

It's Raining Pups and dogs!

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**Teacher's Guide and
Lesson Plans Connected to the Common Core**

By Virginia Hamilton



Virginia Hamilton

Enough is Enough; Time to fix our Overpopulated Shelters! A lesson in Humane Education

Grade: 2 (Can provide CCSS for other grade levels)

Description/Objective:

The importance to spay and neuter our pets, preventing unwanted overpopulation due to strays and voluntary surrenders into animal shelters.

Essential Question:

Why is it important to control the population of pet dogs?

Common Core Standards

It's Raining Pups and dogs

Humane Ed. - It's Raining Pups and dogs - 2nd (26 goals) Grade Mathematics

Topic(s)

Operations and Algebraic Thinking (4 goals)

Number and Operations in Base Ten (9 goals)

Measurement and Data (10 goals)

Operations and Algebraic Thinking (4 goals)

Represent and solve problems involving addition and subtraction. (1 goal)

2:01.OA:01

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.*

Add and subtract within 20. (1 goal)

2:02.OA:02

Fluently add and subtract within 20 using mental strategies.* By the end of Grade 2, know from memory all sums of two one-digit numbers.

*Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Number and Operations in Base Ten (9 goals)

Understand place value. (4 goals)

2:06.NBT:02

Count within 1000; skip-count by 5s, 10s, and 100s.

Use place value understanding and properties of operations to add and subtract. (5 goals)

2:09.NBT:05

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.

2:11.NBT:07

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2:12.NBT:08

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Measurement and Data (10 goals)

Work with time and money. (2 goals)

2:21.MD:08

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have two dimes and 3 pennies, how many cents do you have?*

Represent and interpret data. (2 goals)

2:23.MD:10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems* using the information presented in a bar graph.

English/Language Arts: Reading, Writing, Speaking & Listening For Career &/ or College Readiness

Topic(s)

Reading Standards for Literature (10 Common Standards)

Reading Standards for Informational Text (10 Common Standards)

Writing (10 Common Standards)

Speaking and Listening (6 Common Standards)

Language (6 Common Standards)

Reading Standards for Literature (10 Common Standards)

RL Key Ideas and Details (3 Common Standards)

2. RL.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate an understanding of key details in a text.

2. RL.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2. RL.3

Describe how characters in a story respond to major events and challenges.

RL Craft and Structure (3 Common Standards)

2. RL.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL Integration of Knowledge and Ideas (3 Common Standards)

2. RL.7

Use information gained from the illustrations and words in print or digital text to demonstrate an understanding of its characters, setting, or plot.

Reading Standards for Informational Text (10 Common Standards)

RI Key Ideas and Details (3 Common Standards)

2. RI.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate an understanding of key details in a text.

2. RI.2

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI Craft and Structure (3 Common Standards)

2. RI.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI Integration of Knowledge and Ideas (3 Common Standards)

2. RI.8

Describe how reasons support specific points the author makes in a text.

Writing (10 Common Standards)

Text Types and Purposes (3 Common Standards)

2. W.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

2. W.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Writing (3 Common Standards)

2. W.7

Participate in shared research and writing projects (e.g., read some books on a single topic to produce a report; record science observations).

2. W.8

Recall information from experiences or gather information from provided sources to answer a question.

Range of Writing (1 Common Standard)

2. W.10

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Speaking and Listening (6 Common Standards)

Comprehension and Collaboration (3 Common Standards)

2. SL.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. SL.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2. SL.3

Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas (3 Common Standards)

2. SL.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language (6 Common Standards)

Knowledge of Language (1 Common Standard)

2. L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use (3 Common Standards)

2. L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word
(e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root
(e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words
(e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print, and digital, to determine or clarify the meaning of words and phrases.

2. L.5

Demonstrate an understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

Enough is Enough; Time to Fix our Overpopulated Shelters! A lesson on Humane Education

Materials

Fandex Family Field Guides DOGS or craft sticks or pictures
Poster board or tag board
Writing material

Procedures:

Create sentence strips and place around the room:

- Spay - A surgical procedure to remove a female animal's ability to have babies.
- Neuter - A surgical procedure to remove a male animal's ability to contribute to the creation of baby animals.
- Overpopulation - Too many animals and not enough homes for them all.
- Humane Society, SPCA, or County Shelter - Organizations to help stray, abandoned, or unwanted animals.

Opening:

1. Place the sentence strips throughout the room (sentence strips or construction paper) then ask the students to take two minutes upon entering to read each item. After three minutes request students to return to their seats and ask if they have any questions.
2. Survey students to see if they have dogs or cats at home. The educator will write this answer on the board.
3. Of the students who have cats or dogs, ask if their pets are spayed or neutered. (The educator may wish to review these words briefly.) Graph these answers using bar chart method and display them in the room, one for cats, and one for dogs.
4. Ask students to brainstorm problems a community encounters when there are too many animals and not enough homes. **Ask students to give reasons why someone would not want or need a dog (cannot afford vet bills or general costs, no time, doesn't like them, grief over loss of an earlier pet, travels, messy, allergic, no time to train puppies, not allowed to have pets where they live, no pets with children, REALLY STRESS THESE**

ISSUES to make sure the next activity is successful! Explain that they are now going to look at how quickly overpopulation becomes a problem.

Lesson:

5. Give each student a dog picture (may use Fandex cards at SPCA while there or create some to use in your classroom). Tell the students that each dog picture represents their dog and that they are to give their "dog" a name. Take the dog picture from one child and give it to another while letting them know their dog had escaped their premises. Then return the "dog" to the first student stating their dog returned home (the dogs will have mated but do not share this).

6. Now give the first student 5 or 6 (litter size depends on the size of the dog, largest litter recorded is 24 by a Mastiff) additional dog pictures representing a litter of puppies. Continue this randomly around the room until almost everyone has a handful of the dog pictures. (You may graph these numbers by dog names. This visual next to the first graph of dogs with spay/neuter information will allow the students who have not fixed their pet to see the possible consequences.)

7. Ask the students if they feel they have too many dogs to reasonably afford to care for them (yearly total is \$1200-\$3600)? Allow two minutes, have the students *TRY* to give their puppies away to each other. Should anyone choose to take one, have them explain why? **NO STUDENT SHOULD WANT ANY OF THE DOG PICTURES LEAVING THE OWNERS TO CARE FOR THE PUPPIES.**

8. Ask the students to find their seats and brainstorm ways to reduce the number of unwanted puppies.

Answers may include (encourage other responses for younger children):

- Breeding tax
- Placing a fine on breeders not registered to offset shelter costs
- Spay and neuter laws
- Breeding break (moratorium) which, in this case, means to halt breeding for a certain amount of time
- Mandatory county tag registration to be able to account for pet ownership and offset shelter costs
- Education about spay/neuter and responsible pet care

9. Have students share how they feel about overpopulation and the effects this has on the dogs. Discuss why spay/neuter is good for dogs. *Let the children know this is the same for cats too.* Benefits include:

- the health of a dog (prevent cancer)
- hygiene (cleanliness and spraying furniture)

- behavioral (male dogs can get aggressive and want to roam away from the house)
- good for the community (Stray animals pose a real problem in many parts of the county. Strays can prey on wildlife, cause car accidents, damage the local fauna and frighten children).

Wrap Up:

11. Ask the students which of the brainstormed ideas above they feel is best (#8) to reduce the number of homeless animals. Ask students to write editorials to the local newspaper and for submission of the school papers. This activity is a great way to teach formal letter writing.

Extension: Follow up activities:

- Schedule a presentation by local county shelter, humane society, or SPCA for the students.
- Have students make 30-second Public Service Announcements to air on their school's TV news (morning announcements).
- Have students show an animal of the week on the TV news from local shelters up for adoption.
- Start a program to fundraise to pay for spay/neuter in lower socioeconomic areas.
- Have students write short stories about the plight of the shelters, spaying/neutering, etc.
- Have students make posters and display them throughout their schools to promote pet responsibility.
- Start an animal shelter club.
- Promote volunteerism in local shelters.
- Have students research reasons dogs would be a great family addition.

The next two lessons are just fun activities with idioms. Many idioms use animals and often in a cruel light (see Activity #2).

Idiom Activity #1: Hold a student discussion about idioms. Assign each student an idiom and have them create a literal poster with the meaning displayed.

- A bird in the hand is worth two in a bush
- A little bird told me
- A leopard can't change its spots
- As busy as a beaver
- Hungry as a bear
- Quiet as a mouse
- Sly as a fox
- Back the wrong horse
- The best-laid plans of mice and men
- Bull in a china shop

- Dog days of summer
- The elephant in the room
- Every dog has his day
- Go hog wild
- Have a cow
- Bats in a belfry
- A horse of a different color
- Look a gift horse in the mouth
- Until the cows come home
- When the cat's away, the mice will play
- Wild horses could not drag (me away)
- A wolf in sheep's clothing
- Work like a dog
- You can't teach an old dog new tricks
- You can lead a horse to water, but you can't make him drink

Idiom Activity #2: The idioms below use animals in a cruel manner. Have students create posters using the idiom but changing the cruelty aspect (my students drew a picture with the original idiom on the left side of construction paper then rewrote and drew the new idiom as a positive statement but kept the same meaning and animal. Example: Kill two birds with one stone became Feed two birds with one hand.):

- Kill a bird with two stones
- All bark and no bite
- Blind as a bat
- Fat as a pig
- Sick as a dog
- Stubborn as a mule
- Beat a dead horse
- Call off the dogs
- Get on one's high horse
- Curiosity killed the cat
- Fight like cats and dogs
- Flog a dead horse
- In a pig's eye
- Two shakes of a lamb's tail
- Let the cat out of the bag
- Like a deer caught in the headlights
- Looks like the cat that swallowed the canary
- Make a mountain out of a molehill
- A monkey on one's back
- Put the cart before the horse
- Rat on someone
- Serve as a guinea pig
- Smell a rat

- The straw that broke the camel's back
- Take the bull by the horns
- More than one way to skin a cat
- When pigs fly
- Dirty rat
- So hungry I could eat a horse
- Bull's eye
- Black sheep
- Frog in my throat
- Wild goose chase
- Chicken out
- Hold a tiger by its tail
- Like a fish out of water

Assessments

1. Sending the letters using the vocabulary and spay/neuter problems above.
2. See Reading Assessment (below).

Note: There are so many excellent lessons on the Internet that will enhance the teachings of the importance of pet responsibility.

Note: If you have an idea to share with this lesson plan, please email me at Hamilton.Virginia@BrevardSchools.org. I would also love to hear about your trip to the shelter to read to the dogs too.

Reading Assessment *It's Raining Pups and dogs!*

1. Name reasons why Lauren thinks it would be fun to have puppies.
2. What is meant by "this is the way to take good care of our dog."?
3. What do you suppose Lauren thinks it takes to raising a litter of sweet, lovable puppies?
4. Lauren said her friends wanted a puppy. What would happen if her friends couldn't take one? Do you think they asked their parents first?
5. Why do pet owners use crates?
6. Why does the shelter have a sign that says they need food donations?
7. What is a fundraiser? Why would a shelter need to hold a fundraiser?
8. Why do you think Dad did not tell Lauren where they were going?
9. Why did Dad change Lauren's statement from "It's Raining cats and dogs!" to "Maybe *pups* and dogs."? Why is "*pups*" italicized?

10. What is meant by the barking was deafening? Urgent? Constant?

11. What does *cowered* mean and why was the dog doing this?

12. There were 114 adoptable dogs, but their actual numbers were 118. How many dogs were not adoptable?

13. What is meant by "*too hard a life to make a good pet?*"

14. Why do all the signs on the dogs' runs say "mix?"

15. What are reasons for adopting an older dog versus a puppy?

16. Lauren said she "actually came here to...um..volunteer...to help homeless dogs." Why did she say this?

17. Do you think Lauren understood why it was a good idea to spay Scout?

18. What did Dad mean by "all their short lives (be careful with this discussion with younger kids)"?

19. Lauren still says she could give puppies to her friends. Do you agree with Dad telling her that every single puppy you give to a friend or sell to someone means one less home for a shelter dog? Explain this.

20. Lauren told Scout that she would always take care of her in spite of the spay operation. Do you think spaying your dog is an important part of taking responsibility for your dog? Why?

Reading Assessment *It's Raining Pups and dogs!*

ANSWER KEY

1. Name reasons why Lauren thinks it would be fun to have puppies. **Page 1.**

VARIOUS RESPONSES FROM STUDENTS

2. What is meant by “this is the way to take good care of our dog.”? **Page 1.**

NO PUPPIES, GOOD HEALTH FOR FEMALES (HELP PREVENT CANCER), COSTS LESS TO SPAY THAN RAISE A LITTER OF PUPPIES.

3. What do you suppose Lauren thinks it takes to raising a litter of sweet, lovable puppies? **Page 2.**

LAUREN IS THINKING OF ONLY PLAYING WITH PUPPIES AND NOT ALL THE WORK THAT GOES INTO IT.

4. Lauren said her friends wanted a puppy. What would happen if her friends couldn't take one? Do you think they asked their parents first? **Page 3.**

THE PUPPIES WOULD MOST LIKELY END UP IN A SHELTER.

5. Why do pet owners use crates? **Page 4.**

TO KEEP THEM SAFE FROM GETTING INTO THINGS. SEPARATION ANXIETY. THUNDERSTORMS. TRAINING/HOUSEBREAKING.

6. Why does the shelter have a sign that says they need food donations? **Page 5.**

MANY SHELTERS RUN ON DONATIONS FROM THE COMMUNITY LIKE THE HUMANE SOCIETY AND SPCA. THE COUNTY SHELTERS ARE GOVERNMENT FUNDED. THEY NEED THE COMMUNITY TO PROVIDE FOOD FOR THE ANIMALS TO CONTINUE SHELTERING THEM.

7. What is a fundraiser? Why would a shelter need to hold a fundraiser? **Page 6.**

A FUNDRAISER IS AN EVENT TO EARN MONEY FOR THE SHELTER. SOME EXAMPLES MIGHT BE A K9 RUN, CHARITY AUCTIONS, GOLF TOURNAMENTS, BLACK TIE GALAS, BAKED SALES AND CAR WASHES. THE REASON THE SHELTER NEEDS TO FUNDRAISE IS BECAUSE THIS MAY BE THE ONLY WAY TO RAISE LARGER FUNDS TO HELP THE ANIMALS WITH FOOD, MEDICATION AND VET EXPENSES AND SHELTERING.

8. Why do you think Dad did not tell Lauren where they were going? **Page 7.**

VARIOUS RESPONSES FROM STUDENTS

9. Why did Dad change Lauren's statement from “It's Raining cats and dogs!” to “Maybe *pups* and dogs.”? Why is “*pups*” italicized? **Page 8.**

BECAUSE THEY ARE TALKING ABOUT DOGS HAVING PUPPIES, NOT CATS SINCE THEY HAVE SCOUT.

10. What is meant by the barking was deafening? **VERY LOUD Urgent?** *THE DOGS WANTED IMMEDIATE ATTENTION*
Constant? *THE DOGS WOULD NOT STOP BARKING.* **Page 11.**

11. What does cowered mean and why was the dog going this? **Page 11.**
COWERED MEANS TO HUDDLE OR CRINGE AND THIS DOG WAS COWERING BECAUSE HE WAS AFRAID.

12. There were 114 adoptable dogs, but their actual numbers were 118. How many dogs were not adoptable? **Page 13.**
118 - 114 = 4 DOGS WERE NOT ADOPTABLE BECAUSE THEY HAD ISSUES THAT WOULD NOT ALLOW THEM TO BE PLACED INTO HOMES.

13. What is meant by "too hard a life to make a good pet?" **Page 14.**
"TOO HARD A LIFE" COULD MEAN SEVERAL THINGS. THEY COULD HAVE BEEN ABUSED, COULD BE AGGRESSIVE, ILL.

14. Why do all the signs on the dogs' runs say "mix?" **Pages 12-16.**
MANY SHELTERS DO NOT STATE THAT A DOG IS PUREBRED BECAUSE THERE IS NO EVIDENCE (PAPERS) OF ITS BREED. SHELTERS TAKE A GUESS AS TO THE TYPE BY APPEARANCE. THEY MAY CALL IT A LABRADOR MIX, FOR INSTANCE, BECAUSE THE DOG LOOKS LIKE IT MAY HAVE LAB AS A DOMINATE BREED.

15. What are reasons for adopting an older dog versus a puppy? **Page 17.**
THE DOG MAY ALREADY BE TRAINED (OBEDIENCE), HOUSEBROKEN, NOT DESTRUCTIVE, SOCIALIZED AND BECOME INSTANT COMPANIONS.

16. Lauren said she "actually came here to...um..volunteer...to help homeless dogs." Why did she say this? **Page 17.**
LAUREN WANTED THE TERRY TO THINK SHE CAME TO VOLUNTEER INSTEAD OF LOOKING FOR A PUPPY.

17. Do you think Lauren understands why it was a good idea to spay Scout? **Page 19.**
YES, LAUREN UNDERSTANDS EVEN THOUGH SHE MAY NOT AGREE AS SHE WANTS PUPPIES.

18. What did Dad mean by "all their short lives" (be careful with this discussion with younger kids)? **Page 19.**

“SHORT LIVES” MEANS THEY MAY BE EUTHANIZED BUT TALK ABOUT SANCTUARIES WHERE ANIMALS LIVE THE REST OF THEIR LIVES IF THEY DO NOT FIND HOMES.

19. Lauren still says she could give puppies to her friends until her dad said that means one less home for a shelter dog. Explain this. **Page 20.**

THERE ARE NOT ENOUGH HOMES IN THE WORLD TO ADOPT ONE DOG IF WE ALL TRIED. LAUREN’S FRIENDS COULD ADOPT FROM THE SHELTER INSTEAD OF TAKING SCOUT’S PUPPIES. SO IF SCOUT HAD 5 PUPPIES THAT HER FRIENDS TAKE, 5 DOGS WOULD REMAIN IN THE SHELTER BECAUSE HER FRIENDS DID NOT ADOPT THOSE.

20. Do you think Lauren learned a life lesson? **Page 21.**

YES, ESPECIALLY IF SHE VOLUNTEERS IN THE SHELTER. HER TRAITS LIKE COMPASSION AND EMPATHY WILL WIN OVER, AND SHE WILL LIKELY SHARE THIS EXPERIENCE WITH ALL HER FAMILY AND FRIENDS.