

2nd grade

Pets in the Classroom Lesson Plan

Literacy (Reading and Writing)

Standards addressed:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

- CCSS.ELA-LITERACY.RF.2.4.A
Read grade-level text with purpose and understanding.
- CCSS.ELA-LITERACY.RF.2.4.B
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- CCSS.ELA-LITERACY.RF.2.4.C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Using mentor texts and personal examples, discuss with the class that we will begin opinion writing. When we write our opinion, we must state what our opinion is and give reasons for our opinion. Each student will write an opinion piece stating what pet we should get in the classroom. It does not have to be a “realistic” pet. They can choose any pet as long as they give reasons for why they want that pet. Students should give at least 3 reasons to support their opinion.

For example, I (the teacher) think we should get an alpaca for a classroom pet. The reasons that I think we should get an alpaca are

- they are adorable
- they are soft
- they are cute when they run

Explain to the students that when I write my opinion piece, I will state my opinion that we should get an alpaca. Then I will explain and connect my reasons.

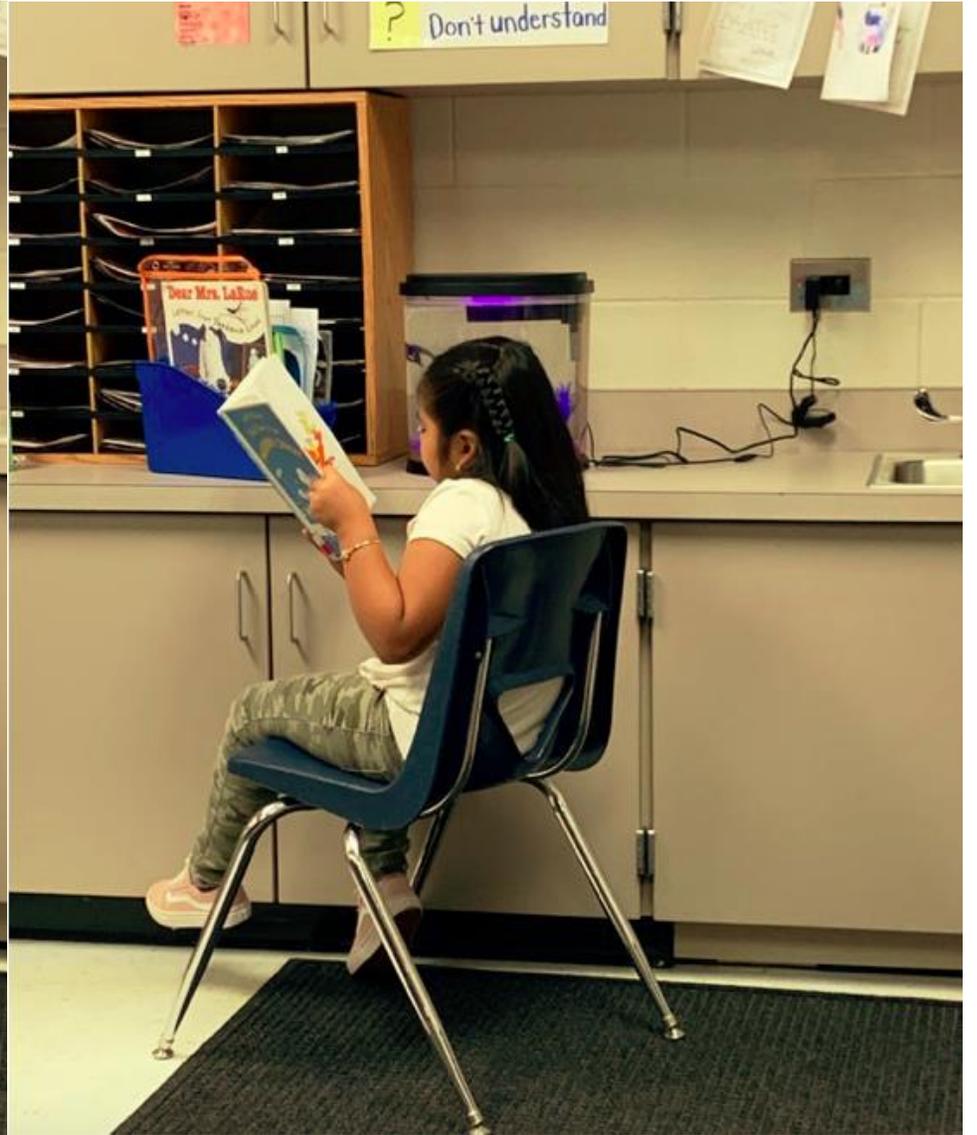
After students have had time (this should take several days) to write, edit, and share, explain to students that we **will** be getting a classroom pet. While I wish we could have an alpaca, cat, dog (list other animals that students wrote about)...we have to realistically choose a pet that we can take care of and are allowed to have in our classroom.

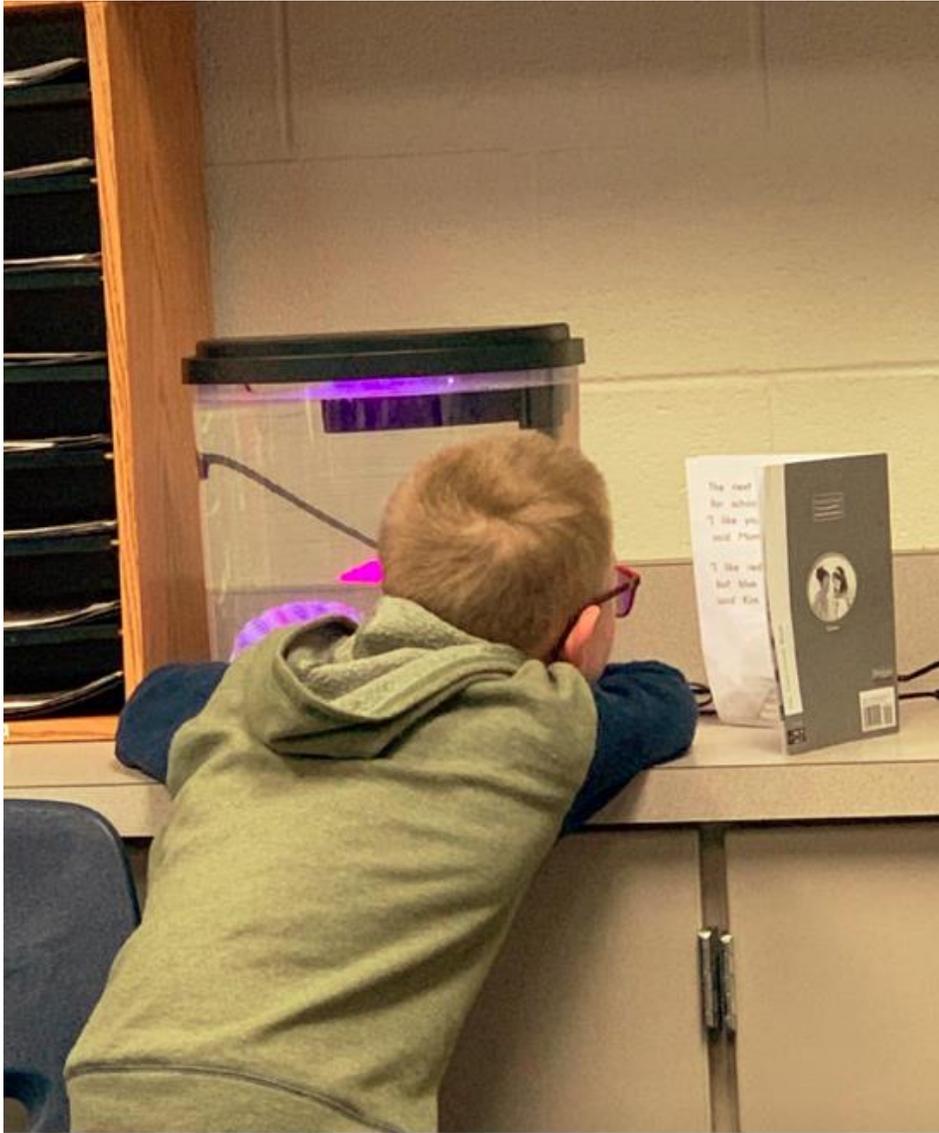
Introduce our class pet, a beta fish. Explain how we will take care of our fish (also read aloud about beta fish from an appropriate book). Let students suggest names for the fish and vote a name.



In our classroom, we will take turns feeding the fish and being in charge of the fish during Daily 5. During Daily 5 each day, while some students are working with the teacher in a small reading group, the other students get to choose between: READ TO SELF, READ TO SOMEONE (A PARTNER), WORK ON WRITING, WORK WORK, or LISTEN TO READING. We will now add “Read to fish” as an option. One student during each of the 3 rounds, will get to read to the fish. The student in charge of the fish that day will get the first choice of reading to the fish. If that student passes, then they may choose another student who would like to read to the fish.

Below are photo examples of students participating in “Read to fish”.





Let's Associate :
M Main Topic
E Evidence
C Connection
L Love
F Favorite
S Surprising
I Important
P Don't understand