



NEBRASKA
HUMANE
SOCIETY

Where help becomes hope.

Every Animal Matters

Suggested Grade Levels: K-3

Subject: Language Arts/Writing

Character: Kindness/Respect

Materials and technology to be used:

- “Animal Notes” worksheet – **x1 per student**
- “Animal Cards” pictures - **x1 photo for each small group**
- Books with pictures of the animals featured on the animal cards – **x1 per student OR small group**
- Poster paper – **x1 sheet for each type of animal**
- Crayons/pencils – **x enough for each student**
- Notebook paper – **x1 per student**

Objective(s):

Students will understand that all animals are important and special in their own way.

Anticipatory Set/Hook:

This is a great lesson to incorporate a visit from a live animal (preferably some sort of smaller “critter” that may be foreign to a lot of students – contact **NHS Education at 402.444.7800 ext 2214** for assistance). If possible, have the live animal in the room but in an enclosure that is either covered up or hidden, where students are left guessing as to what the animal is. Let the students know that you will share the animal with them at the end of the lesson, but first, tell students that they are “going to learn about how all animals are important and special in their own way – the give a hint (furry, scaly, feathered, etc.) visitor included.”

Lesson Beginning:

1. Have students complete an independent brainstorming activity, such as the “Animal Notes” worksheet, to encourage and help set-up/guide their thoughts for the remainder of the lesson.
 - Call on 2 volunteers to share their “notes” on certain animals that they like and dislike. As students are sharing *why* they like/dislike certain animals, explain that their reasonings can be considered **attributes** of these animals.
2. Ask the whole class: “Why do we like some animals and not others?” Discuss that every animal is special and important in some way, just like people.

Middle of Lesson:

1. Cut apart the "Animal Cards" that are provided and laminate them. You may want to enlarge them on a copier.
2. Split students up into multiple groups of 2 to 3.
3. Provide each group with an animal card and have the students brainstorm as many positive attributes of this animal as they can. You may wish to have older students list these out on paper.

EX) Rabbit = soft, beautiful colors, strong nose, powerful legs that allow it to jump high, easy to litter train, clean, intelligent, can be very social, eats veggies, etc.

(There are endless possibilities of positive attributes that students may find/give to their animal, and a lot of these attributes may be based on opinion which is okay!)

4. Provide each group with a book on their specific animal. If students are unfamiliar with their animal, they can utilize the book to complete some research.
5. Have large pieces of poster paper hanging up at the front of the room for the teacher to use.
6. Have each group take a turn sharing their animal photo and positive attributes with the class. Discuss with the whole group and summarize each group's attributes in a list on the poster paper. Hang the poster up with the animal picture.

End of Lesson:

1. Ask each student to choose one of the animals that was discussed and think of a positive story about the animal. Depending on your curriculum, you could encourage your students to make up a fantasy story like, If You Give a Mouse a Cookie, or you could encourage them to create a more informational piece like a news article or research paper.
2. Have students illustrate their story first, and then write it out.
3. You may wish to have younger students verbally tell you their story and then you can write it underneath their illustration.
4. Have volunteers share their story with the class. Laminate all the story pages and combine them to make a class book entitled, "All Animals are Important." Keep the book in your classroom library.

Closure:

1. Ask students: "If we think that an animal looks strange or different, does that mean it's bad?" Briefly discuss.
2. Allow students time to safely meet and greet with the guest animal. Lay out any animal rules **FIRST** (NHS Rules = stay quiet, stay sitting, no petting the head, only use two fingers, be gentle).

Extension Activity:

Read Little Red Riding Hood and then learn about real wolves. Compare the differences.

Information adapted from the Denver D. Friends League

Name: _____

Animal Notes

Name an animal that you like.

Why do you like it?

Have you ever seen it or touched it?



or



What do you know about it??

Animal Notes

Name an animal that you **do not** like.

Why do you not like it?

Have you ever seen it or touched it?



or

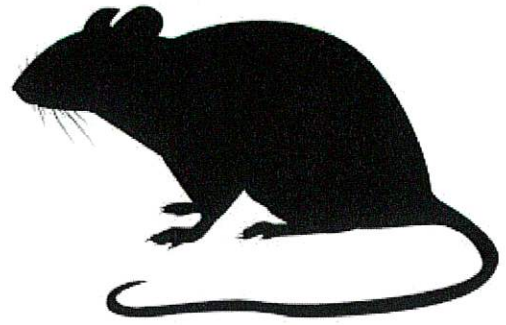


Is this animal scary? **Yes** or **No** Why? _____

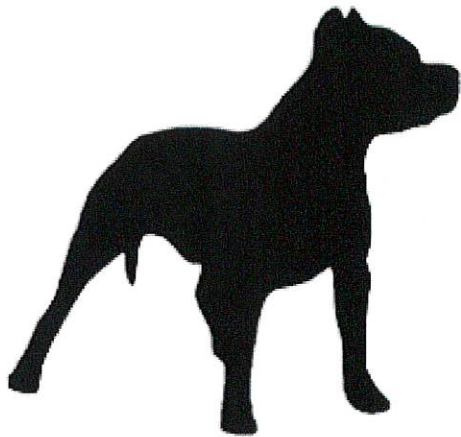
What do you know about it??



Bird



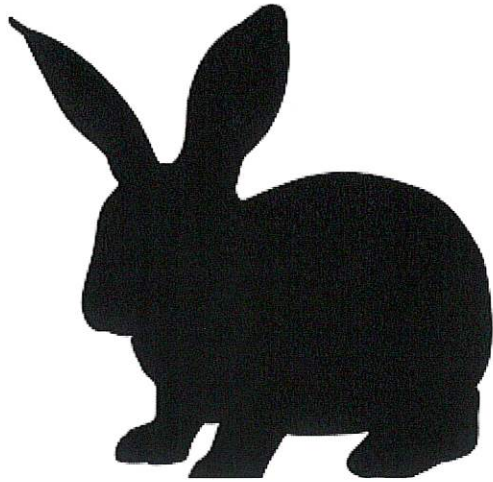
Rat



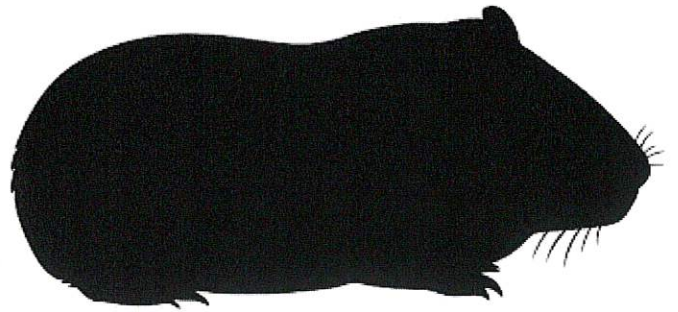
Dog



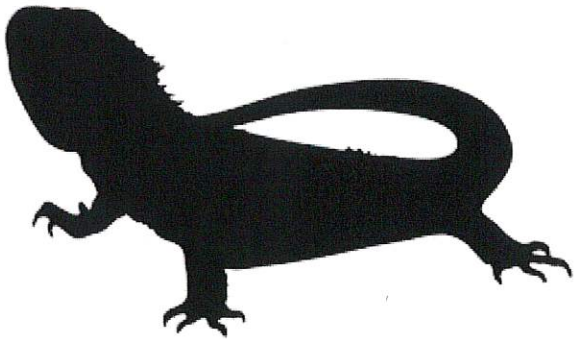
Cat



Rabbit



Guinea Pig



**Bearded
Dragon**



Snake