



Pet Shop Project Study: by Mrs. Kowalski's 3-Year-Old Class

Our class project was an in-depth exploration of pets that was motivated by the excitement and curiosity of the students in our class. The curriculum was built upon the interests of the children based on discussion questions: What do you know? What do you want to learn about? What projects do you want to make. Based on our discussions as our project progressed, we focused on dogs, cats, turtles, fish, and any other of the children's interests that emerged during our project work.

What do we need to make a pet shop?



Ava - "We need to have dogs and cats."

Charlie - "We need cat toys."

Mattie - "A pet shop house."

Valentina - "A pet toy so you can brush their hair."

Mimi - "A kitten."

Leo - "Toys."

Marty - "Clippers to cut their nails."

William - "Treats."

Lani - "Toys."



We decided to transform our pretend center into a pet shop. First the children shared their thoughts and ideas about what we would need to make a pet shop. Based on the children's responses, materials were brought in and items were gathered to help transform our pretend center into a pet shop.

Language Arts: 1.A.ECb Respond appropriately to questions from others
1.A.ECc Provide comments relevant to the context
1.B.ECc Continue a conversation through two or more exchanges
1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail
5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest



We had real pets visit to observe and study!

Science: 11.A.ECd Collect, describe, compare, and record information from observations and investigations

11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation

11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations

12.A.ECa Observe, investigate, describe, and categorize living things

12.B.ECa Describe and compare basic needs of living things

12.B.ECb Show respect for living things





We made suncatcher geckos.



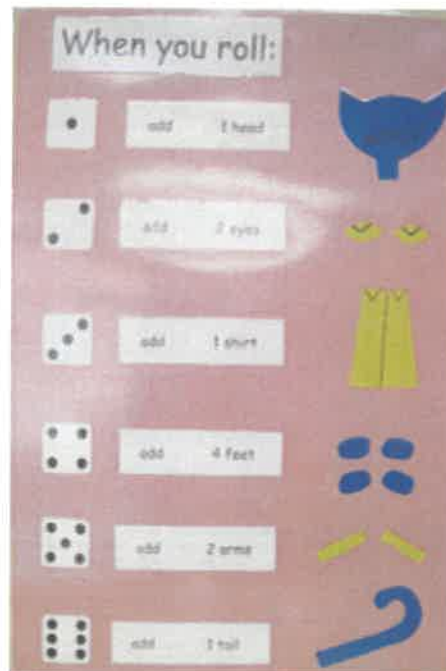
We practiced patterns while making snakes.

Physical Development and Health: 19.A.ECa Engage in active play using fine-motor skills
 19.A.ECd Use eye-hand coordination to perform tasks
 19.A.ECe Use writing and drawing tools with some control
Fine Arts: 25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials
 26.B.ECa Use creative arts as an avenue for self-expression

Mathematics: 6.A.ECa Count with understanding and recognize "how many" in small sets up to 5
 6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less
 6.A.ECd Connect numbers to quantities they represent using physical models and informal representations
 6.A.ECg Be able to say the number after another in the series up to 9 when given a "running start," as in "What comes after one, two, three, four...?"

We played a Pete the Cat math game.

How to play:



The children play a math counting game to build Pete the Cat!

Social/Emotional Development: 30.A.ECe Use materials with purpose, safety, and respect

30.C.ECc Show some initiative, self-direction, and independence in actions

30.C.ECd Demonstrate engagement and sustained attention in activities

31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns



We celebrated the end of our pet project with an in-school field trip where the children stuffed their own pet dog.

REFLECTION

The pet shop increased socialization amongst the children. It gave them the opportunity to learn many facts about the different types of pets. The activities throughout the project covered a wide area of curriculum across the state standards. The project was enjoyed by both students and teachers alike!