



Pet Care: Trick or Treat?

By Amelia Saris

Grade Level: K-2

Objectives: Upon completion of this lesson, students will be able to state pet safety guidelines and articulate why they are important.

Standards Addressed:

Common Core Standards

Language Arts

[CCSS.ELA-Literacy.RL.K.1](#) or [CCSS.ELA-Literacy.RL.1.1](#) (Literature)

[CCSS.ELA-Literacy.RL.K.10](#) (Literature)

[CCSS.ELA-Literacy.SL.K.2](#) or [CCSS.ELA-Literacy.SL.1.2](#) or [CCSS.ELA-Literacy.SL.2.2](#)
(Speaking and Listening)

[CCSS.ELA-Literacy.L.K.1.a](#) or [CCSS.ELA-Literacy.L.1.1.a](#) (Language)

National Standards

Health

[NPH-H.K-4.5](#) Using Communication Skills to Promote Health (Demonstrate ways to communicate care, consideration, and respect of self and others).

Character Concepts: Pets are dependent beings who require responsibility. If we treat them with respect and take care of their needs, it also benefits the people in our communities.

Materials Needed:

- Copies of *Treat Sheet* for each student
- Teacher copy of the story *A Halloween Tail*
- One copy of the *Sentence Strips*
- Tape
- A *Do/Don't Flip Card* for each student
- Witch hat or pumpkin to hold *Sentence Strips*
- Scissors for each student

- Pencils or dark crayons for each student
- Crayons and other decorating supplies desired
- Optional: wooden sticks
- Optional: hole punch
- Optional: ribbons or string

Helpful Background Information:

<http://www.humanesociety.org/pets>

<http://www.humanesociety.org/animals/resources/tips/halloween-safety.html>

Teacher Preparation:

1. Copy the *Treat Sheet* for students.
2. Make one copy of the *A Halloween Tail* story for teacher use during the lesson.
3. Make one copy of the *Sentence Strips* and cut them out. Laminate for future use if desired.
4. Copy the *Do/Don't Flip Cards* and make double-sided cards with "Do" on one side and "Don't" on the other. If desired, glue cards onto sticks to make them easier for the students to manipulate.
5. Optional: Create a sample *Treat Sheet* for students by cutting out one ghost outline, writing one of the *Sentence Strips* statements on it, and decorating it.
6. Optional: Cut pieces of ribbon or string to be attached to the *Treat Sheet* labels.
7. Optional: Hole punch *Treat Sheet* labels on the top of the ghost outline so that ribbon or string can be put through them and tied to a piece/ bag of candy.

Lesson Procedure:

Opening Activity:

1. Gather students and have them sit where they can see the board.
2. Ask students if any of them have pets or if they know pets in their neighborhood.
3. Ask students if they have seen pets in their community that were in danger. If necessary, give examples such as a pet who is off of her leash or does not have a collar.
4. Ask a few students to share their plans for the upcoming Halloween holiday and allow for a few to share. Ask students if they think pets might have a higher chance of being in danger on Halloween and why that might be. Possible answers could include: pets might trick-or-treat with their owners with no leash/tag, escape out of the door when it is opened for trick-or-treaters, or be

“spooked” by people in costume, all which may cause pets to get lost and possibly hurt.

Lesson Body:

1. Tell students that you are going to read them a story about two different pet owners and that you want them to think about the pet safety topics you just discussed. Let them know that you will stop and get their ideas on what they hear throughout.
2. Read *A Halloween Tail* and ask students the discussion questions in bold that are located throughout the story. You may choose to expand on existing questions or add your own.
3. At the end of the story, ask students if they think everyone who loses a pet will be as lucky as Alexandra. Acknowledge that sometimes pets get lost and they don't get found by their owners. Connect this with the many pets in shelters that need homes.
4. Tell students that this year for Halloween they will have the opportunity to educate others in their community about responsible pet ownership.
5. Create a T-Chart on the board. Write “Do” on one side and “Don't” on the other side.

Do	Don't

6. Pull out the witch hat or pumpkin containing the *Sentence Strips*. Distribute a *Do/Don't Flip Card* to each student. Pull out *Sentence Strips* one-by-one and show and read them aloud to students. For each strip, ask students to show you with their flip cards whether the action is a “Do” or a “Don't”. Once they have voted, place each strip under the appropriate word on the board.
7. Show students the sample *Treat Sheet* and explain that they are going to get to help other people learn about pet care “Do's”. Ask them to choose a pencil or dark crayon to write the responsible pet tips, the “Do” column of the chart on the ghost outlines to give out to fellow trick-or-treaters or come up with their own pet safety tips. Cross out or erase the “Don't” column. Encourage students to decorate each ghost *Treat Sheet* to catch trick-or-treaters' attention. If students desire they can incorporate a Halloween theme into their decorating (for example, they might choose to show a student in costume with his or her dog on a leash). Before or after writing their sentences and decorating their tips, students can cut them out.

Closure:

1. Gather students with their *Treat Sheets* and invite several of them to share one tip they decided to use with their classmates and show how they decorated their tip.
2. As students share, ask them why the “Do” tips are important and what could happen if they are not followed. Connect this with Linda and Alexandra’s story.

Extension:

1. Have students create “Boo Responsible for Your Pet!” posters with illustrations of their favorite safety tip using the template provided at the end of the lesson.
2. Have students create “Adopt a Shelter Pet” flyers with reasons on what the benefits are to doing so. See <http://www.humanesociety.org/issues/adopt/> for ideas.

A Halloween Tail



Linda and Alexandra were good friends. They had heard about many pets in their community who needed homes, and each decided that they wanted a dog. One day, they convinced Linda's father to drive them to the animal shelter. Alexandra's mother accompanied them as well. When they arrived, they went straight to the front counter and spoke to the man there.

"One of the stray dogs we found gave birth to a litter of puppies a while ago. Would you like to see them?"

"Yes!" the girls exclaimed.

The man took them back to see the puppies. They were playing with one another while their mother sat at a close distance. They scampered back and forth. When the girls and their parents approached the cage, they came up to greet them eagerly and let Linda and Alexandra pet them.

"Mom, look how cute they are!" Alexandra cried.

"They really are cute, Alexandra, but having a puppy is a big responsibility. Are you sure you are up to the task?"

"Of course", Alexandra declared.

Meanwhile, Linda was filling out the adoption papers at the counter with her father. She pulled out the list she had made of the pet care supplies the puppy needed and started planning when she would pick everything up.

When all of the paperwork was finished, the girls excitedly carried their puppies to the car. Linda decided to name her puppy Nellie, and Alexandra named hers Sunny.

**Discussion question: What did the girls do that was a good idea?
(Answers: adopt pets that needed homes from the shelter).**

(At this point in the story, you may wish to discuss why adopting a shelter pet helps both the animals and the community).

On the way home from the shelter, Linda stopped at the pet supply store with Nellie. She bought a collar and leash for her and got a tag to put on the collar that had all of her contact information. She also made arrangements with her local veterinarian to get the puppy spayed so that she would not have babies herself. She remembered all of those dogs she had seen at the shelter who needed homes.

Discussion question: What are some responsible things Linda did for the puppy? (Answers: bought a collar, leash and tag, arranged to have puppy spayed)

Alexandra brought her puppy straight home. Her mother had gone to work and instructed her to get a collar, leash, and tags for the puppy, but Halloween was on Thursday and she wanted to be sure she had her costume read for trick-or-treating, so she thought she would get the items later.

Discussion question: Who was more responsible Alexandra who waited or Linda who got her leash, collar, and tags right away? Why?

Meanwhile, Nellie was getting used to her new home with Linda. Linda gave her some chew toys and showed her the crate she had bought her. When Nellie tried to chew on the furniture, Linda distracted her with a toy and petted her when she took it. She did this every time Nellie tried to chew on the furniture. After Nellie seemed familiar with her new environment, she put the leash on her and took her for a walk.

Discussion question: What are some other things Linda did to take good care of the puppy?

(Answers: got her a crate, gave her chew toys, began training her on what she should chew on and what she shouldn't, walked the puppy on a leash)

When Linda returned from her walk, she gave the puppy some water and called Alexandra to see how it was going.

"She likes the house", Alexandra said. "I noticed her running and playing earlier."

"That's great!" Linda said, "Have you made the appointment to get her spayed yet?"

"No, I was going to do that a little later," said Alexandra, trying on her witch hat. "I mean, she just got here. I should probably wait until she settles in a bit. Then Linda heard Alexandra yell.

“Stop, puppy!”

“What happened?” Linda asked.

“She took the pillows off the couch and chewed them up when I was in the other room. My parents are going to be really upset!”

“Oh no”, Linda said. “Will I still see you on Thursday for trick-or-treating?”

“Yeah, as long as they still let me go. See you then, I hope.”

On Halloween Alexandra brought Sunny to Linda’s house, dressed in her costume.

“Where is her leash and collar?” asked Linda.

“Oh, I didn’t get those yet,” said Alexandra. “Look, she has stayed with me the whole way here.”

Discussion question: What could be dangerous to the dog since Alexandra did not get her a leash?

“Well, I’m leaving Nellie home. I’m a little worried that all these people with masks on might scare her. We’ve been working on crate training her and last night she slept in the crate the whole time. I think she will feel safest there.”

Alexandra shrugged. “Whatever.”

The girls walked down the street with Sunny walking closely next to them. They got candy bars at the first house they went to, but Sunny jumped up on the woman who was giving them out.

“Stop, Sunny!” yelled Alexandra. “I don’t know why she does that.”

As they approached the second house someone popped out from behind a bush in a vampire costume. “Boo!” he yelled.

Sunny took off across the street. A car screeched to a halt as a group of trick-or-treaters looked on.

“Sunny, stop!” Alexandra cried. “It was just a costume!”

But Sunny didn’t stop. She continued right across the street until she disappeared behind the houses.

Linda and Alexandra tore off after her, calling her name. “Sunny! Here, Sunny!”

If the puppy could hear them, they could not tell. Alexandra had not started training her.

Discussion question: Do you agree that Alexandra should have waited to train her puppy until she got older?

“How will anyone know that she’s mine without a tag and collar?” Alexandra said miserably. This was turning out to be the worst Halloween ever.

Linda sighed, trying very hard not to say ‘I told you so’. “Come on. Let’s keep looking.”

Discussion question: What could Alexandra have done differently?

Answers: called the vet and made the spay appointment; gotten the puppy a collar and tag, kept the puppy on a leash, started training the puppy early.

Linda and Alexandra walked around the neighborhood for hours calling Sunny’s name. They ran into many other trick-or-treaters along the way, but no one had seen Sunny.

Alexandra was so tired she could barely walk. She wanted to keep looking, but it seemed impossible to continue. “Sunny!” she called with her voice cracking. “Here, Sunny!”

A woman holding the hand of a small ghost stopped her. “Did you lose a dog?”

“Yes, we did,” Linda said. She described Sunny. Have you seen her?”

“Oh my gosh—I’m almost positive that was her that we just dropped off at the shelter!” the woman said. “She didn’t have a collar, so we didn’t know where else to take her!”

Alexandra gasped and took off running for her house. If she was lucky her mom would agree to drive them over to the shelter to check. “Thank you so much!” she called to the woman over her shoulder with Linda on her heels.

A short time later, Alexandra, her mother, and Linda pulled up to the shelter. Alexandra raced inside to the counter.

“My puppy, Sunny...she....I lost her...is she...here?”

“I recognize you from the other day,” said the man. “ We have had several puppies get dropped off tonight. Why don’t I take you back and you see if you can identify her?”

Alexandra, her mother and Linda followed him down a hallway with many dogs. Alexandra looked for Sunny, but none of the puppies looked anything like her.

Just as she was about to give up hope, she caught sight of a sad-looking puppy at the end of the hallway. She was curled up in a ball all by herself, and she looked scared.

“Sunny!” Alexandra exclaimed. “You are here! And you’re ok!” The puppy jumped to her feet, happy to see a familiar face. Alexandra put her hand through the cage while Sunny licked it excitedly.

“You were lucky, Alexandra”, said her mother, shaking her head. “Often when puppies are lost with no tags, their owners never find them. In fact, I’m a bit worried about bringing Sunny home again. You may not be ready to have a puppy in your life.”

Alexandra looked down at her feet. “I know it was my fault,” she said sadly. “I really didn’t realize how much work having a dog is. I thought it would be fun, and it was, but it’s not just about fun.

What if...what if I had help?”

“What do you mean?” Alexandra’s mother asked.

Alexandra turned to Linda. “You are such a responsible owner to Nellie”, she said. “You’ve been working really hard right from the beginning to make sure she grows up to be a happy, healthy dog. Do you think you could give me some advice?”

Linda smiled. “I’d love to.”

“It’s true”, Alexandra’s mother said. “Linda really knows what she is doing.”

“But Alexandra,” interjected Linda, “I think you know more than you think.”

“Really?”

“Yep. What did Sunny need to keep her from getting lost tonight?”

“I should have gotten her a collar, leash and tag. The collar and leash would help her stay with me, but if she did get away, the tag would help someone bring her back to me.”

“And?”

“And I should have trained her to come when I call and to know her name. Also, she really needs to be spayed. We definitely don’t need any *more* dogs in this neighborhood”, Alexandra said, looking down at the rows of dogs waiting to be adopted.

“See?” Linda said.

Alexandra’s mom was smiling. “All right, Alexandra. Let’s give it another shot. I will help you too.”

The man opened Sunny’s cage, and she bounded out. “Come on, Sunny,” said Alexandra, scratching her behind the ears. “Let’s go home.”

“Do” Sentence Strips

Spay and neuter
your pets.

Walk dogs on a
leash.

Adopt from a
shelter or rescue.

“Do” Sentence Strips

Make sure your
pets wear collars
and ID tags.

Train your pets
early.

“Don’t” Sentence Strips

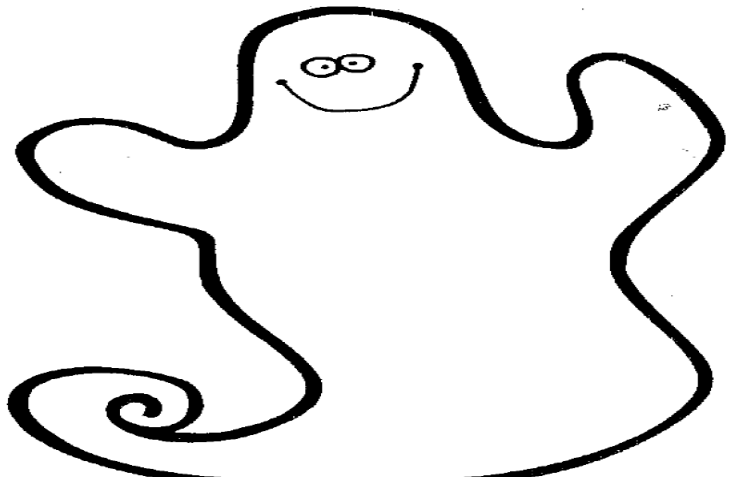
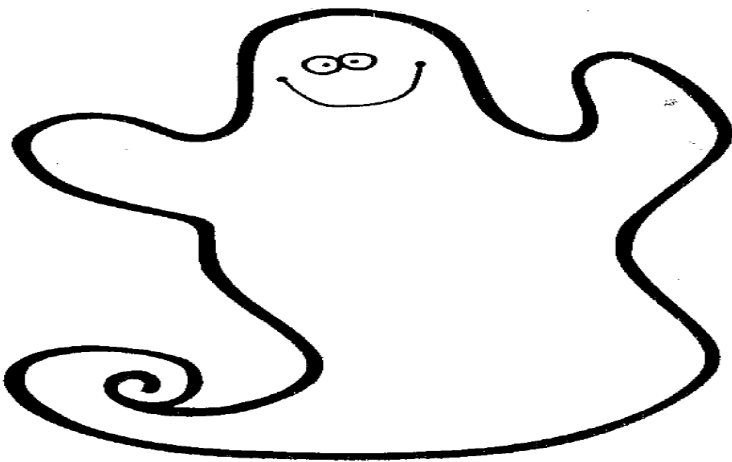
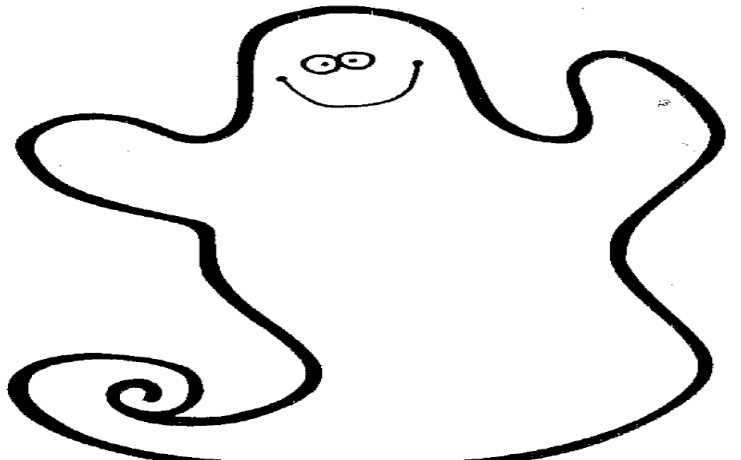
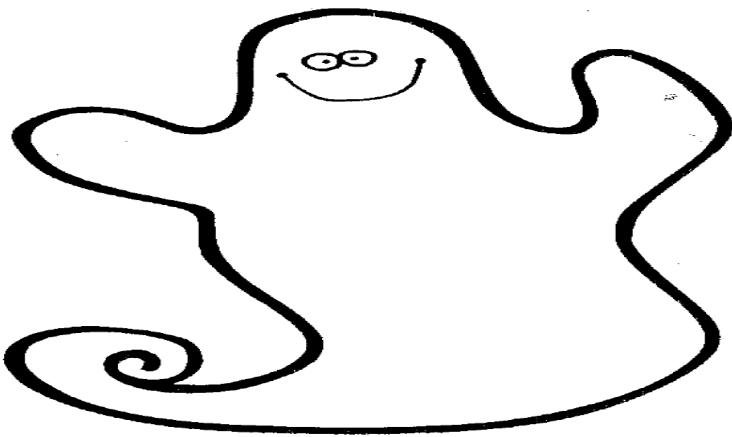
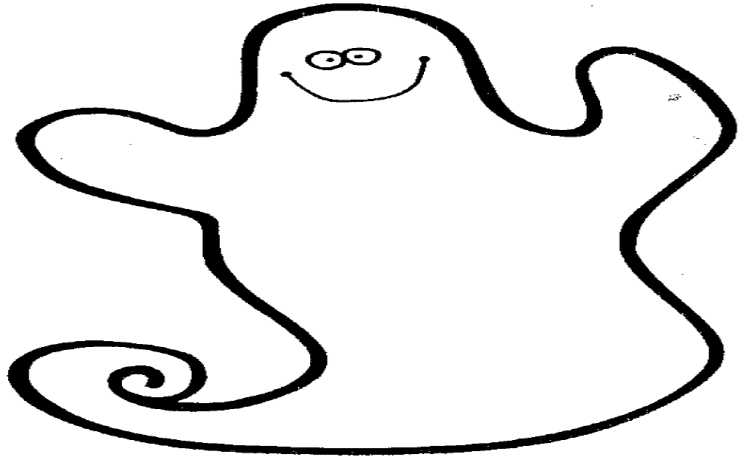
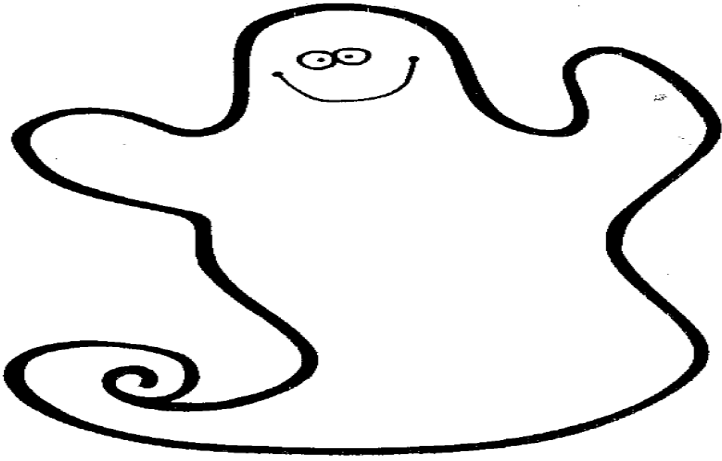
Walk your dog
loose without a
leash.

Avoid getting ID
tags for your pets.

“Don’t” Sentence Strips

Wait to train your
pets; they will
figure it out on
their own.

Treat Sheet



DO

DO

DO

DO

DO

DO

DO

DO

DO

DO

DON'T

DON'T

DON'T

DON'T

DON'T

DON'T

DON'T

DON'T

DON'T

DON'T

Name: _____

BOO RESPONSIBLE FOR YOUR PET!!!

