



Sharing Sam – What Does It Take to Care for a Dog?

Author Name(s)

Grade Level: Pre-K-1

Objective: Upon completion of the lesson, the students will become familiar with the concept of basic needs and related vocabulary by learning the name and function of pet care supplies. Students will also compare their needs to those of dogs.

Standards Addressed:

Language Arts

CCSS.ELA-Literacy.L.K.1 or CCSS.ELA-Literacy.L.1.1

CCSS.ELA-Literacy.L.K.4 or CCSS.ELA-Literacy.L.1.4

CCSS.ELA-Literacy.L.K.6 or CCSS.ELA-Literacy.L.1.6

Health

NPH-H.K-4.1 Health Promotion and Disease Prevention

NPH-H.K-4.3 Reducing Health Risks

Character Concepts: caring for others is important and pets are dependent beings that require responsibility

Materials Needed:

- a stuffed dog (or felt cutout)
- pet-care supplies (or felt cutouts of pet-care supplies, patterns attached) Supplies can be, but are not limited to: *comb/brush, leash, harness, collar with ID tags, bowls, food, water, nail clippers, dog toothbrush & toothpaste, toys, bed, biscuits/treats, medicine, hair clippers, dog shampoo, list with vet, ER vet & animal poison contact numbers, weather gear (sweater, snow boots, etc.), behavior/care reference book*
- “Sharing Sam” story (attached below)
- drawing paper
- crayons

Helpful Background Information:

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

Teacher Preparation:

1. Set up a table or other flat space at the front of the room or place a flannel board at the front of the room. Put the stuffed dog next to the board or on the table.
2. Place dog care items or dog care felt pieces in a box or bag at the front of the room.

Lesson Procedure:**Opening Activity:**

1. Introduce students to the stuffed dog named "Sam." Describe that Sam is a friend of yours who came here today to share his story about being healthy and safe.
2. Explain to the students that part of having a good home is making sure he is happy, healthy, and safe.
3. Introduce to the students that they are going to help Sam discover what he needs to have a happy, healthy, and safe home. But before they can do that, Sam wants to know what THEY need to stay alive and be healthy and happy. Ask students to describe what they need to stay alive. Accept all answers being sure the following are included: food, water, shelter, clothing, schooling, parent/guardian, love, and medical attention.
4. Ask students to listen to the story "Sharing Sam" and listen for items that a family might need to care for a dog.

Lesson Body:

1. After the story is complete, ask students to name the things they heard that Sam (or any other dog) would need to be happy in a home. As pet-care supplies are mentioned, ask students to describe why the items are necessary or to describe how they are used. Ask the students if they placed a similar item on the list they created earlier. Discuss what would happen if the student or the animal didn't have that supply. Each time a new item is discussed, ask a student volunteer to find it in the box and place it on either the table or the flannel board.
2. Discuss pet-care supplies not listed in the story (you may have to prompt the students on some of their guesses) and their uses and whether or not they have a similar personal care item. What would the health consequences be if the animal or person didn't have that? Students can then find those items in the box and bring them to the front of the room. Hints may have to be given if the students cannot come up with further items.

Closure:

1. Pass out one sheet of drawing paper to each student. Ask students to hold their paper horizontally so it is wider than it is high and then fold it in half so that the edges meet to form a booklet. (Model this for the group.)
2. Ask students to draw four pet-care supplies, one on each page of the booklet. If students are able to write, ask them to label each drawing with the corresponding word. If students cannot yet write, the instructor may write the word for them.

Extension:

1. Compare and contrast the needs of a dog and a cat. Ask the students if you could take all of the dog supplies and use them to care for a cat instead. Discuss how cat needs are similar to dog and human needs but that they also differ. For example you may be able to use the same comb on both a cat and a dog but a dog's collar would probably be too big for a cat.
2. Create a dog care center in the classroom. Bring in additional stuffed dogs. Have the students practice being caregivers to the stuffed dogs with the actual physical supplies that are in the classroom. This could involve roleplaying the parent, groomer, or/and veterinarian. Additional supplies such as stethoscopes, doctor coats, empty plastic syringes, ear scope, hair dryer, etc. would need to be obtained.

Sharing Sam

Sam was a lonely dog. No one appeared to care about him. He did not have a collar or a family to call his own. Sam wandered through the streets, cold and hungry. He had to jump out of the way of cars, run from other dogs, and be careful not to step on broken bottles or trash. When it rained, Sam got wet. When it snowed, Sam was very, very cold. Sam was a sad dog.

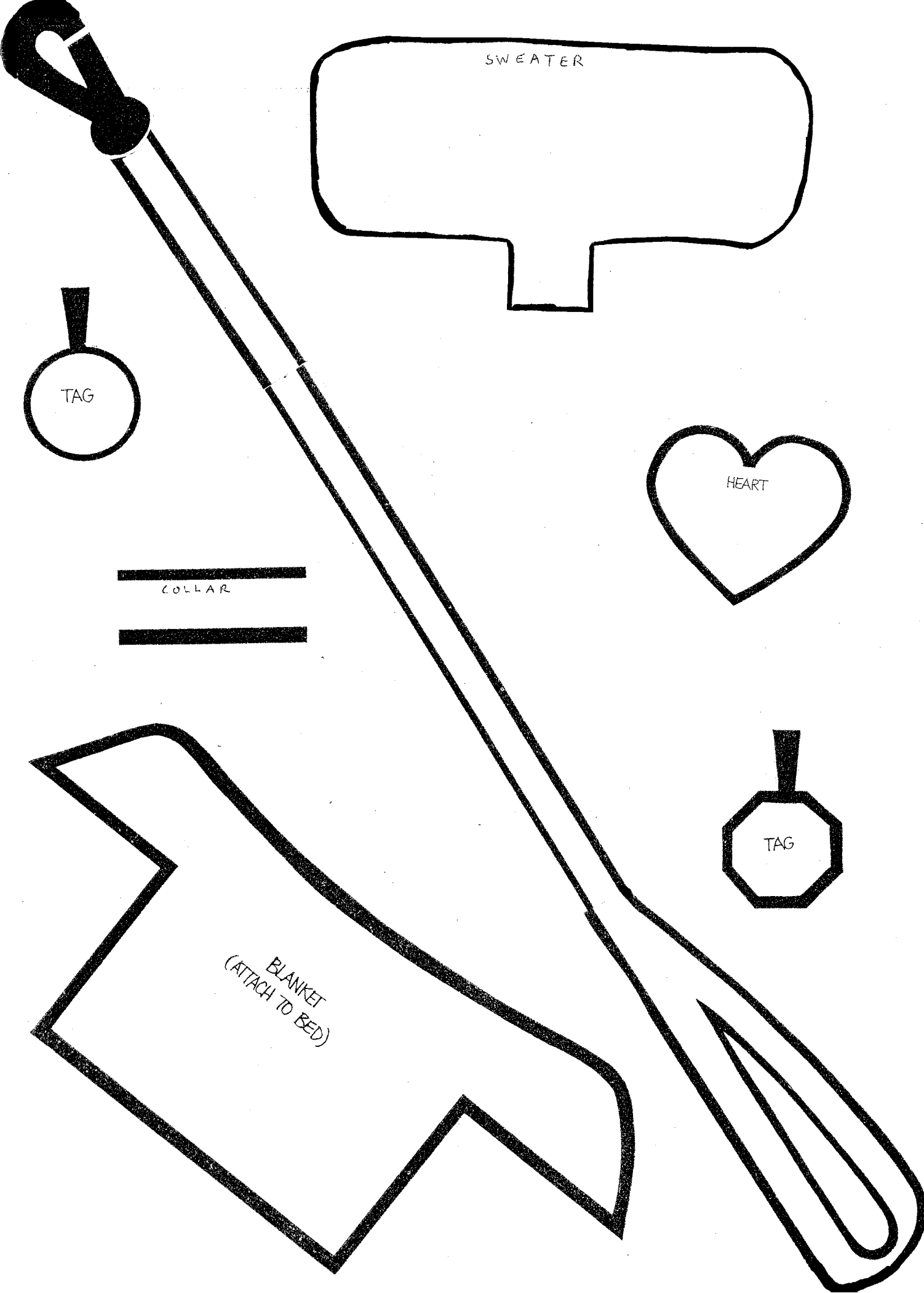
Then one day Sam met a nice girl and her father. The girl asked her father if Sam could live with them and be their pet. The father said, "Sam does seem like a great dog, but someone might be missing him. Let's see if he already has a home." First, the father called the animal shelter to see if someone had lost this dog. The shelter said "No." Next, he had him scanned for a microchip—an extremely small identification chip just under a dog's skin. There was no microchip in Sam. The children and their father put up posters with Sam's picture and their phone number on it, but no one responded. The family agreed they could provide a good home for Sam and decided he could stay at their house forever. The nice girl gave Sam a dish of fresh water to drink. Her brother, a nice boy brought him a dish of dog food every day for breakfast and dinner. The children gave Sam a bath and brushed his hair until it was shiny. "We'll brush you every day and check your coat for fleas and ticks," said the nice boy. "We want you to stay healthy and happy."

A week after finding Sam, he was presented with a round shiny thing. "We want everyone to know that you are our special pet," said the girl, "so we bought you your own collar with an identification tag, and Dad bought a dog license from the town hall."

The children and their father took Sam to the veterinarian—the doctor for animals—for a checkup. The doctor looked at Sam's eyes and ears, peered into his nose and mouth, and even checked his skin under his hair. She took Sam's temperature and gave him two shots. The doctor gave Sam another special tag to wear that said he'd had his rabies vaccination – he felt very proud to have so many tags. On the way to the veterinarian's office and on the way home, Sam wore a leash attached to his collar. The children didn't want their new friend to wander away and become lost or frightened.

When they arrived home, the children showed Sam his new dog bed in the girl's room. This is where Sam would sleep at night. Then they took him to the backyard. It has a nice strong fence around it to keep him safe. The children and Sam played with the new ball they had bought for him. Then they went inside to dinner and left a safe toy for him to chew on.

Sam looked around his new home. Now when it rained or snowed he would have a nice place to keep dry and warm. When the sun shone brightly, Sam had plenty of cool water and nice shade. Best of all, he had a nice new family that loved him and took care of him. Sam was a happy dog.



SWEATER

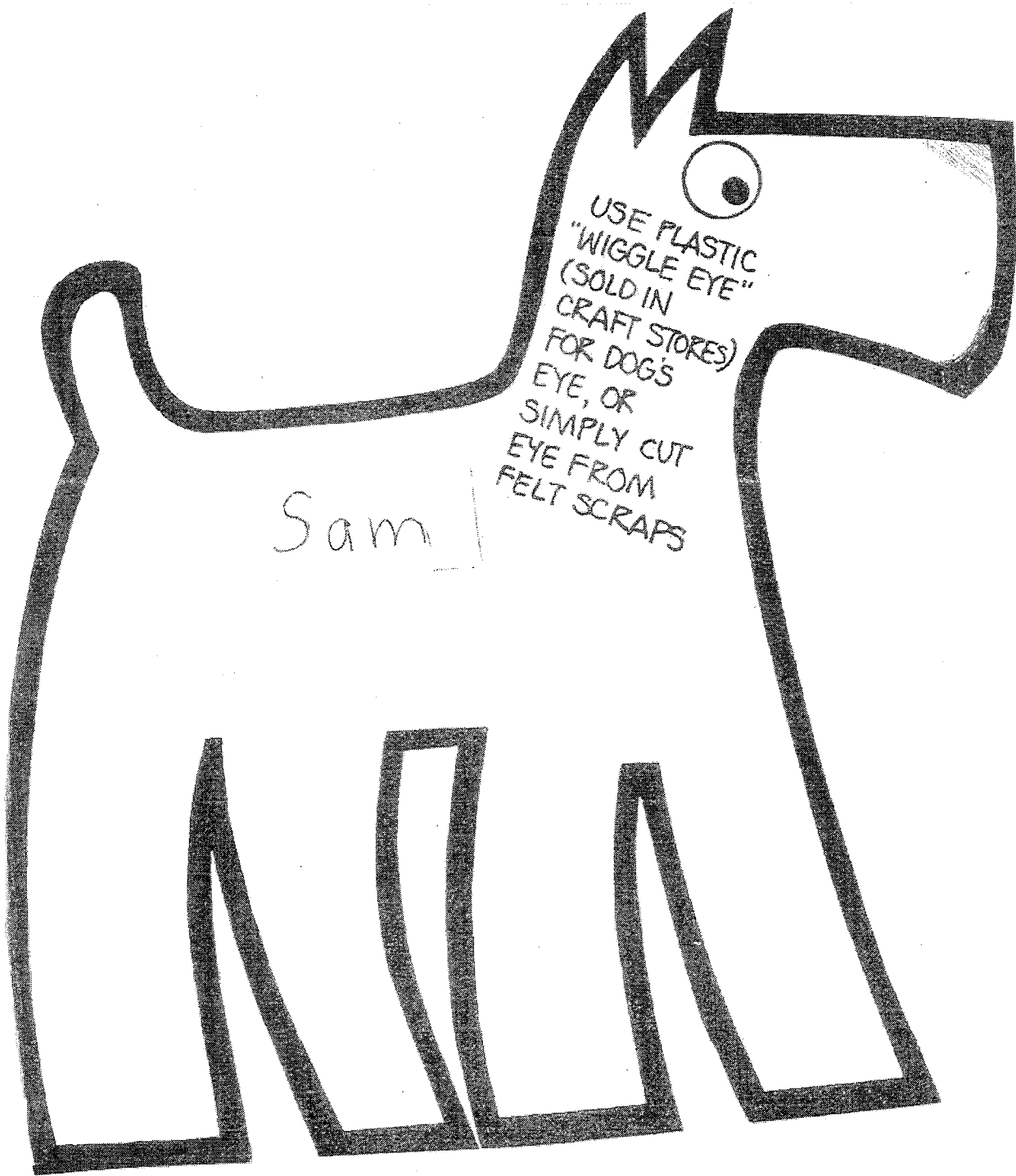
TAG

HEART

COLLAR

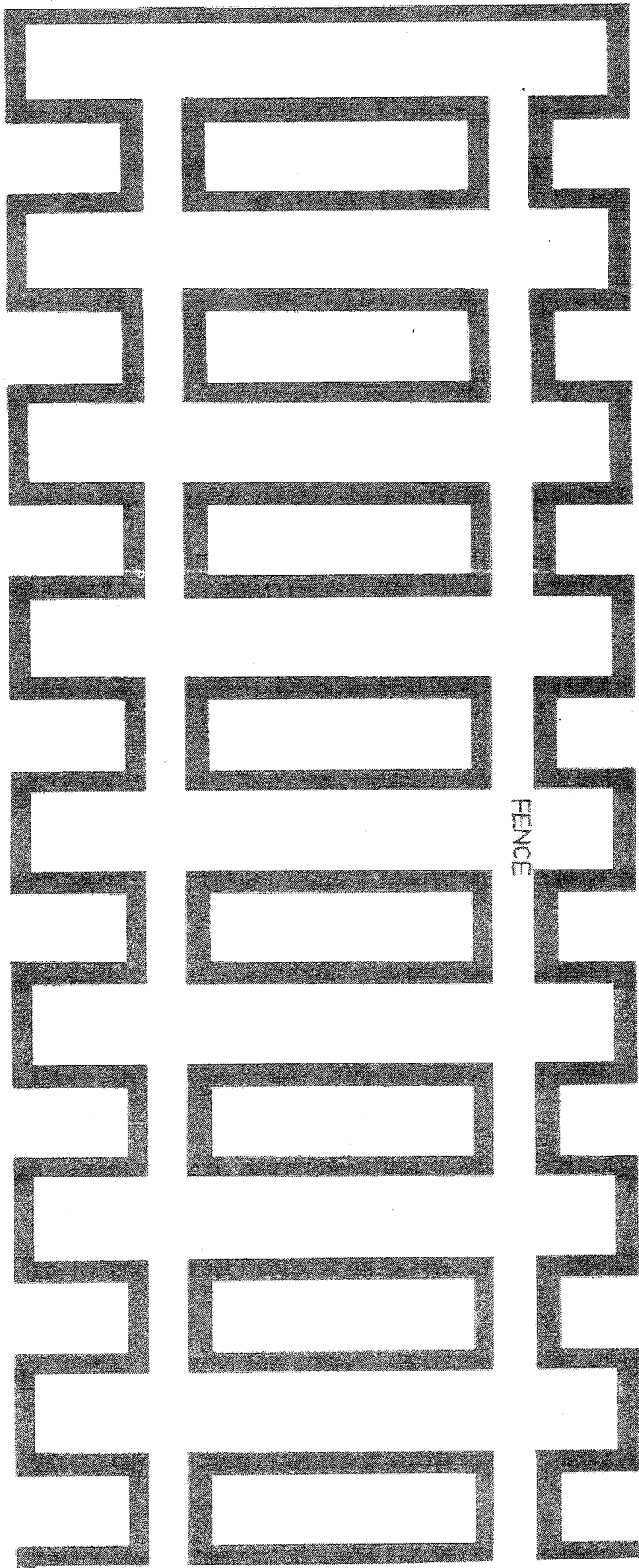
TAG

BLANKET
(ATTACH TO BED)

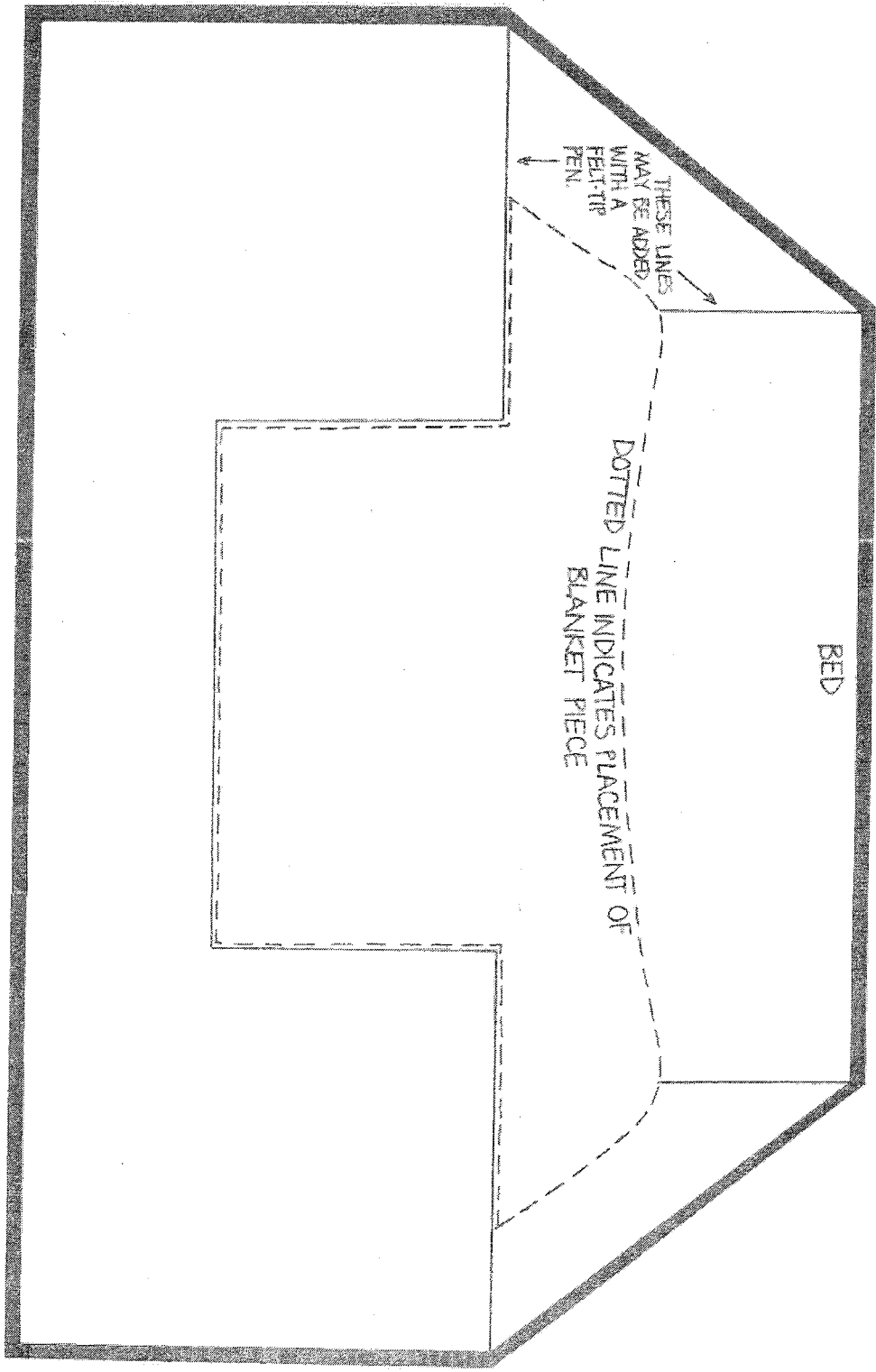


USE PLASTIC
"WIGGLE EYE"
(SOLD IN
CRAFT STORES)
FOR DOG'S
EYE, OR
SIMPLY CUT
EYE FROM
FELT SCRAPS

Sam



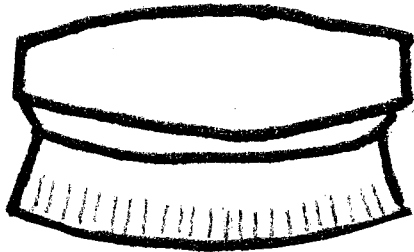
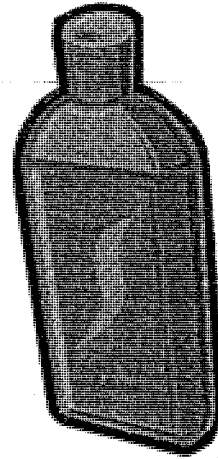
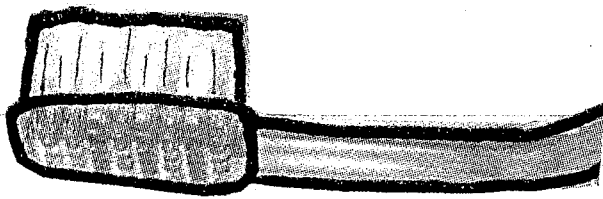
FENCE



BED

DOTTED LINE INDICATES PLACEMENT OF
BLANKET PIECE

THESE LINES
MAY BE ADDED
WITH A
FELT-TIP
PEN.



Vet
xxx - xxxx

ER Vet
xxx - xxxx

Animal
Poison
Control
xxx - xxxx

