



K-3

Animals Teach and Inspire Us

TEACHER'S GUIDE



everylivingthing.ca

ANIMALS TEACH AND INSPIRE US

We teach our animals many things, but have you ever thought about how much animals teach us? Animals can teach us patience, determination and love. They can inspire us to solve problems, consider others and be kinder people. Caring for and about animals also helps students develop responsibility and empathy, skills that can be applied to various aspects of their lives.

DISCUSSION QUESTIONS

Present the poster to the class and discuss the following questions. Encourage students to share thoughtful answers and remind them to listen to their classmates.

- The poster says animals can teach us! Who else teaches you? *Teachers, parents, siblings, friends, people on tv and in movies, characters in books, etc.*
- What kinds of things do you learn from others?
- Have you ever cared for an animal? If so, what did you do to care for the animal? What is something you've learned by taking care of an animal?
- Looking at the poster, what do you see the guinea pig doing? Explain.
- What do you think the guinea pig can teach us? *The guinea pig is being present and taking time to 'smell the flowers/clover.'* Why is this an important lesson?
- Who else do you see on the poster? What can bees teach us?
- What are some other things we can learn from animals? Explain. *Responsibility, patience, kindness, bravery, care, love, etc.*
- Do you think learning from animals can help us be better people? Explain why or why not.



ACTIVITIES

1. ANIMALS TEACH AND INSPIRE ME!

OBJECTIVE: Students will recognize lessons we can learn from animals.

MATERIALS:

- Pencil
- Blank sheet of paper
- Pencil crayons, crayons or markers



INSTRUCTIONS

Ask students to draw a picture of their favorite animal (could be a pet, farm, or wild animal).

After drawing, have students think about a lesson that an animal might teach us. For example, the guinea pig smelling the flower is teaching us to be present and mindful. Remind them to think back to the discussion on what animals can teach us for ideas.

Ask students to write one sentence or dictate it to the teacher, or volunteer, explaining what lesson this animal teaches. Challenge students who are able to write a few sentences and to check for spelling, punctuation and grammar.

Display the students' artwork in the classroom on an 'Animals Teach and Inspire Us' bulletin board, and have each student share their drawing and idea with their classmates. Encourage students to provide positive feedback.

EXTENSION: After sharing, discuss how these lessons can be applied in the students' daily lives.

2. ANIMALS IN LITERATURE

OBJECTIVES: Students will practise critical thinking after listening to animal-themed books.

MATERIALS:

- Animal-themed books

INSTRUCTIONS:

Animal-themed books can be a great way to foster empathy, critical thinking and promote positive attitudes towards animals. Read aloud an animal-themed book, then, ask students what lessons the animal might be teaching in the story.

Our website has a list of animal-themed books, reviewed through an animal welfare lens, that you can use for inspiration! Post-reading discussion questions and activities are also included.

Examples:



- *Saving Gracie* tells the tale of a dairy cow who suffers an injury and what people can do to help an animal in need.
- *Rescue & Jessica: A Life Changing Friendship* tells the inspiring true story of the bond between Jessica and her service dog.
- *Max Talks to Me* tells the story of a boy and how he communicates with his dog, Max and the special bond that they have.
- *Sonya's Chickens* tells the story of a young girl dealing with the loss of one of her chickens.



3. ANIMAL OBSERVATION

OBJECTIVE: Students will observe and recognize animal behaviours.

MATERIALS:

- Observing Animals Activity Sheet
- Beaver Lodge Construction Squad Video (9:46) 
- Animal Cams (optional) 

INSTRUCTIONS:

People use observation to learn more about animals and the natural world. As a class watch the BBC Earth video, Beaver Lodge Construction Squad.

Post Video Discussion Questions:

- What are some basic needs of a beaver?
- What do beavers eat? How do they get their food?
- What did you notice about the beaver family? How are the offspring similar to parents?
- What does a beaver use for shelter? How do they build this?
- How does a beaver’s behaviour change during the different seasons? Why did it change?
- How does a beaver move? How does the beaver’s environment impact how the beaver moves?
- What would happen if people took over that area and got rid of their lodge?
- What are some ways that we can protect beavers?



Have students observe an animal (insect, local wildlife, farm animal or pet), and have them complete the Observing Animals Activity Sheet. Encourage students to share any questions they have about their observation. If necessary, complete the activity sheet together as a class by observing animals on an animal cam. Visit our website for a list of animal cams!

Once students are done, they can draw a picture of the animals they observed on the back of the activity sheet. Have students do a “turn and talk” with a classmate nearby and discuss what they observed.

ADVISE STUDENTS: While observing wildlife, it is critical to not disturb the animal. Remind students to be respectful by giving the animal space, being quiet and observing from a distance. Never touch or feed wildlife as this can result in injury to both animals and people.



CURRICULUM CONNECTIONS

KINDERGARTEN CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking communicate feelings, ideas and information?	
Learning Outcome	Children explore listening and speaking skills through a variety of literacy experiences.	
	Skills & Procedures	
	Share personal experiences and stories through listening and speaking with others.	D
	Participate in group discussions.	D,3
	Listen to and follow simple one- or two-step instructions.	1
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How are messages understood?	
Learning Outcome	Children demonstrate understandings of messages communicated in texts.	
	Skills & Procedures	
	Listen to a variety of texts that are read aloud.	2
	Engage in discussions about texts that have been listened to.	2
	Discuss ideas and details from texts.	2
	Share connections between a text and personal feelings or experiences.	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can messages be recorded?	
Learning Outcome	Children experiment with written expression of ideas and information.	
	Skills & Procedures	
	Include first name on messages created.	1

Physical Education and Wellness		
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	What are healthy relationships?	
Learning Outcome	Children examine healthy relationships in learning and playing environments.	
	Skills & Procedures	
	Describe ways people develop healthy relationships with other people, the land, animals, places or objects.	D,1

Science		
Organizing Idea	Matter: Understandings of the physical world are deepened by investigating matter and energy.	
Guiding Question	How can properties of an object be distinguished from one another?	
Learning Outcome	Children examine properties of objects	
	Skills & Procedures	
	Explore properties of various objects using one or more of the five senses.	3
	Describe properties of various objects.	3



Organizing Idea	Energy: Understandings of the physical world are deepened by investigating matter and energy.	
Guiding Question	How can objects, humans, and other animals move?	
Learning Outcome	Children explore movement of objects, humans, and other animals.	
	Skills & Procedures	
	Identify various ways that humans and other animals can move.	3
	Examine the reasons why humans and other animals move.	3
Organizing Idea	Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	How can environments be explored?	
Learning Outcome	Children examine and describe surrounding environments.	
	Skills & Procedures	
	Use the senses to make observations about environments.	3
	Ask questions about surrounding environments.	3
	Demonstrate respect while interacting with environments.	3

Creative Expression		
General Learner Expectations	The child explores self-expression through creative thought and through language, art, movement, music and drama.	
Specific Learner Expectations	The child:	
	explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement	D,1

GRADE ONE CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking be applied to develop oral communication?	
Learning Outcome	Students develop listening and speaking skills through sharing stories and information.	
	Skills & Procedures	
	Respond orally to questions during discussions.	D,2,3
	Contribute to discussions as a listener and speaker.	D,2,3
	Listen to and follow two-step instructions.	1,3
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	What messages are conveyed through ideas and information within texts?	
Learning Outcome	Students investigate meaning communicated in texts.	
	Skills & Procedures	
	Listen to a variety of fictional and informational texts that are read aloud.	2
	Respond to texts that have been read aloud.	2
	Share personal connections to ideas or information in texts.	2
	Answer questions requiring literal recall and understanding of examples, details, or facts in texts.	2
	Answer questions that require giving opinions about information in texts.	2



Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing be used to communicate meaning?	
Learning Outcome	Students create messages through the application of writing processes.	
	Skills & Procedures	
	Edit written work for spelling, grammar, and punctuation.	1
	Share messages with others.	1,3
	Include own name on messages created.	1

Physical Education and Wellness		
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	How can boundaries contribute to safety?	
Learning Outcome	Students explain how boundaries connect to safety.	
	Skills & Procedures	
	Identify how boundaries might protect a person or a group of individuals.	3

Science		
Organizing Idea	Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	How can environments be explored?	
Learning Outcome	Children examine and describe surrounding environments.	
	Skills & Procedures	
	Investigate animal behaviour throughout the seasons, including migration and hibernation.	3
	Identify personal and group actions that demonstrate responsibility and care for nature.	3
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions	
Guiding Question	How do plants and animals survive?	
Learning Outcome	Students investigate and examine needs of plants and animals.	
	Skills & Procedures	
	Determine how a local environment meets the basic needs of plants and animals.	3
	Describe personal experiences related to how humans take care of plants and animals.	D

Art		
Component 3	APPRECIATION: Students will interpret artworks literally.	
C	An artwork tells something about its subject matter and the artist who made it	D
F	All aspects of an artwork contribute to the story it tells	D,1



GRADE TWO CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	How can listening and speaking be developed to improve oral communications?	
Learning Outcome	Students examine and adjust listening and speaking to communicate effectively.	
	Skills & Procedures	
	Contribute to a discussions as a listener and speaker	D,2,3
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by	
Guiding Question	How does comprehension facilitate the meaning of a text?	
Learning Outcome	Students examine and apply a variety of processes to comprehend texts.	
	Skills & Procedures	
	Share personal connections that support understandings of ideas or information in texts.	2
	Answer questions requiring literal recall and understanding of evidence, details, or facts from	2
	Answer questions that require making interpretations or giving opinions about information in texts.	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing	
Guiding Question	How can writing processes and techniques improve expressions?	
Learning Outcome	Students create and enhance ideas and information by applying a variety of writing processes.	
	Skills & Procedures	
	Create written messages that align with an intended audience or purpose.	1
	Incorporate images or features to enhance written messages.	1
	Share written messages with others.	1

Physical Education and Wellness		
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	How can safety be promoted in various contexts?	
Learning Outcome	Students examine and apply personal safety in a variety of situations.	
	Skills & Procedures	
	Pratise safety strategies and procedures in a variety of situations	3
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can healthy relationships be portrayed in various contexts?	
Learning Outcome	Students connect healthy relationships to a variety of learning and playing contexts.	
	Skills & Procedures	
	Practise sharing and listening to ideas of others.	D,1,3



Science		
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	How do plants and animals live and grow?	
Learning Outcome	Students investigate the growth and development of plants and animals and consider their relationship to humans.	
	Skills & Procedures	
	Discuss ways to respect plants and animals while interacting in various environments.	3
	Identify similarities between offspring and their parents.	3

Art		
Component 3	APPRECIATION: Students will interpret artworks literally.	
C	An artwork tells something about its subject matter and the artist who made it	D
F	All aspects of an artwork contribute to the story it tells	D,1

GRADE THREE CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking be enhanced to improve oral communication?	
Learning Outcome	Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.	
	Skills & Procedures	
	Engage in dialogue to express and understand messages.	2
	Develop communication skills through individual or group presentations.	1
	Participate in presentations as a respectful audience member.	1
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How can the development of skills and strategies support comprehension of text?	
Learning Outcome	Students analyze text and make connections to personal experiences to support meaning.	
	Skills & Procedures	
	Make connections between a text and personal feelings, experiences, or background knowledge.	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?	
Learning Outcome	Students investigate writing and research processes that support informed written expression.	
	Skills & Procedures	
	Create written texts for a variety of audiences and purposes.	1
	Edit writing for spelling, punctuation, and grammar.	1

Physical Education and Wellness		
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	How is safety connected to health?	
Learning Outcome	Students investigate and explain safety and its correlation to health.	
	Skills & Procedures	
	Explain the function or purpose of specific rules or guidelines within various contexts.	3



Art (Level 2 Grade 3/4)

Component 10 (i)

PURPOSE 4: Students will express a feeling or a message.

B

Specific messages, beliefs and interests can be interpreted visually, or symbolized

D,1

