

I Want a Monkey!

Suggested Grade Levels: K-3

Subject: Language Arts/Art

Character: Respect – Safety around Wildlife

Materials and technology to be used:

- Tablets or other form of internet access (not required) – **x1 per student**
- Poster boards – **x2**
- Magazines or old calendars – **x enough for each student**
- Scissors – **x enough for each student**
- Glue – **x enough for each student**
- Paper – **x enough for each student**
- Crayons – **x enough for each student**
- Sticky notes – **x1 per student**
- Pencils – **x1 per student**

Objective(s):

Students will learn about the difference between wild animals and pets, and what they need from humans.

Anticipatory Set/Hook:

Call on two, outgoing volunteers and assign them each a role to act out – one will be a pet hamster and one will be a wild skunk. Have each student act out their animal individually, and then ask the class to guess what animal it was and whether that animal is a pet or a wild animal....

Lesson Beginning:

1. Hold a discussion regarding the questions below... Use the questions to create a **Jeopardy** or **Kahoot** game to further engage students (there are numerous, online jeopardy game creators or you may wish to utilize tablets and the multiple-choice, quiz app, "**Kahoot**").
2. Split the students up into multiple groups of 2-3. Explain the rules of **Jeopardy** or **Kahoot** and set any boundaries necessary.
 - Explain to students that some of these questions are simply discussion questions and there are no right/wrong answers for these types of questions.
3. **Questions:**

- **What is a pet? Give examples.**
- **What do pets depend on people for?**
- **How do you care for a pet?**
- **Where should a pet live?** *(make sure to discuss that a pet should live inside your home because it is part of your family)*
- **If pets are part of our families, how should we treat them?**
- **What is it like having a pet in your family?**
- **How do pets and humans make each other happy?**
- **What is a wild animal? Give examples.**
- **Where do wild animals live?**
- **Name some wild animals in your neighborhood or near the school?**
- **What do wild animals need from us?**
- **How can we keep our neighborhoods clean and safe for animals and people?**
- **Should we ever handle or go near wild animals?**
- **What are the three “L”s of wildlife?** *Look at them, Learn about them, and Leave them alone. Make sure to discuss that any animal can bite, whether it is a wild animal or a pet.*

Middle of Lesson:

1. Using two large poster boards, label one “Wild Animals” and one “Pets.” Students are going to create corresponding collages.
2. Have the students search through magazines and old calendars and cut out photos of wild animals and pets.
3. With a partner, students can discuss and categorize these photos into two piles, one for pets and one for wild animals. Have a teacher or other adult check all students’ piles before proceeding to the next step.
 - Allow students an opportunity to choose somewhere special to work around the room with their partner.
4. Once a student has their photos checked for accuracy, they may glue them to the class poster boards under the correct labels – “Wild Animals” or “Pets”.
5. Evaluate the posters as a class. Discuss the different types of wild animals and pets that the students found.
6. Ask students: “How did you decide if these animals were wild or if they were pets?” “What was the criteria you used to make your decision?” Call on a few volunteers to answer.

- Make a list of their criteria on the whiteboard.

End of Lesson:

1. Have students return to their own seats if they have moved around the room.
2. Give each student a blank sheet of paper and ask them to fold it in half. On one half ask students to draw/label three needs of pets and on the other half ask students to draw/label three needs of wildlife. It may be best to show a teacher example, first. Have students turn this in to be graded.

****Bonus Question:** What are the three “L”s of wildlife? Write your answer on a sticky note.

Closure: Ask students: “Why is it not a good idea to keep a monkey as a pet?” Provide students with 1 minute to reflect on what they learned from this lesson. Share out loud.