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**What Pet Should We Get?**

**Grade: K**

**Social Studies Benchmarks:**

**SS.K.E.1.1** Describe different kinds of jobs that people do and the tools or equipment used.

**SS.K.C.2.3** Describe fair ways for groups to make decisions.

**Science Benchmarks:**

**SC.K.L.14.3** Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students opportunities to make observations in classrooms and schoolyard environments.

**English/Language Arts Standards:**

**LAFS.K.RI.1.1** With prompting and support, ask and answer questions about key details in a text.

**LAFS.K.RI.3.7** With prompting and support, describe the relationship between illustrations and the text describe its key ideas in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**LAFS.K.W.3.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

* Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
* Continue a conversation through multiple exchanges.

For this decision-making lesson, students will discuss criteria for choosing the best type of pet based on information provided from Internet resources. Using this information, students will rank their choices and explain how they reached those decisions.

**Problem**

What type of pet should Mr. Piper’s classroom choose?

**Alternatives**

Parrot, ferret, gecko, miniature pig

**Criteria**

Easy to take care of, kid-friendly/fun to play with, usually healthy

**Decision**

Which pet will Mr. Piper’s class choose? How did you make that decision?

1. Read the letter from Mr. Piper’s class to the students.
2. Discuss what the class needs (help with choosing a pet to feature as its pet) as well as the alternatives and criteria.
3. Project the pictures of the pets found at the bottom of this lesson plan. Explain that different pets require different types of care, and that not all pets are perfect for every classroom.
4. Use the following links to learn more about each pet:
   1. parrot <https://www.youtube.com/watch?v=JER2HiO02nY>

<http://ipfactly.com/top-10-fun-facts-about-parrots/>

* 1. ferrets <https://www.youtube.com/watch?v=xCZwiEEvEsM>

<https://www.petcha.com/20-fascinating-facts-about-ferrets/>

* 1. gecko <https://www.youtube.com/watch?v=127QJYw4crY>

<http://easyscienceforkids.com/all-about-geckos/>

* 1. pig <https://www.youtube.com/watch?v=ODvNbFOwCKo>

<http://ppcorn.com/us/teacup-pig-facts-8-things-you-didnt-know/>

* + 1. Stop every 30 seconds to 1 minute to discuss the ideas in the videos. Use the note-taking tool to make shared notes using ideas from each video.

1. Provide students with the decision-making matrix (individually or in groups).
   1. Discuss the criteria related to the different pets. How many smiley faces would the students think the parrot should get related to being easy to care for. Students can color in the number of smiley faces they think each type of pet should get for this criterion.
   2. This can be done whole group or with small groups.
2. Continue this process to discuss each pet being kid-friendly and usually being in good health.
3. In teams of three or four, students work on the problem (figuring out the best type of pet). Continue to rank the pets from the first to last and respond to Mr. Piper’s class by writing a letter (whole class, small group, or individually). A frame (see below) can also be used.

Guiding/reflective Questions

* Which pet should Mr. Piper’s class should choose?
* Why do you think that would be the best choice?
* What category/criteria was the most important to you?
* Why is this factor the most important to you?
* Do you agree with your group's ideas? Why or why not?

Dear Mr. Piper’s class,

Here is how we ranked each pet:

#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We think you should choose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for your classroom pet. We based our decision on the following criteria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you,

Extension/ideas:

* Have student groups present their decisions to the class and discuss how they decided the right pet.
* Create a poster that highlights how to take care of the pet chosen.

Differentiation:

* Reduce alternatives and/or criteria.
* Increase alternatives and/or criteria.
* Increase the number of pictures related to the alternatives and/or criteria.

   