

DOGS VS. CATS

Time: Approximately 15-20 minutes for the focus and introduction; approximately 10-20 minutes for the modeling and guided practice; approximately 45-60 minutes for the independent practice; and approximately 15-30 minutes for the closure.

Instructional Goals:

- The students will brainstorm a list of characteristics that would make a good class pet
- The students will use the **PebbleGo** Animals online database to research and take notes about three cat or dog species
- The Students will create their own campaign poster to promote their pet of choice for the classroom

Integrated Content Standards

- National Council for the Social Studies (NCSS) (www.socialstudies.org/standards)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy)
- NCTE/IRA Standards for English Language Arts National Educational Technology Standards for Students (www.iste.org/standards/for-students)

Materials/Resources:

- **PebbleGo** Animals online database
- **Dogs Vs. Cats Research** handout
- **Dogs Vs. Cats Campaign** handout
- Pencils
- Art supplies such as markers, colored pencils or crayons

Focus

1. Bring the class together and write the word “campaign” on a white board.
2. Ask the students if they know what this word means. If students are not able to give their own accurate definition, tell them a campaign is how a person tries to convince voters that what they believe is the right choice. The person does this using signs, speeches, TV advertisements, and social media.
3. Ask the class to think of time a person might use a campaign at your school to help convince someone their viewpoint is correct. Prompt students to give you examples such as convincing your school to recycle plastics or building a new playground for students. Record their responses.
4. Remind students that it is important to create a campaign specific to what your goal is. Today’s goal will be to campaign and vote on a fictional class pet, either a cat or a dog. Brainstorm and write a list of criteria that they could use to determine what type of pet might be best for your classroom. Ask leading questions that prompt responses such as “temperament,” “care” or “size.” Examples might be:
 - › What size animal would best work for our classroom?
 - › How will we need to care for the animal?
 - › What type of personality would make the best class pet?

Teach/Model

5. Explain to students that they will use the **PebbleGo** Animals online database to research and take notes on either three dog or three cat breeds, depending on which they think would make the best class pet.
6. Demonstrate how to navigate the **PebbleGo** Animals online database. Click on the Animals Section of the database, then “Pets and Farm Animals” subcategory. Navigate to the “Pets” articles. From there, tell students they will need to choose either “Dogs” or “Cats” based on who they think would make the best class pet. Explain to students that you will demonstrate this with “Dogs” and select that category. Finally, click on “Herding Group” and then “Australian Shepherds.”
7. Click on at least two of the heading tabs such as “Size” or “Care” to demonstrate navigating the database articles.

Guided Practice

8. Pass out the **Dogs Vs. Cats Research** Handout and review the directions. Demonstrate navigating the **PebbleGo** online database and completing some of the handout. Show students how to indicate which pet they think is best by circling either the dog or the cat on the handout. Continue demonstrating how to use the database tabs to find the information requested. For example, you might click on the “size” tab and write “18 to 23 inches” and “40 to 65 pounds” on the appropriate place on the handout. Work together with students until they have a clear understanding of the process.
9. Remind students that they always need to give credit to their research source. Click the “cite” button and model copying the information in the bibliography section of the handout.

10. Distribute the **Dogs Vs. Cats Campaign** handout. Tell students that they will have the chance to choose one dog or cat breed from their research that they think would make the best classroom pet. Then they will create a campaign poster explaining why that breed or cat or dog would be the best pet. To help sort out their research, point out the questions at the beginning of the handout. Refer students back to the list of great classroom pet characteristics you brainstormed at the start of the lesson.
11. Show students the campaign poster portion of the handout. Remind them that as they create their own poster, they need to visually convince people why their pet is the best choice for the classroom. They should include a drawing of their cat or dog breed along with a few key phrases or facts convincing someone to vote for their breed.

Independent Practice

12. Allow students time to access the **PebbleGo** Animals online database and complete the **Dogs Vs. Cats Research** handout. Circulate around the room and provide help as needed.
13. Have students complete the **Dogs Vs. Cats Campaign** handout and illustrate their campaign poster. Encourage students to add details to make their poster more visually appealing.

Closure

14. Ask students to present their campaign poster to one another. You can do this as an entire class or divide students in small groups if time is limited.
15. Hold a class vote on which pet would be the best fit for your classroom. To avoid the possibility of a one-vote, class-wide tie, consider telling the students that they cannot vote for their own campaign.
16. Lead a quick discussion on how the campaign posters convinced them to vote as they did.

Extend/Enrich

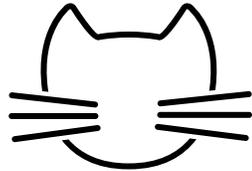
Have students pair up with someone who chose a dog vs. a cat, or vice versa. Together, they will create a Venn diagram comparing one breed of cat vs. one breed of dog. After doing so, ask students to write a few sentences comparing the similarities and differences.

Name: _____

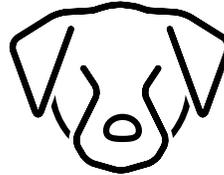
Dogs Vs. Cats Research

Use the **PebbleGo** Animals online database to learn about three breeds of dogs or cats that might make a good classroom pet.

Circle the animal you think would make the best classroom pet.



Cat



Dog

Choose three cat or dog breeds and take notes on each of them by answering the questions below.



Breed #1: _____

What is the size of the animal?

What does the animal look like? Describe its body type.

What type of care does this breed need?

What is the temperament of this breed?

Write at least one fun fact about this breed.

Breed #2: _____

What is the size of the animal?

What does the animal look like? Describe its body type.

What type of care does this breed need?

What is the temperament of this breed?

Write at least one fun fact about this breed.



Breed #3: _____

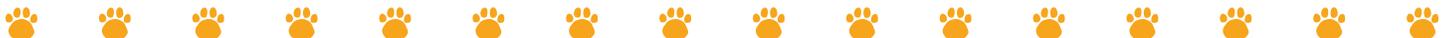
What is the size of the animal?

What does the animal look like? Describe its body type.

What type of care does this breed need?

What is the temperament of this breed?

Write at least one fun fact about this breed.



Bibliography:

Name: _____

Dogs Vs. Cats Campaign

Now it's your turn to pick one breed of cat or dog for our fictional classroom pet. It will be up to you to decide which breed you think would be the best fit. You will also create your campaign poster showing why your classmates should vote for your choice. Answer the following questions to help you decide what information to include in your campaign poster.

List three characteristics you feel are most important for the class pet to have.

1. _____
2. _____
3. _____

The dog or cat breed I feel would make the best classroom pet is:

I feel this way because:

Use the next page to create a campaign poster for your cat or dog breed. A campaign sign should tell your classmates why they should vote for your breed for class pet. Remember to use some of your ideas above to help you create the poster. Try to make your poster stand out and include a drawing of your dog or cat breed.

Name: _____



Campaign Poster