a sensory tub along with some cedar shavings that are used as pet bedding: Small plastic domesticated cats (Safari Ltd. Makes a tub of these for around $12), other small plastic pets like hamsters, birds, a small cloth remnant, and a toilet paper tube.
- Write the following title on chart paper and place it in the lesson area: How Are The Cat’s Lives Like Yours?

| Focused Learning Center Activity | Cat Playhouse: Children visit this center where they reenact the story from the lesson.
|---------------------------------|---------------------------------------------------------------
| Focused Learning Center Activity | Investigating Pets in a Sensory Bin: This is an adult-led center that is designed for language development. Children play with the items while they name the attributes of each animal, sort by skin covering (scales, feathers, etc.), discuss what each pet eats, which pets like to climb, which pets like to hide, etc.

GOLD Language Objective 9c: Uses conventional grammar:
- If a child can create one or two word sentences or phrases, assess them at a 2.
- If they can use three to four word sentences, and can omit some words or may use some words incorrectly, assess them at a 4.
- If they can use complete, four to six word sentences, assess them at a 6.
- If a child can use long, complex sentences and follow most grammatical rules assess them at an 8.

GOLD Cognitive Objective 12b: Makes connections:
- If a child looks at a particular pet when it is named, assess them at a 2.
- If they remember personal routine sequences with some adult support like grab the cloth remnant when the teacher says “What happens next after the kittens have a bath?” Assess them at a 4.
- If a child draws on an everyday experience and applies this knowledge to a similar situation, like recalling that those kittens take a nap and so do I (or my little brother, etc.). Assess them at a 6.
- If they can generate a rule from a learning experience and apply it in a new context, assess them at an 8.

GOLD Social Studies Objective 30: Shows a basic understanding of people and how they live:
Collect anecdotal notes that demonstrate an understanding of what people do and what their lives entail. How does a child show an understanding of the differences and similarities of people and their families? How does this child show an understanding of the importance of respecting others, cooperating, and fairness in communities? How do they show an understanding of the importance of rules at home, at school, and the community? How does this child demonstrate their understanding of the importance of having a job? How do they show an understanding of individual responsibilities?

Standards & Outcomes

Assessment Opportunities

Interdisciplinary Connections

Modifications for individual children

This plan was completed on ____________
Good Dog Carl - by Alexandra Day

Large Group Activity

Before the day begins:
- Label 4 pet bowls with numbers 1, 2, 3, & 4 respectively. Place them along with several beanbags at the group lesson area.
- Place a selection of construction paper, shallow dishes or paper plates with different colored paint in them, different sized dog treat bones, and art aprons onto a table for a center activity.
- Place different sized dog toys or bones on a table for use during centers.

Introduce the book cover to the class. Read the title and the author. Does anyone remember the name of the book we read yesterday? If necessary, show the book titled Bad Dog Flash to the group. The book we read yesterday was named Bad Dog Flash. Remember that Flash liked to chew shoes, jump up on his owners, dig holes all over the yard, and scare the cat at his house. Well this book is titled Good Dog Carl. Let’s read about the ways Carl is a good dog. Narrate the pictures of the story, making sure to discuss whether what Carl is doing with the baby would be considered good or bad. While narrating the book, ask children if they would like Carl to babysit at their house. At the end of the story, make sure to place your finger under the words Good dog Carl as they are being read. Retell the story with the group and then invite the children to have some fun like Carl and the baby did during the story. Use the impartial selection tool to select children to stand behind the dog bowls arranged so that bowl #4 is the farthest away and bowl #1 is the closest.

Encourage each child to toss a beanbag into a bowl while keeping track of the points each child receives on the board. As the interest in this activity begins to fade, tell the children that they can continue to play in this tossing game, they can paint some pictures with dog biscuits, and they can do some math activities with dog bones during centers.

<table>
<thead>
<tr>
<th>Focused Learning Center Activity</th>
<th>Painting with dog treats: Children visit this center where they stamp the treat bones into paint and then decorate paper with them.</th>
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<tbody>
<tr>
<td>Seriating dog bones / toys: Children visit this center where they are encouraged to arrange the items from small to large. Encourage children to use words like smallest, largest, longest, biggest, first, second, third, etc.</td>
<td></td>
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</tbody>
</table>

GOLD Arts Objective 33: Explores the visual arts: Collect anecdotal notes for exploring the visual arts. Are they experimenting with color and mediums or are they using only familiar ones? Are they sharing their work with others? How are they showing it is meaningful to them? How does this child show their appreciation for different forms of art? How does this child show their appreciation of the work of others? How is this child communicating what they see and how it makes them feel?

Standards & Outcomes

Assessment Opportunities

GOLD Language Objective 10a: Engages in conversations.
- If a child engages in a simple, back-and-forth exchange during the lesson like answering a question with a nod assess them at a 2.
- If they initiate and attend to a brief conversation about the story like by naming something they see in an illustration and then adding more information after the teacher responds to them, assess them at a 4.
- If a child can engage in a conversation during group with at least 3 exchanges, assess them at a 6.
- If a child can engage in a conversation during group with at least 5 or more exchanges, assess them at an 8.

Interdisciplinary Connections

GOLD Math Objective 22: Compares and measures:
- If a child makes simple comparisons between two objects, assess them at a 2.
- If a child compares a small set of objects as appropriate according to their size or length, assess them at a 4.
- If they can use size words to compare the objects, assess them at a 6.
- If a child uses measurement words and/or tools accurately, assess them at an 8.

Modifications for individual children

This plan was completed on ____________
I Wanna Iguana - by Karen Kaufmann

**Large Group Activity**

**E.L.A.**

*Before the day begins:*
- Fill the snack center with the kinds of foods that iguanas eat like cantaloupe, squash, lettuce, greens, watermelon, and oranges for the kids to enjoy. Make a small graph titled "My Favorite Iguana Food" that children can complete as they finish their snack.
- Place letter writing materials like paper (lined and unlined), pencils, markers, assorted scrapbooking materials, envelopes, and stickers on a table for a center activity.
- Make a chart titled "Being responsible means:" and place it in the group lesson area.

There is a YouTube video titled *The Iguana Song* by Big World Club that could be shared with the children today.

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**Standards & Outcomes**

**Assessment Opportunities**

**Interdisciplinary Connections**

**Modifications for individual children**

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**GOLD Literacy Objective 19b:** Writes to convey meaning.
- Refer to page 100 of Objectives of Development and Learning for scoring examples.

**GOLD Language Objective 8a:** Comprehends Language:
- If a student listens to the story with interest, assess them at a 2.
- If they are able to identify objects from the story when prompted, assess them at a 4.
- If a student is able to respond appropriately to a specific vocabulary related question, a simple statement, or a question about the story, assesses them at a 6.
- If a student is able to respond appropriately to more complex statements, questions, and vocabulary, assess them at an 8.

**GOLD Physical Objective 7b:** Uses writing and drawing tools: During learning center activity,
- Assess a 2 for children who grasp writing tools and jab at the paper.
- Assess a 4 for children who grip the writing tools with their whole hand and use whole-arm movements.
- Assess a 6 for children who hold writing tool with a 3-point pencil grasp but who may have improper placement on the pencil.
- Assess an 8 for children who have a 3-point grasp and proper placement of their hand on the pencil.

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This plan was completed on ________
Pete the Cat, I Love My White Shoes - by Eric Litwin

### Large Group Activity

**E.L.A.**

**Before the day begins:**
- Cue up the following YouTube video on the Smart Board: Pete the Cat I love my white shoes by simicranoe.
- Search Google Images for a free download of a Pete the cat shoe template. Print six of them and color them red, blue, brown, white, green, and orange respectively. Next, draw a dice face on each picture with one being on the red shoe, two on the blue shoe, and so on. Laminate them and attach them to the white board or place them into a pocket chart as headers. Place a large foam dice in the group lesson area as well.
- Place pairs of red, blue, brown, and white shoes, an iPad cued with the above mentioned video, and a copy of the book into the music center.

<table>
<thead>
<tr>
<th>Focused Learning Center Activity</th>
<th>Graphing Pete’s Shoe Colors: Children continue with the group lesson activity either with the supplies at the board or it can be moved to a center with children recording their graphs on paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused Learning Center Activity</td>
<td>Pete’s Shoes Dramatic Play: Children visit the music center where they can put different colored shoes on and sing the song and/or play the percussion instruments along with the YouTube video on an iPad.</td>
</tr>
</tbody>
</table>

**GOLD Social-Emotional Objective 3a: Interacts with peers:**
- If a child parallel plays beside his peers, using similar actions and selecting similar toys and / or colors assess them at a 2.
- If they use a successful strategy for joining a group like asking if they can join or by contributing an idea after observing others, assess them at a 4.
- If a child joins in or initiates a group of two or three children and can sustain positive interactions with them cooperatively, assess them at a 6.
- If they join in or initiate a group of four to five children and can sustain positive interactions with them cooperatively, assess them at an 8.

**GOLD Math Objective 20b: Quantifies / subitizes:**
- If a child demonstrates an understanding of one, two, and more, assess them at a 2.
- If a child subitizes up to 5, assess them at a 4.
- If they can make a set of 6-10 and can identify which part has more/less assess them at a 6.
- If they can use a variety of strategies like count with fingers or counting back to solve problems with 10 or more objects, assess them at an 8.

**GOLD The Arts Objective 35: Explores dance and movement concepts:**
Collect anecdotal records about this child communicates their feelings through dance and movement. How do they demonstrate spatial awareness through their movement? How do they control where their body moves? Are they aware of their personal space? Are they able to move their bodies in different directions and/or pathways? How does this child demonstrate effort awareness like speed (fast/slow), force (strong/ light), and control (bound/free)? How does this child demonstrate a relational awareness with other people? Are they able to lead/follow or mirror another’s movements?

**Standards & Outcomes**

**Assessment Opportunities**

**Interdisciplinary Connections**

**Modifications for individual children**

This plan was completed on ____________
## Teacher Reflections for __________

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I need to remember about this lesson?</td>
<td></td>
</tr>
<tr>
<td>What, if anything, should I do differently next time?</td>
<td></td>
</tr>
<tr>
<td>Did I depart from my plan? Why did I do it?</td>
<td></td>
</tr>
<tr>
<td>In general, how successful was the lesson? Did the students learn what I wanted them to learn?</td>
<td></td>
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</tbody>
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