

GRADE 2 Lesson: COMPANION ANIMALS

GOALS

The overall purpose of this lesson is to

1. provide students with knowledge, skills and tools needed to be responsible pet guardians;
2. teach students what to know and questions to ask before having an animal; and
3. allow students to understand their responsibility to, and develop empathy, compassion and respect for, people, animals and nature.

STUDENT OBJECTIVES

After this lesson students will be able to

1. identify the difference between responsibility and dependency;
2. relate knowledge of, and experiences with, being responsible and dependent to animal care;
3. acknowledge the similarities between animal and human needs;
4. think critically about what to consider before and when owning a companion animal;
5. appreciate how people, animals and nature are connected; and
6. understand how to make positive differences with respect to people, animals and nature.

Curriculum Connections

LANGUAGE

ORAL COMMUNICATION

SPECIFIC EXPECTATIONS:

- 1.1** identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction
- 1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations
- 1.3** identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts
- 1.4** demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details
- 1.5** use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text
- 1.8** identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view
- 1.9** identify some of the presentation strategies used in oral texts and explain how they influence the audience
- 2.1** identify a variety of purposes for speaking
- 2.2** demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions

2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns

2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

SCIENCE AND TECHNOLOGY

UNDERSTANDING LIFE SYSTEMS: *Growth and Changes in Animals*

SPECIFIC EXPECTATIONS:

1.1 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced

1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live

2.6 use scientific inquiry/research skills and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice

3.4 identify ways in which animals can be harmful to humans

HEALTH AND PHYSICAL EDUCATION

ACTIVE LIVING: *Active Participation*

SPECIFIC EXPECTATIONS:

A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being as they participate in a wide variety of individual and small-group activities [PS]

Active Participation

B1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways