

## **Title: THEME UNIT: Pets & Dog Safety**

### **Learning Intention/Description of Learning Activity:**

Students learned of the basic needs of pets and how to care for them responsibly. This included understanding that pets need food, water, shelter, and love, and that they rely on humans for these things. They learned about different types of pets and their unique needs, as well as the importance of being kind and respectful to all animals. The lessons on basic dog safety included how to approach a dog respectfully, how to avoid triggering a dog, and what to do if a dog approaches them unexpectedly. They learned that it is important to always ask for permission before petting a dog, to let the dog sniff their hand first, and to avoid touching a dog's head, face, or tail. The students also understand that it is important to leave a dog alone when it's eating, sleeping, or caring for puppies. If a loose dog approaches, they should stand still and avoid eye contact.

### **Teacher Comments/Feedback:**

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown.

### **Next steps:**

Students can learn about pet care by helping with age-appropriate tasks like measuring food, filling water bowls, and brushing pets under supervision. They can also learn about the different needs of various pets through discussions, books, and videos, focusing on kindness, responsibility, and respect for animals.

### **Student Self Reflection:**

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| <b>Proficiency Scale</b> | <b>Emerging</b><br>Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum | <b>Developing</b><br>Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency | <b>Proficient</b><br>Demonstrates the expected learning in relation to the Learning Standards of the Curriculum | <b>Extending</b> Demonstrating learning in relation to Learning Standards with increasing depth and complexity |
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| Emerging | Developing | Proficient | Extending |
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