



## Lower Elementary, Lesson 2

# Domestic and Non-Domestic Animals

### Activity Overview and Objective

*Students will be able to identify differences between pet animals and wild animals.*

### Connections to Standards

#### Michigan Standards in English Language Arts and Literacy

##### Reading – Foundational Skills:

**RF.K-2.1:** Demonstrate understanding of the organization and basic features of print.

**RF.K-2.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

**RFK-2.3:** Know and apply grade level phonics and word analysis skills in decoding words.

##### Writing:

**W.K-2.7:** Participate in shared research and writing projects.

**W.K-2.8:** With guidance and support, recall information from experiences or gather information to answer a question.

##### Speaking & Listening:

**SL.K-2.1:** Participate in collaborative conversations with diverse partners about grade appropriate topics with peers and adults in small and larger groups.

**SL.K-2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.K-2.4:** Describe an experience or tell a story with relevant details, expressing ideas and feelings.

**SL.K-2.6:** Speak and express thoughts, feelings, and ideas clearly for appropriate grade level.

##### Language:

**L.K-2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.K-2.2:** Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.

**L.K-2.5:** With guidance and support, explore word relationships and nuances in word meanings.

**L.K-2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### Michigan Standards in Science

**K-ESS3-1:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**K-ESS2-2:** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**2-LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats.

#### Michigan Grade Level Content Expectations in Social Studies

**Geography, G2:** Places and Regions

**Geography, G5:** Environment & Society

#### MI Early Childhood Standards of Quality for Pre-kindergarten

**ELE 1:** Emergent Reading

**ELE 2:** Writing Skills

**ELE 3:** Spoken Language– Expressive

**ELE 4:** Spoken Language– Receptive

### Lesson Overview

#### Activities

Choose the activities that best match the interest and needs of your students.

- ☞ **Identify Pictures of Animals and Discuss Their Differences**
- ☞ **Discuss Domestic & Non-Domestic Animals**
- ☞ **Discuss Wild Animals as Pets**
- ☞ **Discuss Animal Habitats and Complete Worksheet**

#### Materials

Chart paper (or chalkboard)

Copy of “Animal Cards” cut apart, or other pictures of wild and domestic animals

Copy of *Quiet Thoughts* poem by Beverly Armstrong

Worksheet: “Who Lives Here?”

#### Community Connection

- ◆ Go on a walk with the class. Identify animals that live in the neighborhood and their different types of habitats.



## Domestic and Non-Domestic Animals

### Procedure

1. Teacher will cut out “Animal Cards”, and mix them up so they are not in any particular order. **Students will identify each animal. Ask students to determine differences between these animals.** Revisit the lesson from yesterday, discussing differences between where these animals live, what they eat, and other needs. Discuss differences between size and friendliness of animals. **Ask students which animals can be kept as pets, and to identify reasons why we don’t keep others as pets.**
2. **Introduce the word “domestic”, and write it on the board.** Have students repeat the word, and explain that we use it to describe animals that live in our home with us, our pets. **Then write and introduce the term “non-domestic”** and explain that this refers to non-pet, or wild, animals. Write the two words on opposite sides of a board or chart paper. Ask students to classify each animal card picture as **“domestic”** or **“non-domestic”**. Next, students will think of examples of each type of animal. Ask students to think about where we might find domestic and non-domestic animals.
3. **Ask students what they think about keeping wild animals as pets.** Identify any types of animals that exist both in the wild and as a pet (for example, rabbits or snakes). **Write the word “habitat” on the board and have students repeat it.** Explain that sometimes people try to keep wild animals as pets, but it’s hard to provide the right **“habitat”**, or living space, for those types of pets. (For older students, or if students ask, you may want to discuss “tame” animals, and explain that even though a wild animal can be tamed, they are still wild animals and can be unpredictable. It is illegal and dangerous to keep wild animals for pets.) Ask student to make a list of different animal habitats.
4. **Students will complete the worksheet “Who Lives Here?”, using the list of domestic & non-domestic animals** they came up with, and any others they can think of, too. (Younger students may be guided through this activity, or it can be done together as a class.)