

Cats, Dogs and Us



Key learning areas

English
Mathematics
Science
Arts

Stage/Year/Age

Stage 1
Year 1 and 2
Ages 6-8

Duration

Five lessons

Rationale

Why does this learning matter? Through a variety of activities and discussions, students will analyse the special relationship people have with cats and dogs, develop essential vocabulary about the topic, and understand how humans support, live with and use these animals.

How does it relate to prior learning? The unit calls upon the relationships that students already have with cats and dogs and extends their understanding and knowledge of responsibility.

How does it include cross-curricular perspectives? This unit is integrated across the KLAs as well as looking at the differing perspectives that relate to people's interaction with cats and dogs.

Outcomes/content descriptions

English

Speaking and listening 1

Communicate with a range of people in informal and guided activities demonstrating interaction skills and consider how own communications are adjusted in different situations. [ACELY1666](#), [ACELY1656](#) and [EN1-1A](#)

Speaking and listening 2

Recognise a range of purposes and audiences for spoken language and recognise organisational patterns and features of predictable spoken texts. [EN1-6B](#)

Outcomes/content descriptions

English (continued)

Writing and representing 1

Plan, compose and review a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers. [ACELY1661](#), [ACELY1671](#) and [EN1-2A](#)

Identify how language use in their own writing differs according to their purpose, audience and subject matter. [CELA1470](#) and [EN1-7B](#)

Reading and viewing 1

Draw on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies. [ACELY1660](#), [ACELY1670](#), [ACELA1451](#) and [EN1-4A](#)

Grammar, punctuation and vocabulary

Use basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. [EN1-9B](#)

Thinking imaginatively and creatively

Think imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. [ACELT1586](#) and [EN1-10C](#)

Expressing themselves

Respond to and compose a range of texts about familiar aspects of the world and their own experiences. [ACELT1582](#), [ACELY1655](#) and [EN1-11D](#)

Outcomes/content descriptions

Mathematics

Data 1

Gather and organise data, display data in lists, tables and picture graphs and interpret the results. [ACMSP263](#) and [MA1-17SP](#)

Represent data with objects and drawings where one object or drawing represents one data value and describe the displays. [ACMSP263](#)

Data 2

Collect, check and classify data. [ACMSP049](#)

Outcomes/content descriptions

Science

Develop knowledge, understanding of and skill in applying the processes of working scientifically.

Investigate, question and predict by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know. [ACSYS213](#), [ACSYS041](#) and [ST1-4WS](#)

Work co-operatively and individually when participating in guided investigations to explore and answer questions. [ACSYS025](#) and [ACSYS038](#)

Compare observations with those of others to identify similarities and differences in the findings of their investigations. [ACSYS025](#) and [ACSYS038](#)

Develop knowledge of the natural environment through understanding about the physical world, earth and space and living things. [ST1-10LW](#) and [ST1-11W](#)

Describe ways that different places in the environment provide for the needs of living things. [ACSSU211](#)

Observe and record ways people use science, knowledge and skills in their daily lives to care for living things. [ACSHE022](#) and [ACSHE035](#)

Develop knowledge and understanding of the made environment through built environments, information and products. [ST1-14BE](#)

Describe a range of places and spaces in the local environment and how their purposes influence their designs. [ST1-14BE](#)

Outcomes/content descriptions

Arts

(draft Australian curriculum)

Drama

2.1 Imagine and act out roles and situations participating in dramatic play and role play.

2.5 Share role play, process drama and improvisations with each other.

Media arts

2.3 Create media arts works about selves, others or their environments for familiar audience.

Visual arts

2.4 Make visual arts works about people, objects and experiences that are familiar, imagined or remembered.

Core focus questions

- Discuss people's responsibility to the welfare of cats and dogs.
- Brainstorm and research the needs and wants of cats and dogs.
- Look at ways people provide for these needs.
- Explore the ways that cats and dogs interact with people, how people uses cats and dogs for their benefit.
- Research the environmental implications of people's duty to the care of cats and dogs.

Unit assessment tasks

Lesson 5

Using a mind map to plan, create a narrative with their chosen dog as the main character. This can be as simple as writing about what they do each day or more creatively putting themselves and their dog into an adventure.

Rubrics: see attachment

Cats, Dogs and Us



Overview

Students will read, discuss and explore the *Cats, Dogs and Us* Student Magazine.

Through a variety of activities and discussions, students will analyse the special relationship people have with cats and dogs, develop essential vocabulary about the topic and understand how humans support these animals. The guide includes suggestions for extension activities.

Outcomes/achievement descriptions

Students will:

- Use vocabulary relevant to the topic of caring for cats and dogs in reading, oral discussion, role play and writing.
- Analyse the basic needs of cats and dogs and understand how humans provide for these basic needs.
- Describe connections between cats and dogs and humans.
- Understand how cats and dogs communicate.
- Demonstrate that they are positively inspired by cats and dogs through language and artistic expression.

Cats, Dogs and Us



Outcomes and content descriptions

ACELY1656 and **EN1-1A** Listen and contribute to class discussions.

EN1-11D Recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts.

EN1-10C Respond to a wide range of texts through discussing, writing and representing.

EN1-10C Identify that different texts have different organisational patterns and features for a variety of audiences.

AC SIS213, ACSIS041 and **ST1-4WS** Compare observations with those of others to identify similarities and differences in the findings of their investigations.

Teaching and learning experiences: Cats and dogs as pets

Introduction: What we know about *Cats, Dogs and Us*

- Think-Pair-Share: Have students turn to a partner and discuss what they know about cats and dogs and how they feel about them. Ask several pairs to share what they talked about.
- Preview the text: Give students a copy of the Student Magazine. Read aloud the title *Cats, Dogs and Us*. Ask:
 - Why do you think the title refers to “Us”?
 - What do you think this magazine is about?
- Preview the headings with students and discuss the photographs on each page. Point out the picture of the cat with labels on Student Magazine page 2 and the picture of the dog with labels on page 4. Ask students what they think the pictures show.
- Point out the words in bold. Tell students that these are important words that will help them understand key ideas.

Resources

Student Magazine:
Cats, Dogs and Us (page 1)

Cats, Dogs and Us



Outcomes and content descriptions

Teaching and learning experiences: Cats and dogs as pets

Resources

Lesson core: Cats versus dogs

Think-Pair-Share

- Divide class into half – one to look at cats, one to look at dogs.
- Brainstorm knowledge relating to cats and dogs with partner within these groups.
- Combine with another pair and share what they discussed.
- Record main ideas on large sheets of paper in the outline of a cat/dog.
- Return to whole class group.
- One person from each group to share what they have written on their paper.
- Paper then to be displayed around the room to act as a word bank, vocabulary list and a point of reference that can be added to as they work through the unit. Add the words domesticated and relationship to this display.
- Read the article on *Cats, Dogs and Us*. Have students decide if there is anything else they need to add to their sheets. Give them time to do so.
- Discuss any words that the students may have difficulty in understanding.

Large outlines of cats and one of dogs for students to write their ideas on

One marker for each group

Have a large outline of a cat and dog together to use as a word bank

Cats, Dogs and Us



Outcomes and content descriptions

Data: ACMSP263 and MA1-17SP Gather and record data using tally marks or symbols. Represent data with objects or drawings and one-to-one correspondence. Use comparative language to discuss observations, e.g. more children like dogs.

Teaching and learning experiences: Cats and dogs as pets

Maths: Graphing pet ownership

- Copy images of different pets for the students to create a class picture graph of pets that they own.
- Ask the students for the pets that they care for.
- Write a list on the board and on paper. Place the paper labels on the floor.
- As a student states what type of pet they have, give them an image of it and have them stand in a row behind the label.
- Have a child count the number in each row (if a child has more than one pet have a child without a pet stand in for them or place one picture in the line).
- Record the number of pets for each group on the board using tally marks.
- Draw up the axis for the graph to grow.
- Have students “stick” their picture to the board to create a class picture graph.
- Discuss the results of the graph.

Resources

Images of pets to create picture graphs
Magnets or Blu Tak

Cats, Dogs and Us



Outcomes and content descriptions

EN1-5A Begin to use a dictionary for word meaning.

EN1-2A Use personal experiences to contribute ideas and information.

ACELY1660, ACELY1670 and EN1-4A Use comprehension strategies to gain both literal and inferred meaning.

ACELA1451 and EN1-4A Identify the parts of a simple sentence that represent "What's happening?", "Who or what is involved?" and the surrounding circumstances.

ACELY1661, ACELY1671 and EN1-2A Use different modes and media to present information.

EN1-11D Recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts.

EN1-11D Respond to a range of texts that include issues about their world, including home life and the wider community.

ACELT1582 and EN1-11D Use personal experiences to contribute ideas and information.

ACELY1666 and EN1-1A Listen to gain information. Share ideas with others and extend understanding.

ST1-4WS Suggest observations that could be made to collect data and/or information about their questions and predictions.

Teaching and learning experiences: People's interaction with animals

Vocabulary: Domesticated or wild

- Draw attention to the words domesticated and relationship on page 1 and ask students if they remember what they mean. Have them turn to the glossary, find the words and follow along as you read the definitions.
- Display the words and their meanings on word bank display. Add to this as new words emerge throughout the unit.
- Ask the following questions to help clarify the meanings:
 - What kind of relationship do you have with your brother/sister/best friend?
 - Are dingoes and kangaroos domesticated? How do you know?
 - What are some domesticated animals?

Comprehension: People's interaction with cats and dogs

- Re-read the page aloud. Some students may be able to read the page independently.
- Discuss: What did we learn about how cats and dogs make our lives better? Show me where it says this in the text. What kind of deal have people made with cats and dogs?

Resources

Student Magazine:
Cats, Dogs and Us (page 1)

Word bank display from previous lesson

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Outcomes and content descriptions

Teaching and learning experiences: People's interaction with animals

Resources

Classification and comprehension: Wild versus domesticated animal needs

- Students use an electronic tablet or IWB showing a group of images of animals.
- Students design a way of grouping/classifying the animals.
- Students drag and drop pictures into categories.
- Students feed back to the class as to why they have chosen this classification.
- Discuss which animals are domesticated and which would you find at a zoo, on a farm or in the wild. Discuss characteristics that would help identify where an animal fits into the above categories.
- Discuss why some animals are kept in zoos rather than left in the wild.
- Discuss what all animals need to survive. What can we add to this when we care for our pets?
- Recall information you read from page 1.

Electronic tablet or IWB

Create app of images of animals

Make a suggested list of animals

Have cards for display labelled with: water, food, shelter, warmth and love

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Outcomes and content descriptions

Teaching and learning experiences: People's interaction with animals

Resources

Discussion: Why do we keep cats and dogs as pets?

- Talk about other situations that domesticated and relationship could relate to.
- What kind of relationships do you have with other family members and friends?
- Using the template draw a simple family tree, have students add their pets, (or if they don't have a pet, then a pet they would like) to their family tree.
 - What other animals do we have as pets?
 - Are there some animals that we can't have as pets?
 - Are there any other animals that are domesticated (tamed) that we use to help us?
- Consolidate lesson by identifying those characteristics that make cats and dogs rewarding pets.

Template of simple family tree

Cats, Dogs and Us



Outcomes and content descriptions

Media arts 2.3 (national curriculum draft syllabus).

Visual arts 2.4 (national curriculum draft syllabus).

Make representation of an animal in their community.

ACSHE022, ACSHE035 and ST1-4WS Suggest observations that could be made to collect data and/or information about their questions and predictions.

ACSSU211, ST1-10LW and ST-1-11W Explore the needs of an animal in its environment.

AC SIS213, ACSIS041 and ST1-4WS Compare observations with those of others to identify similarities and differences in the findings of their investigations.

Teaching and learning experiences: People's interaction with animals

Support activity: Create a cat/dog

- Use different images of cat's or dog's heads, ears, tails, bodies, legs to make a new pet.
- Give your new pet a name, describe what it likes to do/play.
- Have children design a pet sticker to add to their car sticker family.

Extension activity: Domestic versus wild animals

- Show students a picture of a domestic cat and a wild cat, such as a tiger.
- Do a Think-Pair-Share activity, in which students first think about how the two animals are the same and different, then discuss it with a partner and then share their ideas with the whole group.
- Encourage students to consider their relationship with domestic animals as compared to wild animals.
- Ask students to name other animals and decide as a group whether they are domestic or wild, explaining their reasoning. Chart the responses.

Resources

Recyclable materials, paint, scissors, paper, double sided tape and crayons

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Outcomes and content descriptions

EN1-10C Identify that different texts have different organisational patterns and features for a variety of audiences.

ST1-4WS Suggest observations that could be made to collect data and/or information about their questions and predictions.

AC SIS213, AC SIS041 and ST1-4WS Compare observations with those of others to identify similarities and differences in the findings of their investigations.

ACE LY1671 and EN1-2A Plan, compose and review a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.

Teaching and learning experiences: Animal traits

Read and discuss pages 2 and 4.

Observation of features of cats and dogs

Scientific drawing

- Divide class into half – one to look at cats and one to look at dogs.
- Further divide these students into smaller groups. Have each group observe photographs of a cat or dog. Tell students to notice details about the physical features of the cat or dog.
- Ask each group to create a simple drawing of the cat or dog on a large sheet of paper. Have group members decide on the most important physical features of their animal. Have students label these features on their sketch, drawing lines from the label to the body part.

Text type structure and comprehension: Labels and diagrams

- Display image on page 2 and page 4 of Student Magazine on IWB.
- Discuss labels and information.
- Read The Incredible Cat and The Excellent Dog.
- Students Google images of cats and dogs and select a cat or dog. (a full body – not just a face) to compare to the illustrations.
- Students to select and import their chosen images of a cat or dog into a mind map and add their own labels to describe appearance, personality, likes and dislikes of their chosen cat or dog.
- Have the groups discuss why they think each feature is important to the cat or dog.

Resources

Student Magazine:
The Incredible Cat and
The Excellent Dog (page 2 and 4)

Paper to draw on

Pencils

Images of cats and dogs

Mind Map

Cats, Dogs and Us



Outcomes and content descriptions

ACELY1660, ACELY1670 and EN1-4A Uses comprehension strategies to gain both literal and inferred meaning.

ACELA1451 and EN1-4A Identify the parts of a simple sentence that represent “What’s happening?”, “Who or what is involved?” and the surrounding circumstances.

EN1-4A Identify word families and word origins to understand the meaning of unfamiliar words.

AC SIS026, AC SIS039 and ST1-4WS Investigate, question and predict by collecting and recording data.

AC SIS213, AC SIS041 and ST1-4WS Compare observations with those of others to identify similarities and differences in the findings of their investigations.

Teaching and learning experiences: Animal traits

Comprehension: Animal traits

- Read aloud pages 2 and 4 in full as students follow along or read aloud with you. Some students may be able to read the pages independently.
- Have students look at the photographs and captions to answer questions about the physical features of cats and dogs. Students may work with a partner to find the answers, or you may work with the whole group.
- Ask questions such as the following:
 - How do cats use their tails?
 - What is special about cats’ eyes?
 - How do whiskers help cats?
 - Why do cats have hooks on their tongues?
 - Why can cats walk quietly?
 - What is one thing that is the same about cat’s and dog’s paws?
 - Why do dogs pant?
 - Why do dogs sniff?
 - How does a dog use its tail?

Resources

Student Magazine:
The Incredible Cat and
The Excellent Dog (page 2 and 4)

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Outcomes and content descriptions

ACELA1451 and **EN1-4A** Identify the parts of a simple sentence that represent “What’s happening?”, “Who or what is involved?” and the surrounding circumstances.

EN1-4A Identify word families and word origins to understand the meaning of unfamiliar words.

AC SIS026, AC SIS039 and **ST1-4WS** Investigate, question and predict by collecting and recording data.

AC SIS213, AC SIS041 and **ST1-4WS** Compare observations with those of others to identify similarities and differences in the findings of their investigations.

Teaching and learning experiences: Animal traits

Topic specific vocabulary

- Identify words in bold – **prey, packs and breeds**. Use the glossary to help identify meaning and add these words to the word bank.
- Ask the following questions to help clarify the meanings:
 - What prey do cats like to catch and eat?
 - What animals live in packs?
 - What is one dog breed that you know?

Extension activity: Observation of cats and dogs in the home or neighbourhood:

- Have students observe a cat or a dog at their home, or with their parents or guardians’ permission and supervision, in their community.
- Ask students to observe the cat or dog for a few minutes and notice how the animal moves and uses its senses.
- Older or more advanced students may take notes about their observations.
- Have students report their observations to the whole class.

Resources

Cats, Dogs and Us



Outcomes and content descriptions

ACELA1470 and **EN1-7B** Explore the meaning of new words, building on word knowledge; use word choices to suit purpose.

ACELY1666 and **EN1-1A** Listen and contribute to class discussions.

Teaching and learning experiences: Pet communication

Vocabulary builder: Movement and meaning

- Brainstorm words that can be used to describe how a cat moves.
- Compare this to words that could be used to describe a dog's movements.
- Add these words to the word bank.
- Discuss any similarities and or differences.
- Read Cat Talk page 3 and Dog Talk page 5.
- Discuss if there are any other words that could be added.
- Ask students what they notice about the dogs' body language in the photographs on page 5.
- Discuss how students can recognise how the dogs are feeling and what they are trying to communicate. *Hint: You can tell what a dog is trying to communicate by looking at the dog's tail, fur, ears, mouth, eyes, and posture.*
- Ask students whether and how they would approach each of these dogs.

Resources

Student Magazine:
Cat Talk and Dog Talk (page 3 and 5)

Stencil or electronic tablet
or IWB image of page 2
The Incredible Cat

Show cat with only the headings
of the labels showing (hidden
information to be revealed later
during discussion)

Word bank of cat and dog
movement words to be written
in cat and dog paw prints. Display
around the room at completion
of activity

Cats, Dogs and Us



Outcomes and content descriptions

Drama (draft national curriculum)

2.1 Initiating and accepting roles in real or imagined situations.

Explore problems as the focus of dramatic play and role play.

2.5 Stay in role, standing and moving so that participants can see what is happening and speaking clearly using appropriate volume and pace.

ACELY1666 and **EN1-1A** Listen and contribute to class discussions.

Teaching and learning experiences: Pet communication

Drama: Movement as a means of communication

Having read these articles have your class in a space where they can move freely.

- Discuss cat and dog behaviour and how this shows us how they are feeling e.g. arched back shows that a cat is angry and wagging tail for a happy dog.
- Have students move:
 - As a cat – cat stroll, cat creeping, ready to pounce, angry, playful, curled up asleep.
 - As a dog – bound, rollick, warn to stay away, show enthusiasm.

Comprehension: Myths and Truths relating to cats

- Read aloud the section on Myths and Truths on page 3 as students follow along or read aloud with you.
- Have students discuss:
 - Cat Myths on page 3. Explain the meaning of the phrase “nine lives.”
 - Why these beliefs about cats aren’t true and why it can be a problem if people think the myths are true.

Resources

Cats, Dogs and Us



Outcomes and content descriptions

EN1-10C Think imaginatively and creatively about familiar topics.

Teaching and learning experiences: Pet communication

Extension activity 1: Cats, cats, cats!

- **Pose problem:**

- Why do cats have whiskers? Blindfold and move about the room – compare to the way a cat moves in tight places.
- How are our hands like cats whiskers?
- Curiosity killed the cat, finding out brought it back. What does this mean and how does it relate to cats? What can we learn from this aspect of a cat's personality?
- Why does a cat have nine lives?

Resources

Blindfold

Cats, Dogs and Us



Outcomes and content descriptions

ACSSU211, ST1-10LW and ST1-11W Explore the needs of an animal in its environment.

EN1-6B Explain their choices using examples to support their ideas.

EN1-10C Information can be presented in differing ways for differing purposes.

ACELY1655 and EN1-11D Our experiences shape our understanding and reaction to what we read.

ACSSU211, ST1-10LW and ST1-11W Explore the needs of an animal in its environment.

Teaching and learning experiences: Needs and wants

Discuss: Survival needs

- In pairs, students to make a list of five things people need to stay alive e.g. water and food, shelter, care (including medical care), exercise play and kindness.
- Students to share their lists and create one class list to be used when comparing to the needs of cats and dogs.
- Have a bag of items that represent providing for the needs of cats and dogs.
- Choose students to take out an item and have the class discuss what this represents in providing for the needs of cats and dogs. Include food, water, shelter, exercise/play, medical care and kindness. For example, you could use a water bottle and a water bowl; a child's toy and a dog's or cat's toy; photos of people with friends and photos of dogs with their friends and so on.

Concept web: Comparison of needs

- Create a concept web on the board or electronic tablets showing the things cats and dogs need in relation to what people need. Discuss findings.

Resources

Student Magazine:
Taking Care of Cats and Dogs
(page 6 and 7)

Bag of items or images of the things that people need to stay alive:

- water
- food
- shelter
- warmth
- love

Pet needs bag – put items into a bag to represent needs:

- food – cat bowl or dog biscuit
- shelter – picture of a kennel
- water – small water bottle
- exercise/play – cat/dog toy
- medical care – outline of a vet or stethoscope
- kindness – photo of people with their pets, hearts
- respect – pictures of guide dog or child walking dog

Electronic tablets or laptops

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Outcomes and content descriptions

EN1-5A Begin to use a dictionary for word meaning.

ACELY1660, ACELY1670 and EN1-4A Draw on an increasing range of skills and strategies to comprehend a range of texts on less familiar topics.

ST1-14BE Describe how the different purposes of places and spaces in the local environment influence their design, e.g. enclosures for pets.

Drama (draft syllabus national curriculum)

2.5 Share role play, process drama and improvisations with each other.

EN1-10C Use creative and imaginative features in role-play and drama.

Teaching and learning experiences: Needs and wants

Vocabulary: Topic words

- Have students search pages 6 and 7 for words in bold. Read aloud the words and ask students if they know what the words mean. Have them turn to the glossary, find the words, and follow along as you read the definitions.
- Ask the following questions to help clarify the meanings:
 - What is one responsibility you have at home? At school?
 - What can you find in your community?
 - What is our responsibility as pet owners in providing for the needs of a cat or dog?
 - Who helps us look after our cats and dogs?

Extension activities: Responsible pet ownership

Role play: Have students work with a partner. Ask one student to take the role of a cat or dog and the other student the role of the caregiver. Have them role play caring for the cat or dog. Call on several partners to present their role play for the class.

Resources

Cats, Dogs and Us



Outcomes and content descriptions

Visual Arts (draft Syllabus national curriculum)

2.4 Make visual arts works about people, objects and experiences that are familiar, imagined or remembered.

ACSSU211, ST1-10LW and ST1-11W Describe ways that different places in the environment provide for the needs of living things.

Data: ACSMP049, ACMSP263 and MA1-17SP

Gather and record data using tally marks or symbols. Represent data with objects or drawings and one-to-one correspondence. Use comparative language to discuss observations, e.g. more children like dogs.

Teaching and learning experiences: Needs and wants

Design and make: Pet extravangza

- Design/draw a ritzy dog kennel – label parts and why included.
- Have students design and draw a shelter for a cat or a dog.
- Explain that a shelter needs to protect the cat or dog from rain, wind, hot sun and biting insects. It needs at least three sides, a roof, and should be off the ground.
- Encourage students to be imaginative as they create the shelter, but to make sure that it meets these requirements.
- Design an exercise park/yard for a dog – label parts of the park/yard and what is its use.
- Design and make a toy for a kitten or cat.

Bar graph: Graph of pet care

- Have students build a bar graph to show how many of them help take care of cats and how many help take care of dogs.
- Briefly discuss different ways people can care for cats and dogs (at their homes or as part of a community).
- Ask students who help take care of cats to raise their hands. Then ask students who help take care of dogs to raise their hands.

Resources

Design on computer –
Kidspix, electronic tablet – Skitch
Sticky notes and pencils

Cats, Dogs and Us



Outcomes and content descriptions

ACELY1671 and **EN1-2A** Experiment with publishing using different modes and media to enhance planned presentations.

EN1-10C Respond to a wide range of texts through discussing, writing and representing.

EN1-11D Compose simple print, visual and digital texts that depict aspects of their own experience.

Teaching and learning experiences: Needs and wants

Bar graph: Graph of pet care (continued)

- Draw a horizontal line on the board and write the words “Cares for Cats” and “Cares for Dogs” under the line.
- Give each student a sticky note or note card (or two sticky notes/note cards if they take care of both cats and dogs).
- Ask students to write their names on the sticky notes and then place them above the label to make the columns of a bar graph.
- Compare the two columns.
- Discuss whether there are more students who take care of cats or more who take care of dogs.

Assessment task: Showing understanding of dogs and their needs/roles

- Using this mind map to plan, create a narrative with their chosen dog as the main characters. This can be as simple as writing about what they do each day or more creatively putting themselves and their dog into an adventure.
- Use these stories to make a class book – it could be in the shape of a large cat or dog.

Resources

Pen and paper, electronic tablets or laptops

Marking rubrics