



Ms. Hornberger  
Montclair Child Development Center  
(2016-2017 SY)

## OBOE Preschool Planning at a Glance

Teacher/Assistant: Miss Hornberger/Mrs. Manning

Date: 2-14-17

Unit of Study/Reason: Dogs

Length of Study: approx. 9 Weeks

Possible Unit Topics (add more weeks if necessary)

### Week 1 and 2 - Dog Introduction

Essential Questions: *What do you know about dogs? Characteristics) Why would do you have a dog?*

- Send letter home to family about new unit of study on dogs and ask for them to send in a picture of a dog that their child's dog or one that child interacts with.
- In advance of the study permission slips sent home for child's permission to interact with special dog guests
- Pictures of dog breeds and Stuffed dogs, that resemble real breeds, will be added to the interest areas.
- Small plastic toy dogs added to the block area.
- Create KWL Chart asking children what do they know about dogs? Wonder with children what they want to know about dogs?
- Children to learn that dogs are "pets"; they depend on humans to care for them and give them food shelter and love.
- Children will learn that some dogs don't have a homes or someone to love them
- Children will name stuff dogs, make soft beds and make a safe home in the classroom for the dogs in the classroom
- Children will keep these dogs safe and loved
- Children learn parts of a dog- "muzzle", "whiskers", "coat", "paws", "tail", "ears"
- Brushes and Leashes added for children to brush coat and walk dogs
- Dog crates and carriers added
- Children learn about special park for dogs and Children will vote on what the House area to become a Pet store, a dog Shelter or a Groomer
- Children to create Dog services Menu. Cash register and Receipts set up for fees and payment. ( invite the other classes to get dog services for their pets)
- **Field Expert** - Special guest (Dog groomer) bringing to bring a guest dog to introduce to children.
- Children encouraged to write thank you letter and talk about the favorite part of the visit

### Week 3 and 4- Caring for Dogs

Essential Questions: *How do you take care of a dog? What supplies do you need for dogs? What do dogs eat?*

- Watch a short You Tube video on caring for dogs
- Children learn about dog "kibble" diet.
- Children measure real kibble for "portion control" for healthy weight for different size dogs.

- Large, small and medium size bowls added to the environment
- Dogs need their teeth brushed and cared for. Chew toys and tooth brushes added
- Grooming tools- large water basin, shampoo hose, brushes and combs for the dog's "coat, water hose added, dog shampoo bottles, dog bowls, tooth brush and leashes for House area for dog grooming. Children learn the names of the tools and groom their dogs.
- Places that help dog owners to care for dogs (groomers, veterinarians, and boarding)
- **Field Expert** - Special Guest invited to class - A dog groomer to bring dog about grooming
- Children learn about dog coat types and coat colors
- Children to prepare interview questions for the special guest
- Children vote make a vote for what to convert the house area into- pet store, groomer, veterinarian, etc.
- **Field Expert** - Special Guest dog invited to visit the classroom (staff member dog)

### **Weeks 5 and 6- Puppies and the Veterinarian**

Essential Questions: What is a "litter"? What is a young dog called? How does a "puppy" grow? Do you puppies get shots like children?

- Children will watch newborn puppies on the Animal Planet "Puppy Cam"
- Children to nurture, love and care for dogs like they are puppies
- Children will learn that puppies grow and age in dog years
- Puppies need special nutrients and special puppies foods to help them grow
- Puppies go to the veterinarian for special shots to keep them healthy
- Children practice the role of the veterinarians, weighing puppies, reading growth charts, giving shots to puppies.
- Children practice wrapping the limbs of injured puppies and caring for sick puppies.
- Field Visitor- Invite Mobile Veterinarian to visit classroom

### **Week 7 and 8- Caring for Dogs**

Essential Questions: How do you train a dog/puppy? Why do dogs need training

- Short video clip on training dogs watched
- Puppies learn to sit and other commands when they are young dogs. Learning to be "obedient" keeps puppies safe.
- **Field Expert-** Dog trainer will come in to speak to children
- Children train their own dogs using special commands learned

### **Week 9 and 10 : Dogs Breeds**

Essential Questions: Dogs come in various sizes: *What is meant by the word breed? What are some breeds of dogs? What are some of the most recognizable dogs?*

- Dog size chart
- Dog breed charts
- Comparing paw sizes
- What is your favorite dog breed?

### **Week 11- Working Dogs:**

Essential Questions: Do dogs work? How are they helpful? What kind of jobs do they do? How would dogs communicate with humans when working?

- Police dog, fire dog, seeing eye dog, service dog, therapy dog introduced

### **Week 12- Dog Celebration and Close of the Dog Study**

Essential Question: What did you learn about dogs

- KWL Chart
- Dog parade
- Dog Party
- Children Make pup cakes using recipe

**Field Trips:** A trip to Petco

**Special Visitors:** veterinarian, a dog groomers and dog owners

**Vocabulary:** dog, puppy, breeds, coat, shed, allergy, litter, veterinarian, portion control, dog years

Dog, puppy, breed, coat, shed, allergy, litter, veterinarian, active, brave, loyal, chew, pant, panting, adopt, dam (mother), sire (father), mongrel (mutt), cross breed, pure breed , commands

Body Parts: Muzzle, coat, paws, claws, whiskers, fur, tail

Colors: Brindle, fawn, buff, red, blue, black, chocolate, grey, white

Behaviors: Temperament, sassy, calm, spunky, obedient, alert, aggressive, passive

Supplies: Bowls, food, leash, collar, harness, shampoo, brush, blanket, toothbrush, crate, bed, toys, dog biscuits, rawhide, nail clippers, shampoo,

People who work with dogs: Veterinarian, Vet Tech., Groomer, Dog Bather, Dog Trainer

Working Dogs; Police dogs, fire dogs, service dogs, therapy dogs, rescue dogs, sled dogs, farm dogs

**Work Time changes to the environment that will reflect the Unit of Study?**

| House   | Blocks  | Writing   | Art  | Discovery  |
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| <p>Dog food, dog bowls, leash, dog toys, will be added</p> <p>The children will vote on what they would like to turn House Area into, vet kit, Pet store</p> <ul style="list-style-type: none"> <li>• Vet</li> <li>• Dog groomer</li> <li>• Pet store</li> <li>• Shelter</li> <li>• Dog Training, obedience, walking/daycare or school</li> <li>• Dog park</li> </ul> | <p>Pictures of dog houses, dog park</p> <p>Different dogs for play</p> <p>Dog bones</p> <p>Build dog homes or kennel</p> <p>Build Dog Obstacle course</p> | <p>Picture and word cards about dogs will be added</p> <p>Stationery Boxes with cards that will hold the above.</p> <p>Stationary with dogs on it</p> <p>Paw stampers</p> <p>Dog stickers</p> <p>Dog books or journals</p> <p>Paw Patrol Stickers</p> | <p>Making maps of where to walk dogs.</p> <p>Dog collage materials</p> <p>Paper Mache dog or plastic recycled dog.</p> <p>Furry Dog (Using yarn, buttons, and other materials etc.</p> <p>Still Life...draw dogs (put plastic dogs o table for students to draw)</p> <p>Creating a dog house out of boxes</p> <p>Making dog hats, Paw prints</p> <p>Make "Floppy/Pointy" dog ears to wear</p> <p>Cookie cutter shaped dog bones and dog to make dog treats</p> | <p>Pictures of dogs</p> <p>Books about dogs</p> <p>Weighing dogs</p> <p>Observing and drawing dogs</p> <p>Pet Sensory tub (coco-puffs, dog bones, small balls, measuring cups, tongs, feeding and water bowl)</p> <p>X-rays of dogs</p> <p>Build a Dog Kennel<br/>Water Area</p> <p>Cleaning/bathing the dogs</p> <p>Comparing Scales/feathers/skin/shell vs fur</p> |

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|  |  |  | Paint with dog bones<br><br>Cut pictures of dogs from magazines create a book |  |
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**Featured Books:**

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| All about Pets: Dogs   | Sled Dogs by Kim Hutmacher                               | Assistance Dogs by Mari Schuh  |
| Dogs by Gail Gibbons   | Therapy Dogs by Kim Hutmacher                            | Service Dogs by Linda Tagliaterro                                    |
| Please, Puppy Please by Spike Lee  | Dogs 101 by Kara Laughlin                                | Dog's Rule by Daniel Kirk  |
| Dogs by Emily Gravett  | Shelter Dogs by Meish Goldish                            | Veterinarians Help Us by Aaron R. Murray                             |
| Guide Dogs by Charles George   | Doggone Dogs by Karen Beaumont                           | Dogs by Julie Murray   |
| Helping Dogs by Marie Therese Miller                                       | Fire Dogs by Donna Latham                                | Service Animals by Julie Murray                                      |
| Watch Animals Grow: Puppies by Colleen Sexton                              | May I Pet Your Dog? by Stephanie Calmenson               | Animals are Not Like Us: Dogs by Graham Meadows                      |
| My Dog by Sarah Hughes   | Dogs by Jim Pipe   | My First Dog by Linda Bozzo  |
| A Kid's Best Friend by Maya Ajmera   | We Work at the Vet's by Angela Aylmore                   | ABC Dogs by Kathy Darling  |
| A Dog's Life by Nancy Dickmann   | Your Pet Dog by Elaine Landau                            | Our Puppies Are Growing by Carolyn Otto                              |
| Anatomy of the Dog by Kerstin Mielke                                       | One of Each by Mary Ann Hoberman                         | Cocker Spaniels by Donnie Miller                                     |
| Harry the Dirty Dog by Gene Zion   | Bulldogs by Jody Rake                                    | Mutts by Jody Rake   |
| Cool Dog, School Dog by Deborah Heiligman                                  | If You Give A Dog A Donut by Laura Numeroff              | I Love Dogs! by Sue Stainton & Bob Staake                            |
| How Do They Grow? From Puppy to Dog by Jillian Powell                      | Adventures of Biscuit (Five Stories) by Alyssa Capucilli | <b>Go, Go Dog by P.D. Eastman<br/>(To be used to celebrate RAA )</b> |
| The Life Cycle of a Dog by Lisa Trumbauer                                  | Caring for Your Dog by June Preszler                     | Owning a Pet by Selina Wood  |
| Working Dogs by Sherry Shanhan   | Great Pets Big Dogs by Joyce Hart                        | A Dog's Tale by Seymour Reit   |
| Whistle For Willie   | Found Dogs by Erica Sirotych                             | Before You Were Mine by Maribeth Boelts                              |
| <b>Lucky Tucker by Leslie McGuirk<br/>(To be used fo St. Patricks Day)</b> |  |  |
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| <p>Title: Our Puppies Are Growing<br/>Carolyn Otto</p> <p><b>Fiction</b> or Non-Fiction</p> <p>Questions</p> <p><b>Level 1:</b> How does a puppy grow?</p> <p><b>Level 2:</b> Can you tell me what and how the mommy did to take care of the first puppy?<br/>How would you take care of a puppy if you had one?</p> <p><b>Level 3:</b> Why do you think the puppies were born at the family's house and not at a hospital?</p> <p><b>Level 4:</b> Can you design a bed unique bed for the puppies. What would you recommend or create to keep them warm, safe, and happy?</p> | <p>Title: Dogs by Gail Gibbons<br/>Fiction or <b>Non-Fiction</b></p> <p>Questions</p> <p><b>Level 1:</b> What are some things you can do with a dog?</p> <p><b>Level 2:</b> Why do you think some people have dogs as a pet?</p> <p><b>Level 3:</b> Do you think a dog makes a better pet or a cat? Why?</p> <p><b>Level 4:</b> If you could choose any breed of dog as a pet what breed would you like and why?</p> | <p>Title: May I Pet Your Dog<br/>By Stephanie Calmenson</p> <p>Fiction or <b>Non-Fiction</b></p> <p>Questions</p> <p><b>Level 1:</b> What is the dog's name? What did Harry say we should do if we meet a new dog?</p> <p><b>Level 2:</b> Why do you think it is important to ask before you pet a dog?</p> <p><b>Level 3:</b> Have you ever met a dog who wasn't nice? What did you do?</p> <p><b>Level 4:</b> What would you do if you were a dog and someone wanted to pet you? Would you show some tricks to that person and what tricks would you show?</p> | <p>Title: Whistle For Willie<br/>By Ezra Jack Keats <b>Fiction</b> or Non-Fiction</p> <p>Questions</p> <p><b>Level 1:</b> What kind of dog is Willie? Do you like small dogs or big dogs?</p> <p><b>Level 2:</b> Why was Peter so sad?</p> <p><b>Level 3:</b> Peter put his father's hat on to feel more grown up. Why did he do that?</p> <p><b>Level 4:</b> What are the names of some small/big dogs?<br/>Peter ran home to show his mother and father what he could do. ....why ???<br/>Do you show people what you can do ??</p> |
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Teaching and Learning Standards: Check off (x) all the Standards that will be covered :

| <b>ELA –READING</b><br><b>KDI: LLC</b>   | <b>HEALTH, SAFETY, AND PHYSICAL EDUCATION</b><br><b>KDI: Social &amp; Emotional Dev.</b>   | <b>SOCIAL/EMOTIONAL DEVELOPMENT</b><br><b>KDI: S&amp;E Dev. &amp; Appr. to Learning</b>  |
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| <b>RL.PK.1</b> With prompting and support, ask and answer key elements in a familiar story or poem.  | <b>Standard 2.1</b> Children develop self-help and personal hygiene skills.  | <b>Standard 0.1</b> Children demonstrate self-confidence.  |
| <b>RL.PK.2</b> With prompting and support, retell familiar stories or poems.   | <b>X</b> <b>Standard 2.2</b> Children begin to develop the knowledge and skills necessary to make nutritious food choices.                               | <b>Standard 0.2</b> Children demonstrate self-direction.   |
| <b>RL.PK.3</b> With prompting and support, identify characters, settings, and major events in a familiar story.  | <b>Standard 2.3</b> Children begin to develop an awareness of potential hazards in their environment.  | <b>Standard 0.3</b> Children identify and express feelings.  |
| <b>ELA-INFORMATIONAL TEXT</b><br><b>KDI: LLC</b>   | <b>Standard 2.4</b> Children develop competence and confidence in activities that require gross- and fine-motor skills.                                  | <b>Standard 0.4</b> Children exhibit positive interactions with other children and adults.   |
| <b>RI.PK.1</b> With prompting and support, ask and answer questions about key elements in a familiar text.   | <b>VISUAL &amp; PERFORMING ARTS</b><br><b>KDI: The Arts &amp; Phys. Dev. Hlth &amp; Well-Being</b>   | <b>Standard 0.5</b> Children exhibit pro-social behaviors.   |
| <b>RI.PK.2</b> With prompting and support, recall important facts from a familiar text.  | <b>X</b> <b>Standard 1.1</b> Children express themselves through and develop an appreciation of creative movement and dance.                             | <b>WORLD LANGUAGES</b><br><b>KDI: LLC</b>  |
| <b>RI.PK.3</b> With prompting and support, make a connection between pieces of essential information in a familiar text.   | <b>X</b> <b>Standard 1.2</b> Children express themselves through and develop an appreciation of music.   | <b>Standard 7.1</b> Children know that people use different languages (including sign language) to communicate, and express simple greetings, words, and phrases in a language other than their own. |
| <b>SPEAKING AND LISTENING</b><br><b>KDI: LLC &amp; Social &amp; Emotional Dev.</b>   | <b>X</b> <b>Standard 1.3</b> Children express themselves through and develop an appreciation of dramatic play and storytelling                           |  |
| <b>SL.PK.1.a,b</b> Participate in conversations and interactions with peers and adults individually and in small and large groups. A) Follow-agreed upon rules for discussions during group interactions. B) Continue a conversation through several back and forth exchanges. | <b>X</b> <b>Standard 1.4</b> Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing) | <b>READING FOUNDATIONAL SKILLS</b><br><b>KDI: LLC</b>  |
| <b>SL.PK.2</b> Ask and answer questions about a text or other information read aloud or presented orally.  | <b>WRITING</b><br><b>KDI: LLC</b>  | <b>X</b> <b>RF.PK.1,a,b,c,d</b> Begin to demonstrate understanding of basic features of print a) Follow words from left to right, top to bottom, page by page. B) Recognize that spoke               |



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| <b>SL.PK.3</b> Ask and answer questions to seek help, get information, or follow directions.  | X | <b>W.PK.1</b> Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. |  | words can be written and read. c) Recognize that words are separated by spaces, d) Recognize and name many upper and lower case letters of the alphabet. |  |
| <b>SL.PK.4</b> Begin to describe familiar people, places, things, and events and sometimes with detail.   | X | <b>W.PK.2</b> Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.             |  |  |  |
| <b>SL.PK.5</b> Use drawings or visual displays to add to descriptions to provide additional detail.   |   | <b>W.PK.3</b> (Begins in kindergarten)   | <b>APPROACHES TO LEARNING</b><br><b>KDI: Appr. to Learning</b> |  |  |
| <b>LANGUAGE</b><br><b>KDI: LLC</b>  |   | <b>MATH</b><br><b>KDI: Arts &amp; Sciences (math)</b>  |  | X <b>Standard 9.1</b> Children demonstrate initiative, engagement, and persistence.  |  |
| <b>L.PK.1,a,b,c,d,e,f</b> Begins to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions. |   | X <b>Standard 4.1</b> Children begin to demonstrate an understanding of number and counting.   | X  | <b>Standard 9.2</b> Children show creativity and Imagination.  |  |
|   |   | X <b>Standard 4.2</b> Children demonstrate an initial understanding of numerical operations.   | X  | <b>Standard 9.3</b> Children identify and solve problems.  |  |
|   |   | X <b>Standard 4.4</b> Children develop spatial and geometric sense.  |  | <b>Standard 9.4</b> Children apply what they have learned to new situations.   |  |
| <b>L.PK.2,a,b,c,d</b> Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.   |   | <b>SCIENCE</b><br><b>KDI: Arts &amp; Sciences (Science &amp;Technology)</b>  |  | <b>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b><br><b>KDI: Arts &amp; Sciences (Social Studies) &amp; Appr. to Learning</b>                               |  |
|   |   | X <b>Standard 5.1</b> Children develop inquiry skills.   |  | <b>Standard 6.1</b> Children identify unique characteristics of themselves, their families, and others.  |  |
|   |   | <b>Standard 5.2</b> Children observe and investigate matter and energy.  | X  | <b>Standard 6.2</b> Children become contributing members of the classroom community.   |  |
|   |   | <b>Standard 5.3</b> Children observe and investigate living things.  |  | <b>Standard 6.3</b> Children demonstrate knowledge of neighborhood and community.  |  |
|   |   | <b>Standard 5.4</b> Children observe and investigate Earth.  |  | <b>Standard 6.4</b> Children demonstrate awareness of the cultures within their classroom and community.   |  |
| <b>L.PK.3</b> (Begins in grade 2)   | X | <b>Standard 5.5</b> Children gain experience in using technology.  | X  | <b>TECHNOLOGY KDI: Science &amp; Technology</b>  |  |
|   |   |  |  | <b>Standard 8.1</b> Navigate simple on screen menus.   |  |
|   |   |  |  | <b>Standard 8.2</b> Use electronic devices independently.  |  |
|   |   |  |  | <b>Standard 8.3</b> Begin to use electronic devices to communicate.  |  |
|   |   |  |  | <b>Standard 8.4</b> Use common technology vocabulary.  |  |
|   |   |  | X  | <b>Standard 8.5</b> Begin to use electronic devices to gain information.   |  |