



Big Ideas

Here are some big ideas about animals as pets that you can help children explore:

- We can have dogs as pets.
- Dogs are different sizes and colors.
- We can help take care of our dogs.
- Dogs bark.
- Some dogs have doghouses and dog beds.



Materials to Collect and Make

Featured Books

Clifford the Big Red Dog by Norman Bridwell (+BB)

Bingo by Rosemary Wells (BB)

Please, Puppy, Please by Spike Lee & Tonya Lewis Lee, illustrated by Kadir Nelson

Mother Goose Books

Key: (BB) – Available in Board Book only
(+BB) – Also available in Board Book

Note: See the **Book List** section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.

Storytelling Figures and Mother Goose Rhyme Charts

- Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, "[Hey Diddle Diddle](#)"
- Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, "[Old Mother Hubbard](#)"
- Illustrated Mother Goose Rhyme chart for "Oh Where, Oh Where Has My Little Dog Gone?"

Additional Materials

- Pictures of dogs
- Stuffed dogs (supplied by either family or center)
- Photos of children's dogs
- Prop box – dog care/wash (feeding dish, dog leash, empty and clean detergent bottle, brush, towel)
- Boxes in 3 sizes
- Dog and bone stampers
- Dog bowls and bones (poster board)



Book List

*Featured Books

**Clifford the Big Red Dog* by Norman Bridwell
**Bingo* by Rosemary Wells
**Please, Puppy, Please* by Spike Lee & Tonya Lee, illustrated by Kadir Nelson
Clifford the Small Red Puppy by Norman Bridwell
The Everything Book by Denise Fleming
I Went Walking by Sue Williams, illustrated by Julie Vivas
Time for Bed by Mem Fox, illustrated by Jane Dyer
Who Are They? by Tana Hoban



Reading Books with Toddlers

Note: Review the section in **Curriculum Tips and Techniques** on Reading Books with Children, for suggestions on how to use books with children.

Benchmarks: 4.4.C Communicates through language
4.5.C Shows enjoyment of books and stories

Book: *Clifford the Big Red Dog* by Norman Bridwell (YT & OT)

First Reading of *Clifford the Big Red Dog*

- Plan ahead for this story by inviting families to send in pictures of their dogs and by having a collection of pictures of dogs.
- Say to children, "I have pictures of some dogs. And Sean and Audra and Keeshan brought us photos of their dogs. We're going to look at the photos and read a book about a big red dog."
- Invite children who join you to look at the photos. Encourage children to talk about the dogs in the photos and pictures and the dogs they have at home.
- Collect the photos and pictures and explain to children that you will put the photos on the wall so they can look at them later.
- Show the children the cover of the book and ask children if anyone knows the name of the big red dog on the cover. Some children may have seen Clifford on TV and may know his name.
- Read title of book. Ask children if they have ever seen a red dog. Accept all answers.
- Read the story, allowing children to make comments about the illustrations.

Note: Provide additional pictures of dogs so that each child can have a picture to look at.

Note: Provide pictures of dogs if families do not send any photos of their family pet dog.

Second Reading of *Clifford the Big Red Dog*

- Go to the book area and begin to sing the following song:

Oh Where, Oh Where Has My Little Dog Gone?

Oh where, oh where
Has my little dog gone?
Oh where, oh where
Can he be?

With his tail cut short
And his ears cut long,
Oh where, oh where
Can he be?

- Show cover of the book and invite children to recall the name of the big red dog in the story. Then read the title of the book.
- Read the story with the children. Allow them to make comments about what is happening in the story.
- Call attention to the pictures that show the way Emily Elizabeth is taking care of Clifford. She feeds him and she gives him a bath.
- Follow up the second reading by showing pages that have a full view of Clifford and invite children to tell you what is happening on those pages and to talk about similar happenings with their dogs. For example, when Emily Elizabeth is riding on Clifford's back and they are playing games, invite children to discuss some of the games they play with their dogs.
- Show the page with the picture of Clifford in his dog house. Invite children to say where their dogs sleep: in the house or outside, in a dog bed or a dog house, for example.

Book Extension: *Clifford the Small Red Puppy* by Norman Bridwell (OT)

- Share the book, *Clifford the Small Red Puppy* if you think your children would enjoy this story.
- Begin by asking children if they think Clifford was always a big dog. Accept all answers.
- Say, "Let's read another story about Clifford and find out if he was always a big dog."
- Show the cover and invite children to discuss what they see. Then read the title.
- Read the story with the children.
- Repeat the question you asked before reading the story: "Do you think Clifford was always a big dog?" Listen to the children's responses and make supportive comments such as, "Jasmine, you're right. He was a little puppy. Then he grew and now he's a big dog. Just like you were a tiny baby. Then you grew and now you are much bigger."
- Show the pictures in the book and involve children in noticing how Clifford grew from a small red puppy to a big red dog.
- Read the book again if children are interested.

Additional Benchmarks: 6.1.C Gains an understanding of basic concepts and understandings

Note: Consider "telling" some of the pages rather than reading the entire text on the page.

Book: *Please, Puppy, Please* by Spike Lee & Tonya Lewis Lee, Illustrated by Kadir Nelson

First Reading of *Please, Puppy, Please* (YT & OT)

- Say to children, "I'm going to the book area to read a story about a puppy that gets into all kinds of trouble."
- Show cover of book and read the title. Say, "In this story, this dog doesn't have a name. The children just call him 'puppy'. Maybe they'll give him a name later."
- Invite children to tell you the name of their dog.
- Read the story with the children. Allow the children to relate happenings with their dogs that are similar to the ones in the story.
- Read the page which begins, "not the mud, puppy." Ask children if their dog ever rolled in the mud. What happens when dogs roll in the mud? How do you get dogs clean?

- Continue reading until the end.
- Invite children to suggest names for the puppy in the story.

Second Reading of *Please, Puppy, Please*

- Show cover and invite children to say the title with you.
- Invite children to recall some of the ways the puppy got into trouble in the story.
- Read the story with the children. Invite them to repeat the “puppy please” phrases with you.
- Follow up the second reading by showing the pages where the puppy is getting in trouble and invite children to discuss what the dog has done. Invite them to look closely at the pictures for clues. For example, on one side of the double spread is torn newspaper and on the other side the puppy has a piece of newspaper in his mouth. Help them see the connection between the two pages.

Book: *Bingo* by Rosemary Wells (YT & OT)

First Reading of *Bingo*

- Go to the book area as you sing the following from the song, Bingo:

B-I-N-G-O

B-I-N-G-O

B-I-N-G-O

And Bingo was her name, oh!

- Show the cover of the book and say, “This is a story about a dog whose name is Bingo.”
- Read or sing the story with the children.
- Follow up the first reading by showing each page and inviting children to sing along with you.

Extension:

- Include additional readings of *Bingo* as you and children participate in musical experiences together.



**Language
and
Cognitive
Materials
and
Experiences**

Benchmarks: 4.4.C Communicates through language
4.5.C Shows enjoyment of books and stories

Planned Experience: Storytelling (YT & OT)

Mother Goose Rhyme, “[Old Mother Hubbard](#)”

Mother Goose Rhyme, “[Hey Diddle Diddle](#)”

How to begin:

- Make felt or magnetic storytelling figures for the rhyme.
- Read the rhyme with the children from a Mother Goose book that has only one rhyme per page so that children can see illustrations more clearly.
- Use the storytelling figures to say the rhyme.
- Involve children in placing figures on the storyboard when you feel they can do this.

Extension:

- Use the storytelling figures as you repeat the rhyme at a later time. Invite children to join you in saying the rhyme.

Planned Experience: Illustrated Mother Goose Rhyme Chart (YT & OT)

[“Hey Diddle Diddle”](#)

- Make an illustrated rhyme chart for the rhyme. Laminate or cover the chart with clear self-adhesive paper for durability. (Refer to Tips and Techniques: Making Charts, for information on making charts).
- Read the rhyme at another time, again using a Mother Goose book.
- Show the rhyme chart and again read the rhyme with the children.
- Post the rhyme chart on the wall at children’s eye level. Observe children and, if they notice the chart, join them in saying the rhyme.

Benchmark: 4.4.C Communicates through language

Planned Experience: “Oh Where, Oh Where Has My Little Dog Gone?” (YT & OT)

(Song)

Oh where, oh where has my little dog gone?
Oh where, oh where can he be?
With his ears cut short and his tail cut long,
Oh where, oh where can he be?

- Sing or say the rhyme with the children from a Mother Goose book that has one rhyme per page so that children can see illustrations.

Planned Experience: Illustrated Rhyme Chart (YT & OT)

[“Oh Where, Oh Where Has My Little Dog Gone?”](#)

- Make an illustrated rhyme chart for the rhyme. Laminate or cover the chart with clear self-adhesive paper for durability. (Refer to Tips and Techniques, Making Charts, for information on making charts.)
- Sing or say the rhyme at another time, again using the same Mother Goose book.
- Show the rhyme chart and again sing or say the rhyme with the children. Encourage children to sing with you.
- Post the rhyme chart on the wall at children’s eye level. Observe children and if they notice the chart, join them in singing or saying the rhyme.

How Much Is that Doggie in the Window?

(Song)

How much is that doggie in the window?
The one with the waggely tail.
How much is that doggie in the window?
I do hope that doggie’s for sale!

Bingo

(Sing and clap)

There was a farmer had a dog,
And Bingo was his name-o.

B-I-N-G-O

B-I-N-G-O

B-I-N-G-O

And Bingo was his name-o!

Note: Consider showing the book, *Bingo*, to the children as a way to introduce the song. Say, "We're going to sing a song about Bingo."

Benchmarks: 4.3.C Responds to verbal and non-verbal communication
6.1.C Gains an understanding of basic concepts and relationships
6.3.C Develops strategies for solving problems

Planned Experience: Bones for Clifford, Puppy and Bingo (YT & OT)

Materials: 3 poster board dog bowls and 12 dog bones, three books: *Clifford the Big Red Dog*, *Please, Puppy, Please*, and *Bingo* (See Attachment: [Dog Bowls & Bones](#))

How to begin:

- Make three dog bowls; one red, one brown, and one black and white with black spots and twelve dog bones; four red, four brown, and four black and white with black spots. Laminate or cover the bowls and bones with clear self-adhesive paper for durability.
- Take the three books and the bowls and bones to the book area. Invite children to join you and help feed the dogs.
- Show the covers of the three books and invite children to recall the names of the dogs in the stories – Clifford, Puppy and Bingo.
- Call attention to the color of each of the dogs. Say, "Clifford is a big red dog, Puppy is brown and Bingo is white and black."
- Place the 3 books on the floor and set the bowls in front of the book.
- Separate the bones by color and display them on the floor in front of the children.
- Invite one child at a time to find a bone for a dog. For example, say, "Melinda, please feed Clifford a red bone. Now Eduardo will you feed Puppy a brown bone. Tajaun, Bingo needs a white and black bone."
- Continue by allowing children a turn until all of the bones have been fed to the dogs.
- Support children to help them be successful.

Extension:

- Know your families who have a home language other than English. Learn from them how to say "dog" and color words in their language.
- Include the home language words for dog and for the colors when involving their children in this experience.

Additional Benchmark: 4.2.C Identifies with a home language

Benchmarks: 4.3.C Responds to verbal and non-verbal communication
6.1.C Gains an understanding of basic concepts and relationships

Planned Experience: Big, Medium and Small Size Dogs (OT)

Materials: 3 stuffed dogs of different sizes: big, medium and small

	<p>How to begin:</p> <ul style="list-style-type: none"> • Place the three dogs on the floor out of the flow of traffic. • Invite no more than three children to join you. • Allow the children to hold and explore the dogs. Then ask them to set the dogs on the floor. • Invite one child to find the “big dog.” Say, “Zeke, can you show me the biggest dog? That’s right Zeke, this is the biggest dog. We’ll put him right here.” Place the dog facing the children, on their left and your right. • Invite another child (if more than one) to find the “smallest” dog and place it on the floor facing the children, leaving space between the two dogs. • Say, “Yolanda, can you put the middle size dog between the big and the small dog?” • Touch each dog as you say; “Now we have a big dog, a middle size dog and a small dog all in a row.” <p>Extensions:</p> <ul style="list-style-type: none"> • Touch each dog and invite children to help you count them: 1, 2, 3. • Have three different size boxes: small, medium and large. • Invite children to play with the boxes and dogs. Observe to see if they match dogs to boxes by size. • Say to a child, “I see a big box for the big dog. Can you put the big dog in the big box?” • Repeat this experience with children matching all the dogs to the correct boxes. • Invite children to sort bones by size into the different size bowls. • Ask them to match the dogs to the correct size bowls and bones.
 <p><u>Self, Social and Emotional Experiences</u></p>	<p>Benchmarks: 1.2.C Becomes aware of self as a unique individual 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities 1.4.C Asserts independence</p> <p>Planned Experience: Our Book of Pets (YT & OT)</p> <p>Materials: construction paper, pictures of pets (dogs, cats, fish, birds), glue, craft sticks for spreading glue</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Plan to develop the book during the period of time that children are involved in learning about pets. • Invite each child to select the color of construction paper for his or her page in the book. • Have pictures of dogs cut from magazines. • Write on each child’s page his or her name, following the example: Savannah’s pets. • Display the pictures of dogs on a tray or the table so children can choose one. • Invite each child to select one of the dogs to be his or her pet dog. • Talk the child through the steps: turn the picture face down, use the craft stick to spread glue on the back of the picture, place the picture glue-side down any place on the paper the child chooses. • Explain to children that you will keep their page so they can add more pets. <p>Extensions:</p> <ul style="list-style-type: none"> • Involve children in adding additional pets to their page. • Create a cover for the book: Our Book of Pets. Add pictures of pets to the cover. • Make a book from the completed pages by punching holes and fastening the pages together with rings or yarn. • Read the book with the children when it is completed. Show each page and say whose

	<p>page it is. Invite the child to name the pets on his or her special page.</p> <ul style="list-style-type: none"> • Place the book in the book area for children to look at on their own. Observe to see if they recognize their own pages. • Suggest that children share the book with their families. <p>Note: <i>Provide pictures of other pets such as hamsters or gerbils for children who may have these pets at home.</i></p>
 <p><u>Sensory and Art Materials and Experiences</u></p>	<p>Benchmarks: 5.2.C Develops fine motor skills 6.1.C Gains an understanding of basic concepts and relationships 6.2.C Applies knowledge to new situations 6.3.C Develops strategies for solving problems</p> <p>Planned Experience: Dog and Bone Prints (YT & OT)</p> <p>Materials: cookie cutters (dog outline), old computer mouse pads, foam craft sheets or vinyl placemats, flat scraps of wood, small wooden knobs for cabinet doors, white glue or glue gun (adult only), recycled pie tins, paper towels, tempera paint, white paper</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Create wood block stampers by cutting out dog and bone shapes from an old computer mouse pad, foam craft sheets or recycled vinyl placemats. • Glue the shapes (rough rubber side out) to one side of a flat scrap of wood and glue a wooden knob to the other side. Let dry overnight or until firmly set and dry. • Place moist paper towels in a pie tin. Pour tempera paint on the towel. • Invite children to use the cookie cutters and stampers to make prints on their paper. • Support children in this process by encouraging them to “Press the dog stamp into the paint, then press it on the paper.” • Comment on what is happening. “Kathleen, you made a dog and a bone on your paper.” • Allow children to use the cookie cutters and stampers as long as they remain interested in the experience. <p>Extension:</p> <ul style="list-style-type: none"> • Create an opportunity for children to work together to create a dog and bone mural. • Tape an extra large piece of butcher paper to a table. • Invite children, a few at a time, to contribute to the mural. • Hang the completed mural on the wall at child’s eye level. <p>Note: <i>Begin the print experience with one color of paint. Add additional colors in separate pans when you feel children are ready for this.</i></p>
 <p><u>Food / Nutrition Experiences</u></p>	<p>Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities 1.4.C Asserts independence 5.4.C Develops self-help skills</p> <p>Planned Experience: Puppy Chow Mix (YT & OT)</p> <p>Materials: different kinds of whole-grain cereal squares, small scoop, small bowl, spoon and napkin for each child.</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Sit at table with a small group of children.

	<ul style="list-style-type: none"> • Give each child a bowl, spoon and napkin. Invite each child to put a scoop of each type of cereal squares in his or her bowl. Assist children as needed. • Serve with milk. Children may choose to pour milk over cereal, or eat cereal and drink milk separately. <p>Note: Add to the snack what is needed to meet nutrition guidelines.</p> <p>Note: It is important that adults sit at the table and eat with children to serve as models.</p> <p>Note: Caregivers and children should always wash hands before participating in a food experience.</p> <p>Note: Check for food allergies before offering new foods to children.</p>
 <p><u>Movement, Music and Gross Motor Experiences</u></p>	<p>Benchmarks: 4.3.C Responds to verbal and non-verbal communication 5.1.C Develops gross motor skills 6.3.C Develops strategies for solving problems</p> <p>Planned Experience: Move Like a Dog (YT & OT)</p> <p>Materials: none</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Allow space for children to move without bumping into each other. • Name an action of a dog and invite children to join you in acting out that action: “Can you dig in the dirt like a puppy?” “Can you roll over like a dog?” “Can you sit up and beg?” “Can you shake the water off you after a getting a dog bath?” “Can you wag your tail like a happy dog?” “Can you bark and wag your tail at the same time?”
 <p><u>Transition Times</u></p>	<p>What Color Bone?</p> <ul style="list-style-type: none"> • Make dog bones in four to six different colors. (See Attachment: Dog Bowls & Bones) • Keep a set of each color bone and place the other bones in a small container. • Allow each child to select a bone from a container. • Show a color of a bone and say, “I have a blue bone for my dog. Who has a blue bone just like mine?” • Transition children to next experience as they match the bones. <p>Note: Consider using the bones from the Clifford, Puppy and Bingo Experience for a transition.</p> <p>Note: Adapt other finger plays previously listed as transitions to move children from one activity or place to another.</p>



Family Experiences

Send home a note to families stating that for the next few days, the children will be learning about pets. Include a list of children's books about dogs. Suggest that families can be involved in the following ways:

- Send photos of their child's pet. Include photos of the child with his or her pet. Ask families to put the name of the pet on the back of the photo.
- Bring in pictures of pets from calendars and magazines, for example.
- Teach the caregivers how to say "dog" and the names for colors in their home language if it is not English.
- Check out books about dogs from the local library to read with their child.
- Take a trip to a pet store with their child to look at the different pets.