**PET OVERPOPULATION**

**LESSON 3: Grades K-3**

**SPAY OR NEUTER SONG**

**Curriculum Connections, Standards addressed:**

**Academic Goals:**  1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 3.1, 3.4, 3.5, 3.6, 4.1, 4.2, 4.7

**Knowledge Goals:**  Communication Arts: 1, 2, 5 & 6; Mathematics: 1, 2, 3, 4, 5 & 6; Science: 3, 4 & 8; Social Science: 6; Fine Arts: 1, 2 & 5

**Objective:** To help students understand the magnitude of the alarming pet overpopulation problem through creative play and song. Students will engage in singing and different body movements for each verse.

**Common Core-Aligned Activities:**

**SL.K-2.1—Participate in collaborative conversations with peers and adults.**

Are there enough homes for all dogs, cats and rabbits that are born? In reality, can we find homes for every pet in need of one? What can be done to help them? How can we take responsibility for their welfare? What is needed?

**Character Concepts:** Responsibility

Our pets can’t speak for themselves and rely on us to tell their story, identifying their needs and seeking help for them when necessary. Being the guardian of another creature is very important. You hold their welfare in your hands. It is vital you do what you are supposed to do, providing humane and compassionate care to your pet friend.

**STEM initiatives: Thinking critically in the connections to Science, Technology, Engineering and Math**

**2-LS2-1—**Events have causes that generate observable patterns.

Cause and Effect are powerful observation tools that can predict patterns. How can cause and effect predict the needs of pets?

What can we do, say or seek help with that can affect our pets? What happens when their needs are not met?

**Materials**:

* DOWNLOAD Handout: “The I Quit Song”

**Method**: Remind students of the song “The Twelve Days of Christmas.” Explain that, using this tune, they are going to sing and act out a song about how many dogs can be born to a female dog that has not been spayed. Have the students decide which body movements would be appropriate for each verse. Provide the example of mimicking the carrying of a basket for the first verse, (ex. “By the time she was a year old my doggie gave to me---a litter in a basket”). The teacher will simply lead the song and the performance of different body movements for each verse.

Before they sing the song, remind students that as with “The Twelve Days of Christmas,” the old verses are repeated in the “I Quit!” song as each new verse is added. When the participants get to numbers like 108, 324, and so on, the numbers must be sung fast, all on the same note.

**Call To Action:**  Involve students in the discussion of what happens in the song. Do the numbers get larger? Why? Can a student possibly take care of 324 dogs? Can this happen over a period of time if their adult female dog is not spayed? What can be done to “Quit!” the numbers of unwanted animals? Have students perform this song for other classes in your school. Have students then explain the importance of taking responsible care of pets and that not all animals born are lucky enough to have a home. Ask students to take the song sheet home to sing for their parents.

**Reading:** Visit our section entitled ***Recommended Children’s Literature*** for a comprehensive listing of animal-related books.

**Web sites:**  Visit our section entitled ***Recommended Web Links*** for animal-related web sites.

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