

# Wild Animals Do Not Make Good Pets

**Grades: 1 - 2**

**Objectives:**

Affective:

- Students will be able to identify animals that do not make pets (companion animal).

Academic:

- Students will develop observational skills.
- Students will listen and read to acquire information and understanding.

**Materials:** pictures of companion animals and wild animals

**Motivation:** Ask students: “Would a tiger make a good pet?”



**Procedure:**

Mini-Lesson:

- 1) Discuss what a tiger needs to live.
- 2) Show pictures of companion animals and wild animals. Have students discuss specific differences in the needs of wild animals and companion animals. Also mention farmed animals including cows, ducks, chicks, etc.
- 3) Attention should be drawn to food, shelter, space and environmental medium (water, land, sand, mud, etc.)
- 4) Read and discuss “Samuel” poem.
- 5) Have students complete “I’m So Sad!” sheet. Where might the frog be happier?

Small-Group Activity:

- 1) Have groups of students complete the handout “Which Animals Do Not Make Good Household Companions?” Circulate in the room working with individual groups.
- 2) Have representatives from each group explain why the animals shown – in order – could or could not be a household companion animals.

**Summary:**

- 1) Wild animals do not make good pets.
- 2) Wild animals should be allowed to live in the wild.
- 3) Horses can be companion animals but do not live in your house.



**Follow-Up Activities:**

- Take a neighborhood walk to identify wild versus companion animals.
- Draw pictures or cut out pictures of wild versus companion animals and place them in the correct columns on a class chart.

**Resources for Teachers:**

- Acorn Naturalists  
[www.acornnaturalists.com/store/category.asp?Category\\_ID=523](http://www.acornnaturalists.com/store/category.asp?Category_ID=523)
- Dawn Publications [www.dawnpub.com](http://www.dawnpub.com)
- KIND News [www.kindnews.org](http://www.kindnews.org)
- ASPCA AnimaLessons  
[www.asPCA.org/site/PageServer?pagename=al\\_home](http://www.asPCA.org/site/PageServer?pagename=al_home)
- ASPCA Lesson Plans  
[www.asPCA.org/site/PageServer?pagename=al\\_lessonplans](http://www.asPCA.org/site/PageServer?pagename=al_lessonplans)

## **New York State Standards Addressed:**

*ELA Standard 3 - Language for Critical Analysis and Evaluation* – Students will read, write, listen, and speak for critical analysis and evaluation.

### Listening and Reading

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

*ELA Standard 4 - Language for Social Interaction* – Students will read, write, listen, and speak for social interaction.

### Listening and Speaking

1. Oral Communication in formal and informal settings require the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

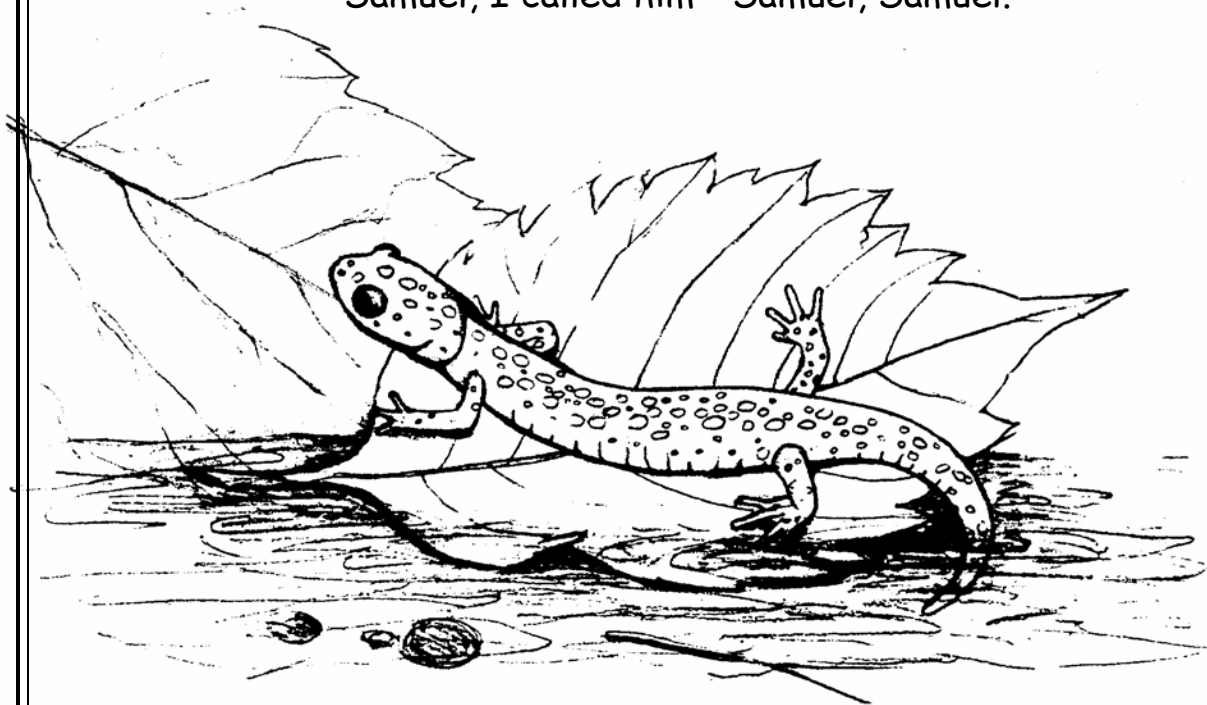
*MST Standard 4 – Science* – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

### The Living Environment

1. Living things are both similar to and different from each other and nonliving things.

## Samuel

I found this salamander  
near the pond in the woods.  
Samuel, I called him. Samuel, Samuel,  
Right away I loved him.  
He loved me too, I think.  
Samuel, I called him. Samuel, Samuel,  
I took him home in a coffee can,  
and at night  
he slept in my bed.  
In the morning  
I took him to school.  
He died very quietly during spelling.  
Sometimes I think  
I should have left him  
near the pond in the woods.  
Samuel, I called him - Samuel, Samuel.





Name \_\_\_\_\_

Date \_\_\_\_\_

**I'm So Sad!**

**Please draw me a new home where  
I will be happy. Tell why you  
think I would be happier in my  
new home.**

---

---

---

---

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

# Which Animals Do Not Make Good Household Companions?

Wild animals **NEVER** make good pets! Use a crayon to circle the animals that would **NEVER** make good pets.

